



**United Nations Department of Economic  
& Social Affairs**

**PROMOTING SUSTAINABLE PEACE THROUGH NATIONAL YOUTH POLICIES IN  
THE FRAMEWORK OF 2030 AGENDA & UNSCR 2050**

**A CAPACITY BUILDING & INSTITUTIONAL DEVELOPMENT TOOL KIT FOR  
YOUTH POLICY MAKERS  
IN AFRICA.**

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## PART ONE: CONTEXT & FRAMEWORK

### I. INTRODUCTION

Today, the world faces challenges to lasting peace and development with intense regional and sub-regional pockets including North and Sub-Saharan Africa, the Middle-East and parts of South Asia. As a result, it is widely acknowledged that no peace could be achieved and/or sustained without development and the inclusion of marginalised groups. These include youth who have, traditionally, been denied the opportunity to contribute to development and peace because they could not be “trusted” as positive change agents.

Accordingly, development frameworks have recently acknowledged the need to optimise youth socio-economic contribution especially as they account for an increasing proportion of the world population. By 2030, they will account for 8% of the total with those aged 15-24 estimated to increase from 1.2 billion in 2015 to 1.3 billion. Moreover and, directly linked to the DESA project goal, the proportion of youth in economic transition, conflict and/or post conflict countries tend to be higher than in stable environments. In Africa and the Middle-East, for instance, youth account for an average 35%.

Demographics, compounded by exclusion and unstable environments, deprive many youths of their basic socio-economic rights - access to education, health, professional training and decent work. Furthermore, youth suffer from a general mistrust as many have been associated with various “conflicts” (at the micro and macro level) in Africa, the Caribbean and the Near/Middle-East. Nonetheless, when given the opportunity/space, youth across the world have demonstrated that they can take charge of their lives in a responsible and productive way thereby contribute to national development, social cohesion and peace.

#### **The UN/DESA project**

Despite its natural wealth, Africa is yet to achieve a stable, prosperous and equitable development that values the contribution of all social groups. Accordingly, this project focuses on Burkina Faso, Cote d’Ivoire and Togo to enhance national youth policies from a Peace and Security perspective as mandated by UN Security Council Resolution 2250 which aims to encourage and secure youth participation and inclusion in peace-related processes as it recognises that youth “marginalisation is detrimental to building sustainable peace”.

Furthermore, UNSC Resolution 2419 (September 2018) re-emphasises the need to ensure youth participation in peace negotiations in order to secure/sustain peace. Needless to say, peace and security fall within the nexus development-peace-justice through SDGs 1, 3, 8 and 16. Mainstreaming a youth perspective in this nexus becomes imperative so that they contribute to and thrive in a peaceful environment -politically, socially and economically.

**Accordingly**, the UN/DESA project aims to “*strengthen the capacities of governments and civil society groups to implement UNSC Resolution 2250*” in Burkina Faso, Cote d’Ivoire and Togo. Youth contribution to peace & security will be strengthened through policy dialogues engaging government officials and youth-led organisations coupled with a strong focus on a review and/or strengthening of National Youth Policies (NYPs) to facilitate youth participation

in peace and security. The project is implemented in partnership with the UN System including UNCO, UNDP, UNFPA and FAO. At a regional level ECA, ECOWAs and UNREC have also been involved.

### **Project results to date:**

The project succeeded in mobilizing the government, youth and UN partners to work together on conflict prevention and peacebuilding. By December 2018, it:

- a. trained 800 young people and government officials in Burkina Faso, Cote d'Ivoire and Togo on peace and security within the context of the 2030 Sustainable Development Agenda; and,
- b. established three active youth networks connected through a WhatsApp Group. This enabled project youths to meaningfully engage with the government in policies and programmes that directly affect their lives as well as build partnerships.

## **II. BACKGROUND & CONTEXT**

In recent years, youth potential as change agents has defied the negative vision of youth as “trouble” makers, engaging in extremism and violence. In economies in transition, youth tend to represent a significant proportion of the population (varying between 30 and up to 40% of the total) and, as such, their ability to “thrive” economically and socially is systematically challenged. National Youth Policies (NYPs) have attempted to address these unmet needs with exhaustive lists of objectives and activities that are often disassociated from mainstream national development processes. As a result, their implementation and potential impact is minimal as youth issues remain the responsibility of youth ministries but without the necessary political clout/standing and decision-making power to effect radical change in the situation of youth.

## **III. PRESENTATION OF THE CAPACITY BUILDING TOOLKIT**

### **1. Goals & Objectives of the Tool Kit**

This capacity building toolkit aims to:

**Goal :** Support policy makers to design (inclusive) national youth policies that integrate youth participation, development, peace and security in national development processes.

**Objectives:** More specifically, this toolkit aims to build stakeholders’ capacity to:

- a. Conduct a participatory strategic analysis & translate it in a policy and operational framework to address emerging issues.
- b. Understand and use key concepts linked to youth development, peace and security to design youth-responsive policies [& programmes]

- c. Work together in a collaborative, inclusive, coordinated and productive manner.
- d. Design an M & E and institutional framework that is results-oriented, outcome/impact driven and cost-effective.
- e. Adopt a resource mobilisation strategy to diversify and secure sources of support.

## 2. Methodology

This toolkit is designed to invest in the human capital as well as develop the institutions that provide the structural framework to implement, monitor and assess results/impact of youth policies. Accordingly, it combines tools and methods according to both the task and its corresponding stakeholder. The methodology will promote the “**learn as you do**” approach and will, therefore, be fully participatory through real life/context situations and experiential learning. This capacity building toolkit therefore provides:

- a. Key concepts that are defined within context, using participants’ own experiences and testing their understanding from a pragmatic perspective;
- b. Participatory sessions (tools) allowing participants/stakeholders to test/challenge their understanding of key concepts and their relevance/applicability to specific local context (and learn through this process/skills acquisition);
- c. A practical approach on how to design a youth policy that integrates a peace and security perspective whether it is (a) a zero draft; or (b) being revised/updated.
- d. Tools to ensure stakeholder participation throughout the youth policy planning process (including validation and approval)
- e. A potential resource mobilisation strategy to support the youth policy implementation, monitoring and evaluation.

## 3. Assumptions & Limitations

**Assumptions:** The following toolkit is based on the following assumptions:

- a. Participants in this capacity development and/or users of the toolkit are willing and ready to undergo this transformative process that will, undoubtedly, challenge mindsets, practices and (possibly) beliefs;
- b. Stakeholders are committed to the task and will dedicate the “quality” time required to complete the process.
- c. Resources for this process are clearly earmarked and committed.
- d. There is an enabling environment in terms of peace and security (especially if it is a “class-based” exercise).

**Limitations:** This capacity building toolkit interconnects 3 essential elements in the nexus development-peace-security through a youth lens and in reference to the 2030 agenda (SDGs), UNSCR 2250 and national youth policies. This is neither a straightforward nor simple process. Accordingly, this document will be limited by the following:

- a. It is a desk exercise without interaction with relevant stakeholders – which, somehow, defies the proposed approach as fully participatory. In different circumstances, the design should/would have engaged a multi-stakeholder group to secure their contributions while building their capacity (Taking the successful Senegal experience as a model).
- b. There is no clear indication of the target audience and their profile for the designer to tailor the toolkit according to their specific needs.
- c. There is no clarity on whether this should be a training module (which would, usually, be delivered in “class” and within a number of “days”) or a toolkit. Subsequently, it is designed to be used either in class or as a toolkit whereby relevant stakeholders could use specific components/modules as and when needed but with some guidance.

#### **4. Guiding Principles**

The toolkit is designed with the following principles:

- a. It promotes learning as a 4-step process including knowing about youth peace and security, understanding, accepting and applying it as key in a process designed to achieve behavioural change – which is needed in this case.
- b. Cross-cutting issues such as gender, capacity building, sustainability are embodied throughout the policy planning process (in a mainstreamed fashion according to the introduction on the key concepts. Cf. Module 1).
- c. Participation and inclusiveness are key as this toolkit targets the meaningful engagement of policy/decision makers, implementers such as government and youth leaders and other stakeholders without distinction of status (political, social, financial), gender, capacity or physical “ability”, ethnicity/religious beliefs, etc.
- d. The strategic analysis entails a number of dialogue sessions that should be guided by principles of respect whereby all opinions matter so as to progress towards the core focal problem and reach commonality and a shared vision
- e. All stakeholders to genuinely believe in and be committed to youth development, peace and security as a non-negotiable basis for youth empowerment and sustainable peace;

- a. Strong belief in the need/objective to change the narrative from youth as conflict drivers to youth as positive change agents – a transformative process for development, peace & security.

### How to use the tool kit.

Taking into consideration the above mentioned lack of clarity, the tool kit is organised as follows:

- a. **A one day multi-stakeholder workshop/round table (Module 1)** for an introduction to three main concepts/definitions that policy planning needs to take into consideration to ensure consistency and coherence, namely youth, mainstreaming, as well as stakeholder participation. This stakeholder group would be selected from representatives of functional ministries (that have a responsibility for specific youth-related policies and programmes), the ministry/directorates of youth as well as women affairs; youth leaders and the rule of law institutions. This first module would fulfil two purposes:
  - (i) clarify and **unify** stakeholders' understanding of the mainstreaming strategy as key to policy planning so as to ensure consistency and coherence;
  - (ii) provide an opportunity for the facilitator to observe the stakeholders' participation/contribution in order to identify up to 15 of them to progress to the detailed module training so that they pursue their work on youth development, peace and security as the youth "mainstreaming" task force.
- b. **A total of 6 modules** to be delivered in class over 5 days or to be utilised as and when needed during the development and/or updating of a youth development, peace and security policy. If adopted as in class training, this will target members of the youth mainstreaming task force which will be responsible for implementation and monitoring of the policy. As a result of this training (or use of this toolkit) the mainstreaming task force will also become a knowledgeable resource for national leaders.
- c. **Various Annexes** to provide relevant participatory tools and methods to be used when developing a youth development, peace and security policy according to the methodology of the toolkit.



## **PART TWO: FORMULATING A YOUTH DEVELOPMENT, PEACE & SECURITY POLICY**

## MODULE ONE: ANALYTICAL FRAMEWORK - AN INTRODUCTION TO KEY CONCEPTS (WHAT & HOW)



### STRATEGIC ANALYSIS AS A TEAM - VITAL<sup>1</sup>

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<sup>1</sup> Coloured illustrations used to introduce modules are borrowed from the UN Staff college trainings – with thanks.

To design a policy that fully integrates the different perspectives linked to youth development, peace and security as well as achieve the transformative transition from youth marginalisation (and potential negative behaviour) to meaningful engagement in national development, peace and stability, this toolkit starts with a practical approach to strategic analysis including an understanding of key concepts that policy planners need to understand and master.

**Learning objective:** By the end of this session, stakeholders will be able to understand, define and utilise key concepts such as mainstreaming, participation and “youth” to ensure coherence and consistency.

### 1. Understanding and defining Youth in context – an age and/or social construct?

The term “youth” or “young people” is used interchangeably and as though it describes a homogeneous social group by virtue of their classification according to age. This toolkit therefore includes this “concept” as an important component for stakeholders to understand that “youth” is a multidimensional concept whose definition is neither rigid nor neutral but one that may evolve according to circumstances including young people’s aspirations and needs hence the need to opt for a policy that is multifaceted, consistent and coherent.

**This session will be delivered in 4 steps.**

**Step 1:** The facilitator introduces the “concept” of youth, indicating that, for a policy to effectively respond to youth concerns and needs, it is important for policy makers to understand that youth is not a homogeneous group - generally linked to their biological status and function as defined by age. Indeed, social scientists also define youth as a social “construct” that embodies a social, cultural and political dimension which evolves along with their environment as well as needs.

Then the facilitator opens the floor for a discussion about (a) youth as an age group (**Step 2**); and (b) a social construct (**Step 3**).

**Step 2. Youth as an age group:** The facilitator indicates that whether this analysis is carried out in class or simply when formulating a youth policy, planners tend to consider the definition of youth as an “age group”. Then the facilitator challenges the stakeholders with the following question: *To what extent do you see a more practical (context related) definition of youth?*

To support stakeholders’ reflection, the facilitator shares information about youth being considered as a “homogeneous” age group: the United Nations defines youth as persons aged between 15 to 24 years while African countries take this further. For instance:

- (i) Burkina Faso defines youth as those aged between 15 to 35 (according to the AU and ECOWAS classification);
- (ii) Togo’s 2007 national youth policy defines youth as those aged 15-24; and,

- (iii) While Côte d'Ivoire does not provide an age related definition their *Youth Card* targets citizens aged 16-35 which could be considered as their definition of youth.

These various categorisations that define youth within a minimum-maximum age indicate a certain “fluidity” of the concept and, as a result, increase policy planning difficulties. Subsequently, The facilitator challenges the participants’ thinking and request them to ask themselves the following questions before opening an open debate:

- a. Would the overall age grouping of 15 to 24 or 34 (as defined internationally and nationally) be used as a “blanket” definition to identify and programme for youth needs without distinction? How would you go about it?
- b. If you are entrusted with the decision-making power/authority, would you adopt a different approach to using the blanket age group? What would it be and why?
- c. Would you rather opt for a totally different approach/methodology? What would it be and why?

The facilitator guides the discussion with inputs recorded on the flip chart. The intention would be to lead the group to **step 3** to examine/discuss the “social construct” so that stakeholders reach a consensus on whether they would work with the “age group” or the “social construct” categorisation (or a balanced mix of both).

**Step 3: Youth as a social construct:** In opening the second part of the “definition” of youth, the facilitator shares with participants that social scientists consider the concept of youth from a cultural perspective and examine youth behaviour, cultural beliefs, relationships as well as their affiliation to socio-political organisations. (Kehily 2007, p.47) Then the facilitator asks participants to reflect on and discuss this statement with the following framework/guiding questions in mind:

- a. In what sense can youth behaviour be directly linked to age? Look at your context to provide examples and analyse them.
- b. To what extent does society/the social environment influence youth behaviour and are there different behavioural tendencies per age sub-group (within the 15-24/35 official age group)?
- c. To what extent do youth cultural beliefs (religious, linguistic, citizenship, etc) and affiliation to socio-political organisations shape their “politicisation” and/or specific behaviour? This may include potential involvement in movements/actions that could positively contribute to social harmony or, alternatively, destabilise such harmony (basic delinquency, organised violence including radicalisation and extremism).

**Step 4:** In leading this discussion to a conclusion, the facilitator (looking at inputs on the flip chart) would invite a final opinion (**tour de table**) on whether, in planning a youth development, peace and security policy, youth would be considered as an age group or a social construct or both.

The facilitator guides the discussion to reach the most logical outcome, namely that the age grouping would provide the framework/boundaries for planning purposes while the “social construct” would inform the substance/content of the policy in terms of strategic analysis, goals/objectives and interventions (to be specifically tailored as the needs of a 16 year old will differ from one aged 24 or 35).

## 2. Mainstreaming a Youth Development, Peace & Security Perspective

**This session will be delivered in 4 steps.**

Youth concerns and aspirations are multidimensional and, like gender, they warrant their “integration” in all policies and programmes as cross-cutting/cross-sectoral (mainstreaming).

**Step 1:** The facilitator introduces the concept of “mainstreaming”, tracing it back to its early official use when UN/ECOSOC used it for gender (1997). This strategy is now used for youth, ageing, disability, human rights, etc. The facilitator first shares a youth-adapted mainstreaming definition as a:

*“Strategy for making (youth) concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes, in all political, economic and social spheres so that (youth) benefit equally and inequality is not perpetuated”.*

**Step 2:** The facilitator opens the floor for an interactive session allowing stakeholders to “interpret” the concept according to context, seek clarifications and/or share their experience with mainstreaming and learning. The facilitator records contributions on flip charts and requests one participant to summarise the discussion to “extract” relevant inputs for **Steps 3 and 4.**

**Step 3:** Using the stakeholders’ contributions, the facilitator clarifies that mainstreaming is a two-fold strategy to ensure that:

- (i) a youth perspective is integrated into policies, programmes and projects in various sectors (cross-cutting/cross-sectoral perspective); and
- (ii) there are specific policies, projects and/or actions aimed at closing the gap in specific areas of youth development, peace and security;

Accordingly, this toolkit will demonstrate how to design a youth policy that considers goals that fall under the specific responsibility of the Youth Ministry/Directorate while, at the same time, mainstreaming other issues that fall under the responsibility of relevant functional/technical institutions. The facilitator clarifies that the mainstreaming strategy is not an end in itself but, rather, a means to an end, namely youth development, peace and security.

**Step 4:** To progress to the next sessions, the facilitator wraps up, indicating that mainstreaming is a planning tool to ensure that youth needs and aspirations are fully integrated in strategic situation analyses to be translated into operational frameworks under relevant institutions' responsibility. For such mainstreaming strategy to be effective, youth participation and meaningful engagement is **key**.

### 3. Youth & Multi-stakeholder Participation

**This session will be delivered in 4 steps:**

Today, participation and inclusion are considered an effective tool for ensuring that people are listened to in order to “integrate” their views in development plans. “Participation” has therefore become the panacea for youth policies either because there is a genuine recognition that youth engagement/contribution is key to social progress or simply because of youth demands articulated in **“no action about us without us”**. Against this background, most national and international youth policies (UN Plan of Action for Youth, UNSCR 2250) make a compelling argument for youth participation. For instance, UNSCR 2250 is unequivocal when it requires:

*“Member states to consider ways to increase inclusive representation of youth in decision-making at all levels in local, national, regional and international institutions and mechanisms for the prevention and resolution of conflict, including institutions and mechanisms to counter violent extremism which can be conducive to terrorism”;*

It further calls on:

*“relevant actors including when negotiating and implementing peace agreements, to take into account... the participation and views of youth, recognizing that their marginalisation is detrimental to building sustainable peace”.*{UNSCR 2250, December 2015}

#### **Youth Participation**

**Step 1:** The facilitator organises small **buzz sessions** (5 minutes) for participants to share their understanding/definition of youth participation. The facilitator requests 1 participant per buzz group to share the results of their discussion about participation – to be noted on flip chart.

**Step 2:** Referring to some of the inputs (if valid/applicable), the facilitator traces the concept of participation to its “origins” and, more specifically, to Robert Chambers (the “father” of “participation”) when, as a social scientist/researcher, he developed the concept in the 1970s. It was then called Participatory Rural Appraisal (PRA), an approach enabling local people/communities to share their knowledge of local conditions/context to help planners achieve relevant (community sensitive) development initiatives. Participation was regarded as a tool for addressing the negative effects of top-down development initiatives that neglect local realities and fail to incorporate target population’s knowledge and views. This approach evolved along with development practice to become participatory learning experience and action (PLE, PLA, etc) and, with it, a wide range of participatory methods and tools for specific

contexts. Today, participation is encouraged as a learning tool to identify, analyse, monitor, evaluate issues and opportunities related the topic under consideration.

**Step 3:** The facilitator organises a stakeholders' engagement session (dialogue) whereby 4 "decision-makers" (institutions) dialogue with 4 youth representatives (formal/informal networks) to examine the concept of participation through the following questions:

- (i) From experience, how do you define participation?
- (ii) What are the conditions and requirements of meaningful participation in policy discussions and/or programme planning (or simply in dialogue about community concerns)?
- (iii) Who selects the participants and on what criteria?
- (iv) What is the outcome of a participatory session and who takes responsibility of taking it forward and monitoring its use/implementation?
- (v) To what extent would you agree that participation is empowering? Or is it disempowering? Explain.

**Step 4:** The facilitator uses the results of the dialogue to "correct" a common perception that organising a meeting with young people (or any stakeholder) to listen to their views is an end in itself. Like mainstreaming, participation is a strategy for cross-sectoral youth engagement to ensure that their views reach the top leadership so that they are effectively integrated in policies and programmes including a corresponding budget allocation.

### **Multi-Stakeholder Analysis and Participation**

Considering the importance of a multi-stakeholder approach to strategic thinking and planning. The facilitator extends the participation concept to all stakeholders that could potentially play a part in a youth development, peace and security policy.

**Step 1:** The facilitator starts by asking participants to list who they consider as youth policy stakeholders and why? This initial introduction leads to a general definition of stakeholders as individuals, groups or institutions that may be affected by a proposed action (e.g. a youth, peace and security policy) or those who can affect/influence the policy outcome. Stakeholders may therefore include the government, target groups (direct and indirect) as well as "interested" groups such as donors, bilateral organizations, civil society, the private sector, etc.

The facilitator provides further clarifications - if required- then shares with participants a tool commonly used for a stakeholder analysis and participation (Cf. Annex 2, Stakeholder Matrix) Small working groups are created and entrusted with the task of filling in the matrix according to **Steps 2, 3 & 4** below.

**Step 2: Identify your stakeholders.** Here, participants are encouraged to ascertain their understanding using the following questions:

- (i) Who will potentially benefit from a youth development, peace and security policy?
- (ii) Who might be affected (positively and/or negatively)?

- (iii) Would the policy be inclusive or will it exclude specific (maybe marginalized/vulnerable) youth groups?
- (iv) What is the nature of the relationship between “pro-youth” stakeholders and those who are not?

**Step 3: Assess stakeholders’ interests** & the potential impact of the policy on such interests. The participants progress to this assessment using the following questions:

- (i) What do stakeholders expect for the youth policy?
- (ii) What are the potential benefits for each stakeholder group?
- (iii) If there are potential benefits, what resources would the stakeholder mobilise/be ready to invest? And,
- (iv) What are the stakeholders’ interests that might conflict with the youth development, peace & security policy objectives?

**Step 4:** Having assessed stakeholders’ interests, participants are then encouraged to assess stakeholder influence & importance (stakeholder group), focusing on:

- (i) Their perceived “power” and status;
- (ii) The level of importance of their organization/institution;
- (iii) Their control over strategic resources;
- (iv) Their power relations with other stakeholders; and
- (v) Whether they have informal influence (through personal connections).

Overall, participants should assess the stakeholders’ importance for the implementation and success of the youth development, peace and security policy.

**Step 5:** The facilitator leads participants through this final step to emphasise that, once the assessment is completed through the matrix, then they could consider planning a stakeholder participation strategy based on their interests, importance & influence. This would/should pay specific attention to individuals/groups who lack “influence” (by virtue of their socio-economic status) such as unemployed/marginalized youth who, nevertheless, are important because they have a stake in the policy.

**In sum,** The best method for a stakeholder analysis and participation strategy is interactive through consultations and/or workshops/meetings.

### **Conclusion to Module One**

The facilitator – who observed the stakeholders’ contribution to this introductory day-recommends the names of the mainstreaming task force (in consultation with their institutional leaders). This would gather about 15 members to be the “champions” of the youth development, peace security policy planning and would undergo modules 2-7 (in “class” or as a series of “meetings” depending on decision makers). This process would enhance their skills while, at the same time, contributing to an enabling framework for the policy to achieve its intended outcome. (Senegal example).



## MODULE TWO: STRATEGIC ANALYTICAL FRAMEWORK (WHAT & HOW)



**Learning Objective:** By the end of this session, task force members will be able to understand and apply strategic analysis as an effective planning tool for youth development, peace and security.

**Participants:** Mainstreaming task force.

### 1. Strategic Analysis & Tools for Policy Planning

**This session will be delivered in 6 steps.**

#### Understanding the concept (steps 1- 3)

**Step 1:** The facilitator introduces the concept of strategic analysis as the most important component of strategic thinking/planning since it provides the basis for policy design.

**Step 2:** The facilitator organises short **buzz** sessions (4 small groups) allowing the mainstreaming task force to reflect on the need, nature and/or applicability of a strategic analysis as a component of youth policy and how to undertake it.

**Step 3:** The facilitator then opens the floor for a participatory session providing the task force with an opportunity to share the results of their reflection. Contributions are recorded on flipcharts so that the facilitator progresses to step 4.

**Step 4:** Using some of the inputs - if applicable – the facilitator guides task force members through the critical importance of a strategic analysis, using two of the best tools, namely the:

- a. **PEST** (political, economic, social, technological) and environmental situation analysis that examines the context surrounding policy planning and implementation;
- b. **SWOT** (strengths, weaknesses, opportunities and threats) of an institution (or environment) that are likely to influence youth development, peace & security. Here the facilitator explains that, although the SWOT analysis was primarily used for business purposes, it is now widely used and would be important in this context as such analysis will challenge the planners' thinking/mindset so that the process is transformative rather than conformist. The SWOT will also ensure that the youth development, peace and security policy integrates the risk factors (threats) that would affect its implementation.

#### Applying the strategic analysis framework (steps 5-6)

**Step 5:** The facilitator divides the mainstreaming task force into 4 groups to undertake a strategic analysis using the PEST & SWOT tools as follows:

**Group 1: Analyse the political environment** where youth evolve: namely whether the country enjoys political stability or instability. If you decide that the country is politically:

- (i) Stable: then define your understanding of “*stability*”, its nature and contributing factors. For instance: is stability a result of sound political leadership (transparency, accountability, justice and equality) that leads to citizens’ support? Or are there other factors? If so, what are they? And how do you analyse them?
- (ii) Unstable: then ask yourselves: what are the causes of “*instability/conflict*” and who are its drivers? What role do youth play in the political establishment: do they participate in policy discussions/making or are they excluded? Do they participate in democratic electoral processes? Do they exercise their voting rights responsibly (i.e. choosing the “right” leaders)? What do young people think about the political establishment and institutions? How do political leaders regard young people? Do they see them as an asset or a liability? How is such feeling manifested and what do young people think?

**G2: The economic environment/perspective**: ask yourselves: what is the general status of the economy? Is it growing - slowly/significantly – or is it stagnating/in crisis? If the economy is:

- (i) Growing: is this growth reflected in an investment in employment creation; upgrading of social services; better income distribution and safety networks? Are economic policies inclusive of youth? Are employment policies youth responsive (or youth blind?);
- (ii) In crisis: has the government imposed an austerity policy? If so, how has this affected food prices & livelihoods? What is the poverty level and who are most affected? Do youth consider themselves most affected by austerity and how do they articulate it – as a matter of fact (fatalistic acceptance) or aggressively (violent rejection and action)?

**G3: The social development environment**: consider the status of social services such as health, education and training compared to demand linked to population growth rate, etc. Examine the availability of such services and accessibility and ask yourselves whether:

- (i) There are differences between rural/urban areas in terms of availability, accessibility, quality and cost of using such services? Who benefits most from such services?
- (ii) Considering that youth may adopt irresponsible health behaviour (youth unwanted pregnancies and, linked to that, high school drop-out rate; STDs, substance use/abuse), do young people benefit from youth friendly services that treat them without judging/rejecting them? Do young people use these services freely and without fear (especially girls/women) and at no cost?
- (iii) To what extent has there been a clear effort to devise and implement training and development programmes that link market demands to youth skills building to ensure

employability and decent work? If so, how effective are they and what do young people think about such programmes?

Overall, ask yourselves whether the national development plan takes into account all above questions and whether it mainstreams youth needs and aspirations. The facilitator encourages the task force to use some of the analytical tools contained in annexes and, in particular, the Problem Tree (Cf. Annex 1).

**G4: SWOT** (Strengths, Weaknesses, Opportunities, Threats): Here the facilitator encourages the group to honestly/candidly consider their/their institution's:

- a. **Strengths:** Ask yourselves: what is your professional capability, networking potential, credibility, dialogue skills? List them and include other (perceived) strengths.
- b. **Weaknesses:** Analyse your/your institution's weaknesses honestly in terms of whether you think that:
  - (i) Your capacity/capability including your decision-making authority are limited;
  - (ii) The youth ministry/directorate is marginalised (not directly associated with high level policy making);
  - (iii) There is no youth constituency that can support your youth work;
  - (iv) You are constrained by a lack of/limited resources.
- c. **Opportunities:** In reference to opportunities, ask yourselves whether the current national and international environment is supportive to youth participation and development/empowerment? In addition, you may consider as an opportunity the fact that youth have been trained in peace and security (as part of the DESA project) and are ready to be positive change agents (changing the narrative from violence to constructive). What other opportunities do you see?
- d. **Threats:** Reflecting on the current environment where youth evolve, what threats do you see to a successful youth development, peace and security policy? Are they internal (if so, what are they)? Are they external (if so, what are they)? Or is it a combination of both internal and external factors? If so, how does this manifest itself? Would this represent a risk factor to a successful youth development policy that integrates a peace and security perspective?

Participants can use the following sample matrix to guide them and record their inputs. This will crystallise their thinking by interlinking the four components .



**Step 6:** The facilitator gathers the groups who will present the results of their work. Feedback is provided in the following order: group members, audience members and, finally, the facilitator. Emerging inputs are discussed and consensus should be reached on what should be retained as the basis for the formulation of the strategic objectives and interventions.

## 2. Streamlining Analysis into Clusters

This session will be delivered in 3 steps.

**Step 1:** To progress to the next planning phase and, considering that strategic situation analyses could be very detailed, the facilitator encourages the task force to cluster the issues they identified. This will achieve two main objectives:

- (i) Interlink and streamline issues so that objective setting and strategic intervention planning are focused, coherent and consistent;
- (ii) Assign responsibility for each “cluster” to the corresponding functional ministry/institution represented in the mainstreaming task force.

The latter is indeed key to this process as this tool kit will enhance the youth ministry’s capacity to fulfil their coordination role – to ensure that functional ministries implement youth interventions they are responsible for - whilst taking responsibility for areas without an institutional anchor. For instance, this could be youth peace and security as it is “new” and is designed to fill a gap. Task force members are encouraged to use the SDGs as a framework for streamlining and clustering to ensure coherence and consistency.

**Step 2:** The facilitator starts by referring to the fact that strategic analyses (of youth issues) tend to result in (almost) similar outcomes except, in this case, the inclusion of a youth, peace and security perspective as illustrated in the NYPs of in Burkina Faso, Cote d’Ivoire and Togo.

Accordingly and, to progress to the next steps, the facilitator shares the following context analysis (constructed from previous NYPs) which pulls together youth issues in 4/5 clusters as follows:

**Demographics:** Suppose this is a country with a total population of 20 millions with a fast growth rate; a youth proportion of 35% of the total and a high rural/urban ratio of 70/30%. These indicators would call for consistent planning and investment to “absorb” the ensuing needs of this grow rate, the youth proportion as well as the rural/urban gap. (Responsibility: Ministry of Planning in collaboration with Youth Ministry/directorate)

**Health:** This country’s specific health issues include (i) tobacco/substance use which affect about 16.8% youth (aged 13-15) with a male/female ratio of 22.6/11.5%; (ii) sexual/reproductive health with HIV prevalence due to unprotected sex. This results in early pregnancies, shifting responsibility on young girls/mothers who drop out of school to care for their offspring and are, therefore, denied a future where they could “thrive”. (Responsibility: Health ministry in collaboration with Ministries of Youth and, if applicable, gender/social affairs)

**Education:** This country indicates some challenges with education and training. The literacy rate is estimated at 45.4% of the total with a male/female ratio of 47.5/43.2%. In addition, net enrolment also indicates issues with availability and, potentially, access to education as 1 in 3 school age children does not attend school. Net enrolment is estimated at 19.7% of the total with a male/female ratio of 21.5/17.8%. (Responsibility: Education Ministry, Training & Development Institutions in coordination with the Youth Ministry)

**Unemployment and socio-economic exclusion:** Despite a number of policies including the 2015 socio-economic transitional programme aimed at addressing youth unemployment, youth are still heavily affected by unemployment, underemployment, informal and precarious work. Subsequently, it is estimated that youth aged 15-34 account for 69.4% of unemployed urban youths while those aged under 25 account for 64.7% of workers in the informal sector but only 8% of workers in the modern sector. Underemployment affects 40% of the workforce; (Responsibility: Labour and Planning Ministries in collaboration with the Youth Ministry).

**Peace & Security Perspective: Vulnerability & Risk analysis:** The country as well as the sub-region are facing security threats, especially in the north due to border issues & conflict spill over. The root causes are multiple and vary between lack of access/sharing of natural resources which contributes, amongst others, to discontent about social injustice perceived through limited access to means of production. Instability is also fuelled by chiefdoms and religious leadership structures that feed the conflict as they take advantage of young people’s frustrations and marginalisation. This is compounded by cross-border weapons transit and radicalisation of discontented youths who call for justice and “radicalise” other youths, using their vulnerability (poverty and economic exclusion due to unemployment). (Responsibility: Youth Ministry in consultation with the Rule of Law and Justice Institutions).

**Step 3:** The facilitator encourages the task force to cluster the above issues around 4/5 groups and link them to the 2010 Development Agenda including:

- a. Youth employment and economic inclusion (**SDG 1**: End poverty in all its forms; **SDG 8**: Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all);
- b. Youth health and well-being (**SDG 3**: Ensure healthy lives and promote well-being for all and all ages);
- c. Issues affecting youth education and skills development. (**SDG 4**: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- d. Youth development and political participation (**SDG 16**: Promote peaceful & inclusive societies for sustainable development, promote access to justice for all and build effective, accountable and inclusive institutions at all levels).
- e. Youth development (justice), peace and security (UNSCR 2250, SDG16).

### **Conclusion to module 2.**

The process has, so far, enabled the mainstreaming task force to understand and apply key concepts in strategic analysis including appreciating the value of clustering as a tool for focus, consistency and coherence. This will enhance the task force's capacity to proceed to the policy goals/objectives and strategic actions within a clear framework that interlinks all aspects with the 2030 development agenda.

**MODULE THREE: VISION SETTING,  
GOALS & OBJECTIVES  
(WHAT & HOW)**





**Learning Objective:** By the end of this session, task force members will be able to translate each cluster (of issues) into a strategic goal and objectives for the youth development, peace and security policy.

This session will be delivered in 4 steps.

### **A Policy's Vision is Key**

**Step 1.** The facilitator re-energises the participants' thinking, organising buzz sessions around the 5 clusters and guide their discussion with one main question: why is a youth development, peace and security policy needed and what would it achieve? Answers to that question are discussed and, with the facilitator's guidance, should lead to the conclusion that such policy will be a critical investment in human capital because it will (i) serve youth development/empowerment; and, (ii) enhance their contribution to national development, nation-building, peace and stability.

### **Understanding the concept and need for a vision.**

**Step 2. Policy Vision Setting:** Taking into consideration the above analysis, task force members are required to project themselves in the future and envision youth development, peace and security. The facilitator clarifies that a **vision** should reflect the desired future situation of youth development, peace and security and what the policy stands for. Here, the facilitator quotes a famous example, namely Dr Martin Luther King who launched the Civil Rights Movement with a well-known sentence: "I have a dream" (that all citizens will be equal). As we know, this became the vision of the civil rights movement and the rest is history.

### **Applying the concept.**

Buzz groups are created and requested to develop their vision for a youth development, peace & security, using the above context analysis. Having had the chance to develop their vision, the facilitator invites the task force to share the outcome of their discussion. The facilitator also proposes the following formulation (as an example) in order to proceed to the next step: "*Thriving youths as productive socio-economic agents and peace-builders*". The facilitator advises that the formulation of a vision may be adjusted as the policy planning progresses.

**Step 3: Goal/objective setting.** Once a draft vision is agreed upon, the facilitator guides participants in goal/objective setting, starting with their "definition" then formulation. As the above vision and clusters reflect, the policy envisions young people as benefiting from the necessary capacities and support to become independent, thrive (socio-economically, be healthy) and contribute to national development and peace.

### **Understanding the concept of goal setting**

Taking this potential vision into consideration, the facilitator then supports the task force to progress towards the formulation of goals/objectives to achieve such vision within the framework of the 2030 development agenda. The facilitator explains that:

- (i) from a methodological point of view and, to avoid multiplicity and scattering of goals (which will require substantial resources for implementation and M & E), it would make (programmatic) sense to formulate one goal per cluster (using the above cluster samples);
- (ii) goals tend to be “general in nature” as their formulation sets the general programmatic direction of the youth development, peace & security policy.

### Applying the concept.

The facilitator divides the task force into cluster groups with members selected on the basis of their technical/functional responsibility. Each group will formulate a goal according to the analysis under that cluster and discuss how the goal will contribute to achieving the vision. The facilitator advises that, due to their general nature, the goals could be inspired from the SDGs as indicated below.

- a. **Group 1/cluster 1: Issues affecting youth education and skills development.** This group membership would include representatives of ministries of youth and education; youth leader(s), the private sector, multilateral organisations (UNICEF/UNESCO). Taking **SDG 4** as a guide, this group could apply it to the youth policy by making it youth sensitive and responsive through the following formulation: *“Ensure inclusive & equitable quality education for youth to benefit from lifelong learning opportunities, capacity development and socio-economic inclusion”*.
- b. **Group 2/cluster 2: Youth health and well-being.** This group membership would include representatives of ministries of youth and health; youth leader(s), the private sector, multilateral organisations (WHO). Taking **SDG 3** as a guide, this group could transform it into a youth sensitive and responsive goal through the following formulation: *“Ensure healthy lives & promote well-being for all and for youth to thrive physically and mentally & be “empowered”*”.
- c. **Group 3/cluster 3: Youth employment and economic inclusion:** This group membership would include representatives of ministries of youth and labour/employment; youth leader(s), the private sector, multilateral organisations (ILO, UNDP, World Bank). Linking **SDG 1** and **SDG 8** whereby the latter (if fulfilled) would contribute to ending poverty, the group might consider emphasising this link by formulating this goal as: *“End youth poverty (SDG 1) through the promotion and sustainability of youth inclusive economic growth, youth productive employment and decent work. (SDG 8)”*.
- d. **Group 4/Cluster 4 - Youth participation & institutional framework (UNSCR 2250, SDG 16).** This group membership would include representatives of the office of the President (his Cabinet/Executive office), ministries of planning/finance and of youth; youth leader(s) as well as a mix of political/minority representatives. This group’s main focus would be to emphasise youth participation (as advocated in UNSCR 2250 and, in general, by national authorities) in the latter part of SDG16 and formulate this goal.

This could be: *“Promote and ensure youth meaningful participation through sustained dialogue and politically inclusive as well as accountable institutions that empower youth to participate in and contribute to national development, justice and peace”.*

- e. **Group 5: Youth development and participation in peace & security.** This group membership would include representatives of ministries of defence, justice and youth; the police academy, youth leader (s), the private sector, multilateral organisations (UN, peace I/NGOs). Taking **UNSCR 2250** and **SDG 16** as a basis, this group might consider a goal formulation as follows: *“Empower youth to promote, contribute to and sustain peace at all levels through peaceful & inclusive societies where equitable access to justice benefits all through effective, accountable and inclusive institutions.”*

After they complete their goal formulation, the groups present and discuss them with the view to reaching a consensus on an acceptable formulation (which could be the above). The facilitator explains that this process:

- (i) Ensures the interlinkages between youth development, peace and security as an overall policy;
- (ii) Sets the policy firmly within the 2030 development agenda (therefore forms an integral part of a government commitment at international level) and the peace & security national and international frameworks in an interconnected way;
- (iii) Mainstreams/integrates youth issues and unmet needs within the corresponding functional ministries for implementation (and budgeting) in coordination with the youth ministry/directorate.

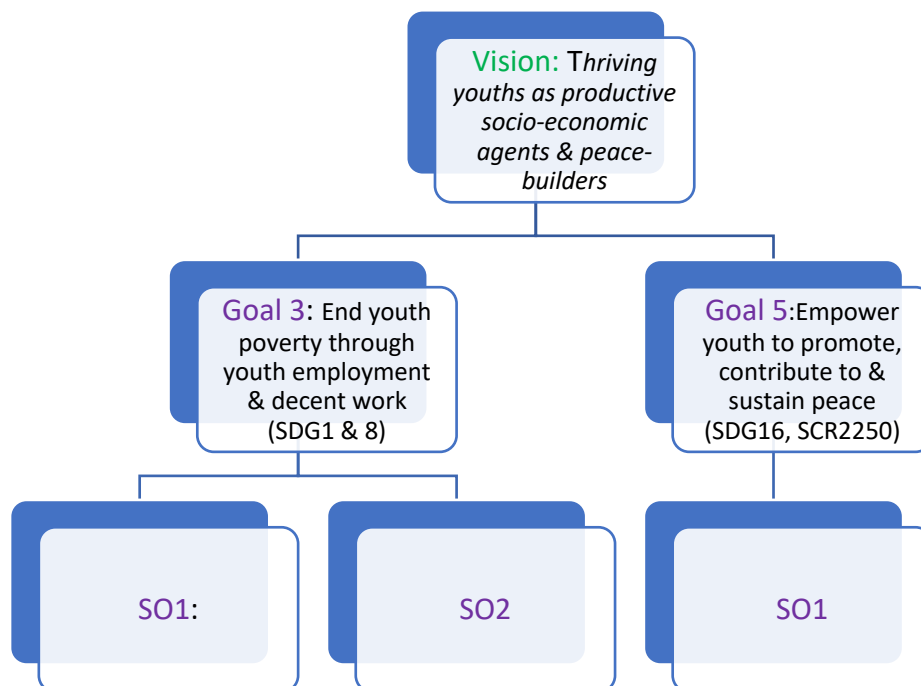
The facilitator explains that, ideally, the task force should proceed with a discussion to determine the importance of each goal’s relative contribution to the achievement of the vision, namely what percentage (quantification) should each goal contribute to the vision (100%). In doing so, policy planners would be better able to budget accordingly and negotiate/claim their share of the budget/resources allocated for the policy. The facilitator notes that this is a very “sensitive” part of the process and task force members should feel comfortable (and be “allowed”) to discuss and commit to such proportions.

#### **Step 4: Specific objectives:**

Once the goals are agreed upon, the facilitator explains that the next step would be to formulate specific objectives to achieve each policy goal. In general, such objectives would be more specific in intent as they, collectively, contribute to the achievement of the goal from which they are derived - hence the **“SMART”** (Specific, Measurable, Attainable, Relevant & Time Limited) approach. Here again, the objectives could/should be quantified according to the relative impact each specific objective will have on the achievement of the goal.

The facilitator provides the “functional” groups with a sample diagram that traces the progression from vision to goals and specific objectives (using samples below).

## Diagram with Sample Specific Objectives



### Sample Goals/specific objectives

**Goal 3:** End youth poverty (**SDG 1**) through the promotion and sustainability of youth inclusive economic growth, youth productive employment and decent work. (**SDG 8**).

**SO1:** Build entrepreneurship and other skills of up to 1000 youths per year to respond to market demand for the duration of the policy. (5 years)

**SO2:** Ensure employment and decent work for young graduates (academic/vocational institutions) by earmarking for them 30% of newly created positions per year for the duration of the policy.

**Goal 5:** Empower youths to promote, contribute to and sustain peace at all levels through peaceful & inclusive societies where equitable access to justice benefits all through effective, accountable and inclusive institutions.

**SO1:** Enhance youth capacity to sustain peace by Increasing their representation in justice and rule of law institutions by up to 30% by the third year of this policy.

The cluster groups are then requested to develop the specific objectives per goal (using the above examples) and present them. The guided discussion covers the following steps:

- (i) Refine/SMARTen the objectives to ensure the clarity and precision needed for the formulation of strategic interventions to achieve such objectives as well as support an M & E plan;

(ii) Reach a consensus on the final formulation as the mainstreaming task force will, ultimately, be responsible for achieving the objectives under their responsibility;

(iii) Quantify/estimate the share of resource allocation per goal/objective and the functional ministries' overall responsibility.

In this context the facilitator will create a safe space for a meaningful dialogue on points (ii) and especially (iii), if there is no formal guidance from the national authorities. Such dialogue will be guided by specific principles (Cf. Annex 4) so that the facilitator clarifies that the proportionate "importance" of a goal/objective compared to another is not to be interpreted as lacking value but, rather, that the cumulative effect of a number of objectives is key to achieving the policy's vision.

### **Conclusion to module 3.**

As indicated, above, peace and security fall within the nexus development-peace-justice through SDGs 1, 3, 8 and 16. Mainstreaming a youth perspective in this nexus becomes imperative so that they contribute to and thrive in a peaceful environment - politically, socially and economically.



**MODULE FOUR: TRANSLATING GOALS  
INTO OPERATIONAL FRAMEWORK  
(WHAT & HOW)**



**FUNCTIONAL TEAMS TO MAINSTREAM**

**Learning objective:** by the end of this policy planning phase, members of the task force will master the skills to translate goals and objectives into corresponding programmes and ensure consistency and coherence.

This session will be delivered in 4 steps.

### **Step 1. Understanding integrated programme planning (operationalising a policy)**

The facilitator introduces the subject matter, reminding participants that a policy needs to be operationalised through a programme. The facilitator then reminds the functional/cluster teams that a programme:

- a. Is a set of inter-related activities/initiatives designed to address issues identified in the situation analysis and according to the goals/objectives.
- b. Is time bound and set within a time frame that will guide implementation, monitoring and evaluation.
- c. Warrants political commitment to ensure that the necessary efforts and resources will be put in place to achieve it.
- d. Requires resources – human, material and financial.

### **Step 2: Applying by doing.**

Launching the application process, the facilitator explains that programme development/planning is time consuming as it entails:

- (i) Paying special attention to details and, especially, the interrelationship between programme directions and logical sequencing to ensure coherence and consistency between the vision, its goals/objectives and programme areas.
- (ii) Starting afresh to avoid a “re-hashing” of the same activities. As a matter of fact, this would imply a strategic assessment to identify existing activities that effectively “fit” into the new vision to phase out those that no longer do.

Further guidance is provided in that the new programme portfolio should:

- (i) Reflect the policy’s new direction which, in this case, aims to achieve a youth development, peace and security perspective;
- (ii) Provide a clear indication of the priority order of the programme initiatives.
- (iii) Be feasible in terms of relevance, effectiveness and efficiency and, as such, the question of resources should feature in the task force’s discussions. Should the team



express concerns, they should be encouraged to devise a resource mobilization strategy {Cf. Module 7} rather than be deterred from completing the programme portfolio.

The cluster groups then resume their work to translate the objectives into a programme framework. Using the same methodology as for objective setting, the facilitator proposes the following diagram with sample programmatic initiatives for Goal 5/SO1:



Sharing this sample, the facilitator points out the linkages between youth capacity development and their ability to “influence” policy frameworks and institutions (**horizontal linkage**) in addition to youth applying their skills in informal frameworks - community based constituency for peace- as well as formal ones - peace education in institutions (**vertical linkage**).

### Step 3. Completing the programme framework

The cluster teams are then requested to use the above sample for guidance in order to complete the programme framework accordingly. The facilitator reminds the teams that they should pay special attention to the horizontal and vertical linkages. For instance, if youth capacity building in peace dialogue is envisaged, then they should outline how such skills could be multi-purpose in terms of:

- (i) the various levels for youth to engage in/lead peace dialogue - community, regional, national, within schools and/or simply within the home where frictions might exist; and,
- (ii) empowering young people to challenge the institutional status quo by positively influencing rule of law and/or justice institutions to be effective, equitable and accessible to all so that they serve rather than violently aggress people – which, ultimately, contributes to stability.

This interconnected programme planning also applies, for instance, to goal 3 as proposed above. For instance, building youth capacity to set up social and economic enterprises that respond to market demands and social needs, is both multi-layered and interconnected as this will:

- (i) Reduce youth unemployment thereby discourage idleness which, usually, provides a breeding ground for radicalisation and recruitment from terrorists/conflict drivers; (Deterrent to discontent and conflict).
- (ii) Reduce youth poverty and sustain their livelihoods thereby contribute to their socio-economic inclusion and overall social cohesion; (Deterrent to discontent and conflict).
- (iii) Meet market demands for specific skills thereby contribute to economic growth; (Contribution to economic growth, youth development and empowerment (Also a deterrent to discontent and conflict).
- (iv) Promote social enterprise that would fulfil needs (shelter, food, basic health, etc) but, at the same time, reduce discontent by providing marginalised groups an enabling environment that will contribute to a positive rather than negative/conflicting outlook in life - peace dialogue, social cohesion and peaceful relations; (Deterrent to discontent and conflict).

**Step 4: The priorities.** Following the cluster teams' presentations the facilitator guides them through a negotiation and consensus building process on the final outputs to be retained. Short buzz sessions then focus on a prioritisation of programme areas/goal as well as on implementation responsibilities. Once this process is completed, the cluster teams can focus on the next stages, namely the institutional and M & E frameworks (Cf. Modules 5 & 6)

#### **Conclusion to module 4.**

Overall, the above programme design emphasises the interlinkages that address youth needs and aspirations while serving peace and security through youth participation in and contribution to national development - all within the framework of 2010 SDGs, UNSCR 2250 and national development processes.



## MODULE FIVE: MONITORING & EVALUATION & KNOWLEDGE MANAGEMENT.



STRATEGIC TIME LINE – CRITICAL



PERFORMANCE MANAGEMENT IS KEY

**Learning Objective:** By the end of this session, task force members will be able to learn how to use monitoring and evaluation as planning, management and learning tools.

This session will be delivered in 3 steps.

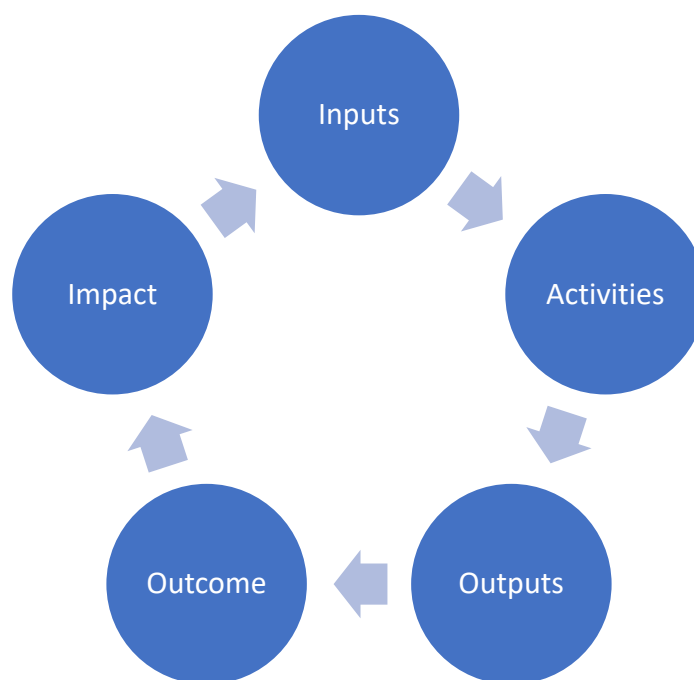
### **Step 1: Understanding M & E and knowledge management**

In opening this session, the facilitator invites participants' contributions to ascertain their understanding of the difference between monitoring and evaluation to avoid using the two words interchangeably. The facilitator then highlights this difference, stating that:

- a. **Monitoring** is a continuous process to review implementation of an activity, a plan and/or a policy. Implementation of the youth development, peace and security policy rests on its efficient and effective management which, in turn, depends on a systematic monitoring plan. Sample monitoring indicators may include the implementation schedule, number of youth trained in peace dialogue or entrepreneurship, etc. This systematic monitoring will:
  - (i) facilitate/encourage a continuous learning and adjustment process as indicated in the results chain and organisational learning while providing the basis for evaluation processes (outlined below);
  - (ii) help the youth ministry/directorate to strengthen its coordination role including stakeholder partnerships (through the mainstreaming task force and beyond).
  
- b. **Evaluation** is a process assessing results (outcomes) against objectives at specific periods of the policy's life cycle and will use the monitoring indicators to design its methodology {Results chain}. Accordingly, a schedule for a policy's evaluation would generally entail :
  - (i) A mid-term assessment (latest by the third year of a 5-year policy). This will focus on relevance and effectiveness, namely, the extent to which the policy is appropriate and is contributing to youth development (socio-economic inclusion) and, as such, is transforming youth into agents of change, peace and security. Moreover, the mid-term evaluation may include an assessment of the mainstreaming task force's effectiveness and the extent to which its members continue to work together according to their shared vision and commitment. This learning process will provide an opportunity for adjustments to the policy including corrective actions- if applicable.

- (ii) A final evaluation: to mark the end of the policy’s strategic phase (generally 5 years). Where applicable (such as in this case), policy planners should also consider a medium/long term impact evaluation (as impact may not be visible within this 5 years life cycle - although effects will be evident). The final evaluation would specifically focus on assessing the extent to which the policy has contributed to youth development through socio-economic inclusion and “transformed” youth into agents of change, peace and security thereby shifting the narrative from violence to peace.

### Results Chain



This diagram indicates the results chain illustrating management responsibility for inputs/activities (for monitoring) while outputs, outcomes and impacts should form part of the results chain to be evaluated (as they are target audience focused).

### Step 2: Applying the concepts

Having shared this guidance with the participants, the facilitator requests the cluster teams to revisit the strategic analysis, goals and objectives and determine monitoring indicators as well as an evaluation plan for their clusters. Sample questions to guide their work may include:

- (i) What does a review of the youth development, peace and security policy implementation indicate? How do you know if it is progressing (steadily, slowly or...?) What indicator are you using (implementation schedule, budget disbursement)?

- (ii) How are representatives of functional ministries (within the mainstreaming task force) engaging with each other and with the youth ministry? How are they pursuing their task within their respective institution? To what extent do you see difficulties/constraints? Why and how will you address them?;
- (iii) How is the youth ministry/directorate fulfilling its task as youth technical “adviser”/coordinator to the mainstreaming task force? How are representatives of the youth ministry (along with youth leaders) pursuing their peace and security responsibility? How many peace dialogue sessions per given time are they delivering? To how many participants and what level (community, regions, national)?
- (iv) How many peace dialogues have young peace builders had with rule of law representatives and justice institutions? How many such representatives attend these sessions in a given time period?
- (v) What are the “inputs”/investments used for implementation or has the latter suffered due to lack of resources?

In developing the monitoring plan, the cluster teams are advised to pay special attention to the plan’s feasibility and cost as multiplicity/scattering of indicators will pose an operational and financial challenge.

### **Evaluation**

Cluster teams are advised to consider the objectives against which results will be assessed. This should contribute to the design of the evaluation methodology and evaluation tools. As such, the evaluation should, ultimately, determine whether the policy has contributed to youth socio-economic inclusion as well as peace and security. The teams are advised to plan a rigorous evaluation process including methodology and tools. This should aim for assessments that combine quantitative with qualitative indicators. Indeed, the latter will nuance the outcomes to illustrate the complexity this subject matter. Cluster teams are therefore encouraged to ask themselves the following questions:

- (i) Who will take the overall responsibility for the planning and conduct of the evaluation? And why?
- (ii) What will be the nature of this evaluation? Is it qualitative and will it engage the participation of all stakeholders (including youth and community leaders)? Or will they be sampling? Why and how?
- (iii) What is the time line for the evaluation?
- (iv) Where will the resources come from? Will they be shared by all functional ministries? Or?
- (v) How will the evaluation results be shared, validated and used for future policy planning? Who will own the evaluation results?

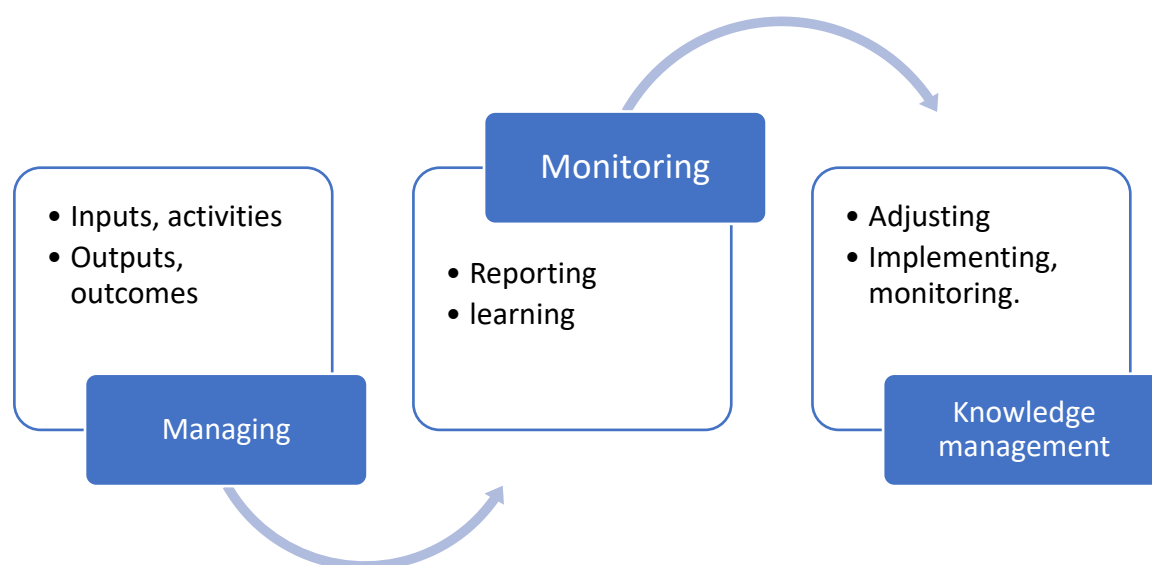
In sum, the evaluation of the youth development, peace and security policy should command a rigorous methodology combining the right mix of methods and tools as well as the dedication of quality time to achieve outcomes and enhance knowledge management. The

cluster teams are advised that evaluation tools and methods could include field work to conduct focus group discussions with youth and community leaders, interviews (structured/semi-structured) with local and regional leaders (a potential online/WhatsApp evaluation groups).

### Step 3: M & E and knowledge management

Presentations of cluster teams’ draft M & E plans provide an opportunity for additional guidance to refine indicators by removing loose/fluid language which may affect accuracy and rigour. Moreover, the importance of a sound M & E plan for individual and organisational learning could not be highlighted enough. Furthermore, a rigorous M & E plan is transformative because it will craft a culture of performance management combining efficiency with effectiveness.

#### Organisational Learning & Knowledge Management



### Conclusion to module 5

This module provided a comprehensive approach to designing a sound M & E plan to prevent it from being the usual weakest link in a policy or programme either because of time constraints or limited capacity (human and material resources). If the cluster teams dedicate quality time to this process, they should be able to comfortably design an M & E plan that will help them implement, monitor and learn from the youth development, peace and security policy they have crafted.



## MODULE 6: INSTITUTIONAL FRAMEWORK



**Institutionalise change – dialogue, negotiation, collaboration**

**Learning objective:** By the end of this session, task force members will be able to craft a structural framework that mainstreams youth, peace and security issues and allocate a proportion of their budget for youth activities under their responsibility.

This session will be delivered in 2 steps.

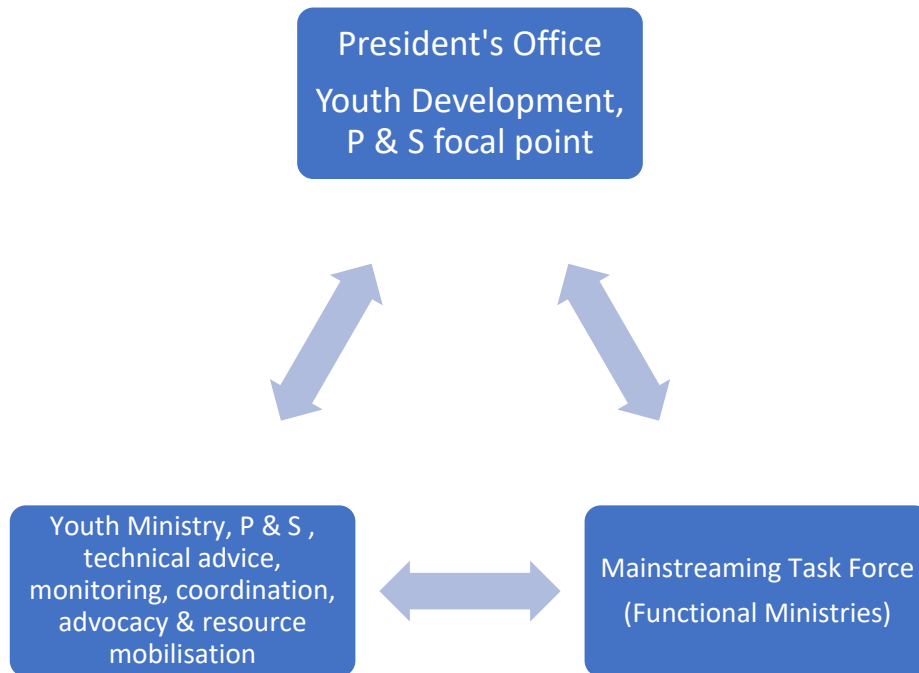
**Step 1.** The facilitator explains that policy planning warrants a close look at the structure/institutional framework responsible for its implementation, monitoring and evaluation as illustrated in Module 5. Accordingly, the facilitator then requests the cluster teams to craft this structure, using the following questions:

- (i) What are the overall/national policy implications inherent in this youth development, peace and security policy that might require adjustments to the existing institutional arrangements/framework?
- (ii) Is there an appropriate organizational structure to implement the policy effectively and efficiently?
- (iii) What resources will be required to implement the policy? What procedures are in place in order to secure resource allocation according to the policy's vision and goals?
- (iv) What is the current complement of staff skills (potentially volunteers also?) and how can they serve the policy effectively and efficiently? What capacities do they have/need in order to fulfil their tasks?
- (v) Has the newly designed policy included an implementation and monitoring plan in terms of tasks and people to be involved?
- (vi) Is there the political will within the organization to move forward with implementation of the youth development, peace and security?

**Step 2:** Following completion and presentation of cluster teams' work, the facilitator leads the discussion to recall the policy is designed according to the mainstreaming strategy. As such, it is entrusting the responsibility to implement each cluster's goals/objectives with the corresponding functional institution such as, for instance, youth employment with the labour ministry. Against this background, the facilitator explains that the Youth Ministry/Directorate could be:

- a. **Fully responsible for the youth peace and security cluster** as this will fulfil the second component of the mainstreaming strategy, namely filling the youth, peace and security gap while all other clusters are mainstreamed in functional ministries. Here, the youth ministry will work with a clear constituency including youth and community leaders as well as representatives of the justice and rule of law institutions to collaborate on specific initiatives and coordinate their efforts for maximum impact on conflict prevention and sustainable peace.

## YOUTH DEVELOPMENT, PEACE & SECURITY MAINSTREAMED STRUCTURE



b. **Technical adviser on youth issues:** This would entail:

- (i) Supporting focal points within the mainstreaming task force to ensure that functional ministries are both sensitive when analysing youth concerns as well as responsive in determining appropriate actions and resources;
- (ii) Ensuring a youth perspective in relevant programme planning and events through advocacy and technical advice;
- (iii) Serving as a reference point on high level policy dialogue on youth issues including linking the top policy-making level with youth constituencies at all levels;

c. **An effective and efficient Coordinator:** youth development practice has tended to entrust all youth-related responsibilities to the youth ministry/directorate. Expectations have therefore been very high in thinking that such ministry could design, implement and monitor initiatives that, from a policy, programmatic and financial perspective should have been a shared responsibility between youth and functional ministries. Taking this into consideration as well as the mainstreamed youth development policy, the youth ministry/directorate would **coordinate** with the relevant technical ministries. The youth ministry will also **monitor** that the youth-related objectives are being integrated in their policies and budgets so that a clear budget allocation is secured for youth-related activities (identified within their cluster).

**d. An advocate on youth issues to build partnerships & mobilise resources.** In addition to awareness raising advocacy with national and international stakeholders, the youth directorate/ministry would focus on an advocacy approach to build and sustain multi-stakeholders partnerships. This would widen their base of positive advocates while, at the same time, encourage them to invest in youth programmes. Here the youth directorate/ministry could use the youth development, peace and security policy as a resource mobilisation tool. (Cf. Module 7)

### **Conclusion to module 6**

The facilitator concludes that the proposed institutional framework would “challenge” the current set up and perceived power relations. Indeed, Youth Ministries have, traditionally, been given full responsibility for youth issues (without the necessary financial support) while functional ministries have not been required to explicitly allocate resources to such issues. Ultimately, the mainstreaming task force is advised that no policy that interconnects youth development, socio-economic inclusion, peace and security would succeed without effective mainstreaming coupled with corresponding political and financial support.



## MODULE 7: RESOURCE MOBILISATION STRATEGY



**Resource Mobilisation is a Multi-stakeholder Team Effort**



**Celebrate only when everything is firmed up - not before.**

**Learning objective:** By the end of this session, the task force will be able to plan and deliver a resource mobilisation strategy that secures and diversifies sources of resources for the youth development, peace and security policy.

This session will be delivered in 3 steps.

**Step 1.** The facilitator introduces this important topic, underscoring the fact that planners tend to think that availability of resources should “dictate” policy/programme design. Against this background, staff in youth ministries/directorates often indicate that lack of resources have constrained progress on youth issues. As a matter of fact, youth policies have, generally, not benefited from clear and sustainable funding either because:

- (i) national leaders and decision makers have prioritised other areas; and/or
- (ii) the youth ministry lacks the capacity to identify and diversify sources of support.

**Step 2:** The facilitator invites the task force to revisit their policy planning (through the clustering and responsibility of functional ministry) and ask them to reflect on and “craft” a resource mobilisation strategy that places responsibility where appropriate but also looks beyond national stakeholders to consider others (as identified in the stakeholder analysis and participation. Cf. Module 2).

The facilitator advises that three levels could form the backbone of this strategy including:

- a. **Responsibilities of functional/technical ministries** for implementation of the cluster under their responsibility. This will require negotiations between representatives of the youth, planning, finance and functional ministry to ensure that a proportion of their budget is explicitly earmarked for the policy goal that falls under their direct responsibility (as illustrated in the mainstreaming approach). For instance, funding for the youth education and training cluster should be borne by the education ministry and clearly earmarked in their total budget (which will be monitored by the youth ministry).
- b. **Funding for the peace and security cluster:** As this is a fairly new component, a clear funding formula should be considered. For instance, this could be a special (trust) fund, combining specific percentages of the budget from the office of the president (to give it the high level importance, visibility and commitment it deserves), justice and rule institutions as well as discretionary government funds supplemented by other stakeholders.
- c. **Multi-stakeholder resource mobilisation** event to share the youth development, peace and security policy with representatives of bilateral, regional and international institutions (AU, EU, UN, INGOs) and, potentially, the private sector to seek their support as they all have a stake in achieving peace and can, therefore, influence it through the required political and financial support. These stakeholders could be

encouraged to identify specific areas in the policy that they would want to support and agree on a focal point to work with the youth ministry to coordinate it.

**Step 3.** The facilitator acknowledges the need for capacity building of members of the mainstreaming task force to acquire the partnership building, advocacy and negotiation skills to effectively mobilise the necessary resources for this policy.

### **Conclusion to Module 7.**

A resource mobilisation strategy can achieve its goals if there is a shift in approach from expectations to receive funds to proactiveness to secure rather than wait for resources. This will require a change in the mindset which could be the outcome of capacity building coupled with effective results demonstrated by resource mobilisation attempts from non-traditional (government) sources.

## **CONCLUSION & RECOMMENDATIONS**

This toolkit demonstrated the complex nature of a youth development, peace and security policy that is set within the 2030 SDG framework and national development priorities. In capturing these different facets, the toolkit as designed with two objectives in mind, namely to be used as a training “manual” that could be used for training sessions at national level, training of trainers (ToT) or as a “menu” of components to be used as/and when needed.

It is recommended to:

1. Organise a training of trainers to build the capacity of various stakeholders (representing regions/sub-regions) to learn, internalise and use the toolkit to carry out their duties and, at the same time, train others in policy planning at national level;
2. Organise a review and testing of the toolkit before its dissemination



## **PART III: ANNEXES**

### **PARTICIPATORY ANALYTICAL & PLANNING TOOLS**

**Participation philosophy:**

**“ Go to people, talk to people, live with them, learn from them about their situation... they are the experts & we are the learners”  
(Robert Chambers)**

## Annex 1: Tools for Context/situation analysis

### Problem Tree Analysis

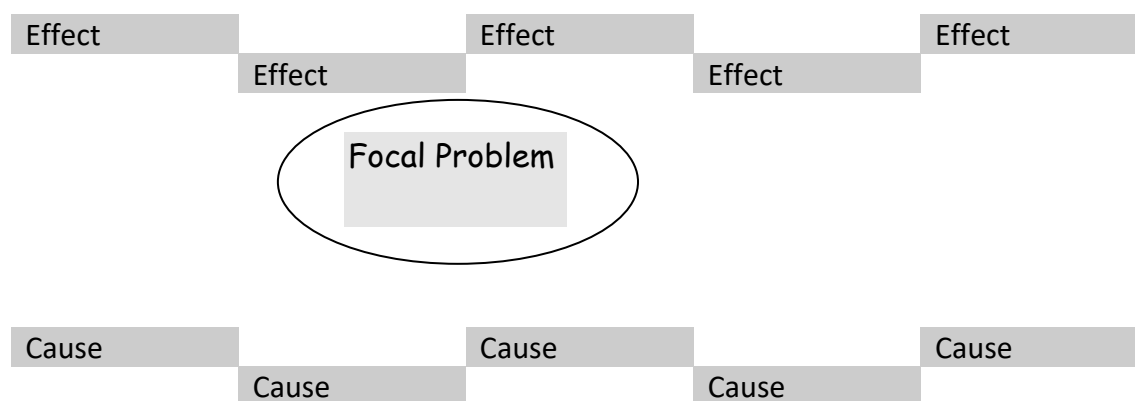
Problem/situation analysis is a tool often used for action planning, starting with identification of problems, causes and effects. There are different techniques used to undertake this analysis e.g. workshops, focus group discussions or participatory rapid appraisal techniques. Cards and post-its are often used in building a visual map (often called a tree because of its root and branch layers).

It is important to be clear about what a problem is, namely an existing negative state (not the absence of a solution). For example, youth are conflict drivers. Accordingly, a problem/situation analysis helps planners to:

- (i) Separate out and better understand the real/root causes of a problem;
- (ii) Build stakeholder understanding and consensus;
- (iii) Identify possible constraints;
- (iv) Clarify the magnitude & complexity of a problem
- (v) Determine various ways to address and solve the problem.

Problem analysis is usually pursued for focal (not all) problems and be achieved by organising the identified issues in a problem tree according to the causal relationships between them. When there is agreement on the focal problem (as above: youth are conflict drivers), construct a problem tree to:

- Identify immediate and direct causes of the focal problem (the roots);
- Identify immediate and direct effects of the focal problem (the branches)
- Review, verify and make any necessary adjustments



## Annex 2: Stakeholder Participation & engagement: Analysis matrix & guidelines.

It is important to remember that stakeholder involvement is an essential part of situation/context analysis and policy formulation as indicated in the tool kit. Without such engagement, your policy will not be truly youth responsive. Stakeholder engagement is therefore **key to an effective policy and successful outcomes**.

### Stakeholder analysis and participation matrix.

IDENTIFICATION OF STAKEHOLDER GROUPS, THEIR INTERESTS, IMPORTANCE & INFLUENCE				
STAKEHOLDER GROUPS	INTEREST (S) AT STAKE IN RELATION TO POLICY/PROGRAMME	EFFECT OF POLICY/PROGRAMME ON INTEREST (S)	IMPORTANCE OF STAKEHOLDER FOR SUCCESS OF POLICY, PROGRAMME	DEGREE OF INFLUENCE OF STAKEHOLDER OVER POLICY PROGRAMME

Table: Potential Options for Involving Stakeholders at Different Stages

Steps in context analysis	Possibilities – not exhaustive list
<b>1. Identifying Issues</b>	<p>Invite stakeholders to contribute ideas, share documentation, clarify gaps etc.</p> <ul style="list-style-type: none"> <li>✚ Workshop</li> <li>✚ Series of meetings</li> <li>✚ Invitation to the public to make submissions</li> <li>✚ Representatives of functional teams to collect documentation</li> </ul>
<b>2. Identifying Key Stakeholders (using the matrix)</b>	<p>Consult widely about key stakeholders</p> <ul style="list-style-type: none"> <li>✚ Stakeholder Analysis Workshop(s) where matrix could be “filled” in.</li> <li>✚ Present &amp; Discuss draft stakeholder analysis tables</li> <li>✚ Firm up your stakeholder participant strategy.</li> </ul>
<b>3. Design Information &amp; Communication Strategy</b>	<p>Consult &amp; decide how &amp; when each stakeholder group will be involved in this strategic analysis and policy planning process. Ensure that you have an appropriate information &amp; communication specifically targeting each priority stakeholder group, including attention to gender and other variables that can influence if/how/when people can participate and access information.</p> <ul style="list-style-type: none"> <li>✚ Plan ahead for feedback meetings/workshops</li> </ul>

	<ul style="list-style-type: none"> <li>✚ Invite and give sufficient time -within specific deadlines- for stakeholder response to the information provided.</li> </ul>
<b>4 Plan for the youth policy strategic analysis &amp; planning process</b>	<ul style="list-style-type: none"> <li>✚ Agree on terms of reference of the planning team, schedule of working sessions and agree on “group contract” to ensure and secure stakeholder commitment.</li> <li>✚ If applicable, consider the logistical conditions to create an enabling environment. This should include a briefing on the general conditions put in place for the stakeholders to engage in the strategic/context analysis.</li> <li>✚ Promote a team spirit within the team regardless of whether they are youth or high level government leaders.</li> </ul>
<b>5. Analyse &amp; Discuss preliminary Findings</b>	<p>Plan for sharing emerging findings before finalisation</p> <ul style="list-style-type: none"> <li>✚ Plan for briefing stakeholders on emerging findings, using your information &amp; communication strategy – a newsletter, informal meeting, interim workshop</li> </ul>
<b>6. Sharing, verifying, validating</b>	<p>Once the draft policy is complete, plan for dissemination for a multi-stakeholder, multi-level group to discuss, verify and/or validate the draft policy.</p> <ul style="list-style-type: none"> <li>✚ Ensure the responsible ministry/ institution own the policy so that they take the policy forward towards implementation.</li> <li>✚ Ensure that Monitoring plan is effected immediately to support the way forward &amp; track progress towards implementation</li> </ul>

### Annex 3: Framework for Focus Group Discussions (FGDs): what they are, how to conduct them & what FGDs are not.

**FGDs** are group interviews and represent an opportunity to listen and learn. FGDs represent a research method but in a qualitative way rather than a quantitative way which uses questionnaires. FGDs can be guided by the following: (i) the research team selects the interview topics for FGDs participants to provide the data; (ii) the research team uses personal judgment to select “purposive samples of participants”; (iii) FGDs offer greater flexibility in the way issues are raised from/to the participants, making the nature of participants’ responses dependent entirely on them.

#### Basic Uses for FGDs

	RESEARCH	MARKETING	EVALUATION	QUALITY IMPROVEMENT
<b>Problem identification, context analysis</b>	Generating necessary research questions	Generating new product ideas; consumer perception	Needs assessment	Identifying opportunities
<b>Planning</b>	Designing a policy, programme	Developing a new product	Programme development	Planning strategic interventions
<b>Implementation</b>	Qualitative data collection	Monitoring consumers’ response	Process Evaluation	Implementing strategic interventions
<b>Assessment</b>	Qualitative data analysis	Refining product or marketing approach	Outcome evaluation	Assessment redesign

#### How to organise & conduct FGDs

Focus Group Discussions are very **tiring**: so do not plan more than 2 per day with the same facilitator. The first few minutes are critical. Plan and practice **your introduction**. It should have:

- ✚ A welcome and greeting message as well as personal introductions. This will provide an opportunity to build a rapport through small talk, refreshments, etc.
- ✚ An overview of why you have organised this FGD, what you expect to learn from them, who will use the information in the future and how;
- ✚ Some guiding principles to ensure that the discussion proceeds smoothly such as encouraging everyone to have an opportunity to speak while the rest is listening before intervening. The facilitator may have to interrupt those participants who tend to talk a lot and monopolise the conversation. If that is the case, the facilitator explains that all have the right to speak; there is no “right” or “wrong” answer but that all opinions matter so as not to miss vital inputs.

- ✚ An “initialising” question to get all participants to say something early in the discussion. This should not be too abstract or demand too much reflection. It should be something fairly factual and designed to show the connection between members of a group. For example, in a youth development, peace and security policy discussion, the initialising question could generally be: “ How do you see the link between youth development and peace”?

**The facilitator** needs to:

- ✚ Sound conversational and not read the FGD guiding questions.
- ✚ Practice listening and thinking simultaneously.
- ✚ Be alert in order to make sure that participants do not “theorise”/intellectualise the issue but rather stick to facts and speak from experience.
- ✚ Use two techniques, namely the **five-second pause** and the **probe**. The first is used after a comment from a participant. This will help the facilitator think on his/her feet to reflect before replying/moving forward or probe to “dig” a bit more on the participants’ statement.

**Finally, FGDs are not:**

- (i) Groups that do not involve research: FGDs are very popular and this label is applied to various kinds of group work without a real understanding of their real purpose. Accordingly, FGDs are not sales attempts; educational seminars, on-going committees; decision-making or consensus-building sessions;
- (ii) Groups without focus: FGDs require careful planning to invite the right participants and ask the right questions;
- (iii) Groups that do not engage in discussions: in FGDs, the discussions **are** the data.

## Annex 4: Meet the decision-makers: Dialogue session

### Basic dialogue principles

There is a general tendency to believe that, organising a meeting, is a dialogue in itself as long as the discussion takes place around a particular topic and the organiser is satisfied the “dialogue” took place. However, for a truly meaningful dialogue, i.e. people listening and talking to each other to reach an outcome, the following basic principles need to be fulfilled:

- (i) **Respect:** Participants in the dialogue need to respect the principle of dialogue and, especially, respect all participants even if they do not share the same status, rank, views, etc. This is a basic rule if one’s dignity is respected.
- (ii) **Humility:** for an enabling dialogue climate where everyone feels free and comfortable, showing humility is key regardless of status and rank as the arrogance of perceived “power” will affect the peaceful spirit of dialogue.
- (iii) **Listening and showing interest:** dialogue is not a monologue and participants should therefore listen before interrupting, intervening and/or stopping the speaker.
- (iv) **Patience** should be exercised in a dialogue session that might be tense and generate “conflict” and therefore jeopardise the dialogue’s purpose and spirit.
- (v) **Do not judge:** a dialogue is an open learning process whereby participants learn from each other even if they have totally different views/experiences. It is not about having to change but rather having the knowledge to make an informed decision.

### Dialogue with decisionmakers – what & how.

Meeting decision makers is a face to face dialogue session between youth representatives and senior civil servants including ministers, vice ministers, directors (if applicable in the existing institutional structures.) Holding this session will demonstrate commitment to fostering greater youth participation in decision making processes. This dialogue should be considered as an opportunity to analyse youth issues and priorities so that they serve as a basis for planning.

**Time perspective:** Considering the complexity of the issues at stake and potential difficulties in creating a climate of trust, such sessions need both sufficient time and safe space to engage all stakeholders meaningfully.

**Facilitation perspective:** To respect the spirit of an open and safe dialogue, this should be facilitated by someone who is conversant with youth issues as well as political systems but is not part of either so that objectivity (and impartiality) is ensured/guaranteed.

### Who & How to:

- ✚ Decision makers who are invited should be relevant to the main issue impacting youth in the country. The number of participants depends on the dialogue’s specific topic but, in general, could take the format of a “panel” discussion including 6 speakers with equal participation from youth leaders and government representatives who face each other to discuss youth issues and how governments address them. Here, it is important to progress beyond the standard approach with 1 youth leader having to dialogue with 8 or 10 government officials. Having equal representation would create a climate of trust and equal opportunities to meaningfully engage.
- ✚ The lay out and seating arrangements will depend on local practice but, ideally, seats should be arranged in a circle format without middle-table to avoid a perception of barriers between the two stakeholder groups.
- ✚ The facilitator lays the ground rules for the dialogue (respect, active listening, showing interest, patience, humility) and opens the dialogue by setting the context. The facilitator then opens the floor for youth leaders and government officials to listen and talk to each other but supported by the facilitator who will use some initialising/probing questions. Decision makers may respond first followed by youth leaders but the actual “context” will “dictate” who speaks first. The facilitator will have to exercise judgement on how to handle a situation whereby youth – maybe because they are frustrated- would want to speak first and vice-versa. In such cases, the facilitator would need to defuse the situation without alienating one group or the other and protecting the climate of trust and mutual engagement.
- ✚ Summary/wrap up. The facilitator’s final responsibility is to summarise the main points and invite participants’ feedback on the summary’s accuracy and/or potential additions, clarifications. The facilitator may invite participants to indicate whether such dialogues could become a practice for youth and decision-makers to engage in order to find mutually supportive solutions.

### Potential Dialogue Outcomes:

1. The youth dialogue with decision-makers will provide an opportunity for young people to share their issues and perspectives and, potentially, influence policy-making;
2. Bridge the inter-generational gap between decision-makers and young people and trace a powerful pathway to multi-stakeholder engagement in youth policies and programmes ;
3. Empower young people through this unique dialogue process, allowing both stakeholders to critically examine youth issues and concerns and learn the lessons about what needs to be done – such as youth mainstreaming.

### Other dialogue formats

Another format could be a dialogue between 4/5 decision makers (carefully selected from relevant institutions – youth and others) and an audience of a relatively large youth groups



(cross section of this stakeholder group). In this case, the decision makers will sit in a panel format facing the audience while the facilitator sets the context, asks an opening question and allows decision makers to reflect on the question. The facilitator then opens the floor for the audience to direct their questions to the decision-maker they specifically target. The next steps are similar to the youth-decision makers face-to-face dialogue.

## Annex 5: Using role plays to describe a situation/context

Participatory development practice uses role plays as a tool for gathering qualitative information/data but also gauging participants' perceptions especially in sensitive situations (political, conflict, etc). Role plays are therefore a learning tool for planners to analyse a situation/problem, internalise and respond (through policy action, etc).

**Learning Role Plays Can help Bring About.** These include:

- ✚ Specific human interaction & communication skills, e.g. delegation, interviewing, conflict resolution.
- ✚ Skills related to planning & developing strategies & a greater appreciation for the range of choices which might be available in a given situation.
- ✚ Skills in analyzing interaction & especially the impact of one person's behaviour on another person
- ✚ Individual perspective on what works & what does not work based on practicing new behaviour in a simulated "real situation".

**Organising a role play that is an effective learning tool.**

- ✚ Be clear about the objective of your role play and the expected outcome.
- ✚ Organise & conduct the session so that both observers & players have an opportunity to learn from one another;
- ✚ Ensure that the issues highlighted in the role play have an obvious connection to the participants' real world. Participants should see the role play as plausible, real & compelling. For instance, do not organize the role play on the "public transport system in France" if you want your role play as a learning about the situation of youth, peace and security in country X.
- ✚ Ensure that observers (youth policy planners) know exactly what to look for as they observe the role play.
- ✚ Create a climate that is safe and comfortable for players to ease their tension and engage effectively in the role play.
- ✚ Ensure that the role play itself is not too complex, is easy to understand and does not leave a lot of questions unanswered while, at the same time, it does not tell too much.

- ✚ Ensure that the end of the role play is not scripted but rather open ended – whether it incorporates some internal tension; leaves something that needs to be done and/or addressed (such as in the case of youth, peace and security policy discussion ).

## Annex 6: Youth Participation Ladder, Socio-Economic Inclusion & Peace

