

MAKING EACH VOICE COUNT!

A TOOLKIT FOR YOUNG PEOPLE
RUNNING CONSULTATIONS

INTRODUCTION TO THIS DOCUMENT

This toolkit will help you to consult with your peers effectively!

Consulting involves asking questions, exploring ideas, listening and learning. It takes a lot of work to do it well, but it is worth it! Consulting other young people is both empowering for you and for them, and you can use the results to influence others.

In **SECTION 1** we look briefly at the rationale for consulting.

SECTION 2 is about you: asking questions about yourself that increase your ability to empower others when consulting them.

SECTION 3 is about you and the young people you are consulting: the goals, who you will involve, how you will listen and learn.

SECTION 4 is about you and the findings: how you will use the findings of your consultation to influence others and demand space for young people's voices.



RIGHT HERE
RIGHT NOW

This toolkit was created by dance4life, as part of the Right Here Right Now! Partnership.

WHY CONSULT?

Let's imagine you see a problem which you want to do something about.

For example, you're aware that some of your friends don't get the sexual and reproductive health (SRH) services that they need. One friend is too embarrassed to go and seek these services, and another went to the clinic but was upset by what a nurse said. You also heard about a young person who was turned away because they went to the clinic without their parent or guardian.

So you have some information about the experiences of a few people in your peer group, but don't know much about the experiences of other young people who live in different circumstances. If you

try to address the problem and demand change based only on what you know now, you may not be successful: people may not take you seriously. They will wonder if you can legitimately represent all young people.

Also, the changes you demand might be based on just your own ideas, and not necessarily be the best ideas. Instead, by consulting with lots of different young people you can:



Understand the situation more fully



Explore the practical changes young people would like



Gather data which you can use to bring about change



Attract the interest of young people to work together on the issue



Empower yourself and the consulted participants through sharing information and developing ideas and plans for action



Create a legitimate call for action, based on the realities of many young people



02

REFLECTING ON YOUR MOTIVATIONS AND PERSONAL STYLE

First, please pause and look in the mirror; if you are to consult well it's useful for you to reflect on a few topics. We suggest that you get a notebook to record your reflections. You can also use the notebook as a journal to reflect on your planning and consultation experiences.

WHY DO YOU WANT TO ADDRESS PROBLEMS FACED BY YOUNG PEOPLE?

Unlike most people you are not just noticing problems, you are actually seeking change. Why is that? Please try this exercise to explore your motivations:

Sit back and think about the **VALUES** that are most important to you. For example, compassion, self-discipline, thoughtfulness, honesty, playfulness, openness, bravery, competence, creativity, persistence, productivity.

Now think about your **MOTIVATIONS**, the things from your past and present that led you to want to address problems faced by young people. In your journal put a plus sign under your values and add in your motivations. You are likely to

TIP

REVISIT YOUR JOURNAL IN A FEW DAYS, TO SEE IF WHAT YOU'VE WRITTEN SEEMS TRUE, OR TO ADD ANY OTHER THOUGHTS.

find a mix of motivations which are about 'helping others' and 'helping yourself'. This is a healthy mix!

If you add together your values and motivations, and use them to do work such as consultations with young people, advocacy and activism, what do you hope all of this could lead to? Looking into the future, what is your **VISION FOR SOCIETY** with regard to young people and the issues you are interested in? And what is your **PERSONAL VISION**, what do you hope to achieve or gain?

Hopefully this exercise will help you get a clearer understanding of why you want to address problems faced by young people. You may want

to refer to this page in your journal whenever you are feeling frustrated and wondering whether it is worth the effort!



WHAT'S YOUR PERSONAL STYLE?

Here is an exercise to think about how you use virtues.

Which things are you good at? For example, listening well, or being on time. Write down at least five virtues that you use regularly. If you struggle to think of five virtues ask your family or friends what they observe about you.

Which things are you not so good at? For example: perhaps you talk more than you listen, or you are often late; no one is perfect! Write at least five virtues that you could improve on.

If you have friends who will answer thoughtfully, show them your lists and ask for their reaction. Or observe your own behaviour for a few days and see if the items on the lists seem to be true.

Looking at your lists, what strengths do you have that you can use when consulting with other young people? Of the things that you are not so good at, could they negatively affect your consultation? How can you improve on these to make sure you work effectively?

TIP

RECORD WHAT YOU HAVE LEARNED IN YOUR JOURNAL, INCLUDING YOUR PLANS FOR HOW YOU CAN IMPROVE (WHAT WILL YOU DO, AND WHEN?)



HOW YOU PRESENT YOURSELF

We all tend to behave differently depending on what we are doing and who we are with. You may be very polite and quiet when meeting your partner's parents, but fun and loud with your friends. Here's an exercise about how you present yourself.

How do you usually act when you are with other young people? How do you involve yourself in a group task?

Do you lead (take charge, direct), teach (instruct, share your knowledge), facilitate (support the group to explore experiences and ideas), or simply participate?

Think of a project or activity that you have been involved in together with other young people. Think about how you behaved during the project or activity, and fill in the chart.

Now think about yesterday. What did you do during the day, and when were you in these different roles? Fill in the squares.

Use the last square for tomorrow, and fill it in during the day. What do the three squares show about your personal style?

As you interact with people this week can you facilitate more? Put a reminder by your toothbrush, or schedule several reminders a day on your phone. Facilitating is the most important role when consulting with groups of people. Section 3 contains tips about how to facilitate.

A different way of thinking about how you present yourself is to consider how other people experience you:

How would you like the participants of the consultation to see you? When you are a participant, how do you prefer the facilitator to behave? What can you do to become a more inspiring speaker, as well as someone who people feel they can trust and want to work with? Do you need to alter your behaviour a little? Or develop new skills? Write your plans and put reminders on your calendar to check if you have done them.



EXAMPLE

HOW AM I IN A GROUP?

LEADER

- I told my siblings to be quiet when they were being silly.
- I told my friends where we were all going to meet and they all agreed.
- I took charge at football, putting people into teams.



TEACHER

- I showed my friend how to fix the puncture on his bike.



FACILITATOR

- I helped reduce some conflict between my brothers.
- I listened to Florence and helped her decide to speak to her mother about needing new clothes.



PARTICIPANT

- I played football.



USING AN EMPOWERING APPROACH

As an organiser of a consultation you hold power. For example, when you design your consultation you are shaping how people can respond. When you gather people, they will wait for you to begin. If you want to empower participants you need to consider how your attitude and behaviour affects them. You also need to choose methods which enable empowerment. Here are some tips:

- ✓ Value the participants' voices more than your own.
- ✓ Make sure your attitude is one of you wanting to learn from the people you are working with, as well as empower them. They have valid and relevant experiences, thoughts and feelings. They can create ideas for positive change.
- ✓ If the voice inside you says that you are cleverer than other people, or that you are usually right, challenge it! That voice can prevent you from hearing their voices properly. They are the experts on their lives.
- ✓ When appropriate provide information and refer participants to services and sources of information – but do not spend too much time as the teacher.
- ✓ Ask about positive experiences and achievements rather than focusing only on problems.
- ✓ Affirm participants' contributions and praise them as they use virtues by naming the virtues. For example "Thank you for the perseverance and respect that you have shown in this difficult discussion" or "I appreciate the courage you have shown in sharing that story with us".
- ✓ If possible give participants the chance to practice empowering skills, such as communicating assertively.
- ✓ If possible support them to develop individual and joint ideas for action.

Here is an exercise to help you draw on your own experiences when using an empowering approach:

Think of a time when someone has supported you to feel stronger and more confident. What helped you? What was it about their behaviour that supported you? Write this down.

Think of a time when you have felt weaker or less confident as a result

of an interaction with someone? What was it about their behaviour that bothered you? What could they have done differently?

Looking at what you have written, what is relevant to how you do your consultation? What can you do to empower the participants to feel stronger and more confident? What steps can you take to reduce the chance that they feel disempowered?

03

CREATING A MEANINGFUL, INCLUSIVE AND EFFECTIVE CONSULTATION





MEANINGFUL CONSULTATIONS

A consultation can simply take information from people, then use it. For example, you ask lots of young people a few questions, analyse the data, and write a press release: “72% of young people want more sexual health information”. But you can do better than that! This section explains how. We aim for consultations that are meaningful, inclusive, and effective.

You can make your consultations more meaningful and empowering in several ways:

- ✓ Ensure the whole process is led and owned by young people (you can still make use of older people’s experiences and advice, if needed).

- ✓ Support participants to explore their perspectives and priorities, instead of only responding to a set of questions. This means that you and they learn a lot more.
- ✓ Share information with participants about their rights and raising their voices, as well as practical information about the issue or topic (e.g. the location and opening hours of youth-friendly clinics). In this way they gain information as well as provide it.
- ✓ Provide opportunities to consider what action to take, and ways to participate further.

INCLUSIVE CONSULTATIONS



The easiest people to consult with are your own peers; you have access to them, know how they talk, and can probably persuade them to take part. But there are different kinds of young people, living in different circumstances, with different experiences and views. Consultations should ideally invest in the extra work of including many different groups. However, you need to consider how inclusive you can be with the resources you have. It is unlikely that you can include representatives of every age, ethnic group, sexual identity, class, and so on! The following steps will help.

1 If possible try to plan and organise the consultation with diverse others (for example different genders, ideally living in different circumstances).

2 Consider which groups are most relevant to the issue and the change that you seek, in particular the young people who are most affected.

3 Reach out to those groups to explore how to involve them, ideally bringing people from those groups into the team. Look out for barriers to participation, such as language issues, or being unable to afford travel costs to attend. And consider incentives: it is best for people to participate because they want to, but you may need to compensate for part of missed earnings.

4 Try to ensure that all participants have an equal chance to give their input, and avoid language, locations, times and methods that may exclude some people.

To be inclusive you need to use an inclusive style in the consultation. At times it may be useful to lead a group, or to teach others, but mostly your role when consulting is to facilitate. Your task is to make it easy for the process to happen. To facilitate well takes practice. Here are some tips:

🕒 **PLANNING**

- ✓ Carefully plan what you are going to do including how much time to spend on each part of the discussion or activity.
- ✓ Be sure to invest time in introductions and easy tasks at the beginning of the session, to help people to relax and build their confidence. This may feel like a waste of time, but it is not. It will help participants to participate fully and give honest input.
- ✓ If you will be discussing sensitive topics, first discuss more general related topics which participants will feel comfortable with.
- ✓ If someone is helping you (e.g. welcoming people, helping record the discussion) make sure they know what they need to do.
- ✓ Prepare any materials that you need.

- ✓ Find a venue which is well located, private and without distractions, in particular one which is not noisy.

🕒 **IN THE SESSION**

- ✓ Try to create an atmosphere in which people are able to relax and talk. For example, sit in a circle, speak in a friendly way, show the importance of listening.
- ✓ Agree on ground rules, e.g. silencing phones, listening respectfully.
- ✓ Explain how the discussion or activity outcomes will be used, and that no information will be used that could identify individuals without their permission.
- ✓ Give clear and brief explanations.
- ✓ Try to stick to your time plan.
- ✓ Ask open questions which do not influence respondents, rather than closed questions which do e.g. *“What’s your opinion of the quality of services at the clinic?”* rather than *“Is the quality of services at the clinic good?”*
- ✓ If some people are talking a lot more than others create

opportunities for the quieter people to speak if they wish; e.g. say “Thank you. I’d like to hear some other people’s views now” and look away from the people who are talking a lot.

- ✓ Don’t give your own views, as that may influence what the participants say. Your role is to facilitate rather than contribute.
- ✓ When participants seem to agree check if they really do. They may want to avoid disagreeing, but you need to find out if they do agree e.g. “We have heard praise for the clinic, but I wonder if anyone feels differently? Have you heard any negative stories about the clinic and how it treats young people?”



- ✓ When writing the group’s ideas on a flip chart use their words and check if they are happy with your record.
- ✓ Don’t allow judgmental comments to go unnoticed: facilitate discussion about them. For example “We’ve heard Lucas say that unmarried girls shouldn’t visit a clinic on their own, how do others feel about this?”

🕒 TIP

EVALUATE YOUR FACILITATION SKILLS

YOU CAN PRACTICE FACILITATION SKILLS IN EVERYDAY LIFE, WHEN YOU INTERACT WITH FRIENDS AND FAMILY. AFTER YOU HAVE FACILITATED AS PART OF YOUR CONSULTATION ASK PARTICIPANTS OR ANYONE ELSE PRESENT TO GIVE YOU THEIR FEEDBACK ABOUT HOW YOU DID. YOU CAN ALSO REFLECT ON YOUR PERFORMANCE, AND WRITE ABOUT IT IN YOUR JOURNAL.



EFFECTIVE CONSULTATIONS

Planning is boring isn't it? Perhaps! Many of us get excited and want to get on with the work! But planning makes it more likely that our work will be effective, that it achieves its goals. If we don't think about what we are trying to achieve and how

to go about it we are less likely to succeed! This part of the toolkit sets out the questions you need to answer, and gives an example to help you understand. You may find it helpful to think backwards, like this:

01 OUR VISION

What is our vision, our long term goal, the society we hope for?

E.g.: All young people in our city should be able to access sexual health services.



02 ACTIVITY GOALS

What outcome do we want from this consultation?

E.g.: To understand why young people in our city often don't access sexual health services, so that we can use what we learn to improve our access.



03 PARTICIPANT GOALS

How do we want participants to benefit?

E.g.: To improve participants' awareness of their right to sexual health and their knowledge of the available services.



04 HOW TO ACHIEVE THIS?



EXAMPLE

How can we achieve these goals?

E.g.: We need to consult young people to find out why they don't go. We need data on their perceptions of sexual health services. We can offer them support to take action.



REALITY CHECK

The rest of this section looks at the details of your planning for an effective consultation. But at some point, *before committing to doing the consultation*, it's important to pause and consider if it is feasible. You may need to do some further thinking about the scope, participants, methods, tasks and costs before you can do your reality check, but be sure, at some point, to step back and ask:

- ✓ Can we do a consultation which is meaningful, inclusive and effective, with the resources (money, time, energy) we have?
- ✓ What are the likely risks and how serious are they? Can we reduce them?
- ✓ Do we need additional support?
- ✓ Should we do the consultation as planned? Or change it to make it feasible? Or put it aside for now?

Sometimes the problems you face will prevent you from doing your consultation well. You may be tempted to carry on anyway; stopping feels like wasting the time you have spent so far. But that time has been spent whether or not you do the consultation! You cannot get it back. If it is not feasible to do a good consultation it is better not to invest more time. A strategic decision to stop, or to delay, a consultation is not a failure. Instead you can invest your energy in another activity, or in changing your plans to make it feasible.

If you do decide to do the consultation, you'll need to do some more planning. Think about all the following topics. Note: they all link to each other, so you may need to consider and reconsider them.

② DECIDING ON THE SCOPE OF YOUR CONSULTATION

You know your activity goal but there may be different ways of reaching it. Ask:

- ✓ What topics shall we focus on?
- ✓ Should we limit the range of topics, so that the consultation takes less time and produces less data for us to handle, or cover a wider variety of topics?
- ✓ Will the topics be the same for every group consulted?



EXAMPLE

THE SCOPE OF OUR CONSULTATION

We'll define sexual health services as the official services (not ones run by unqualified people). We'll focus on contraception and sexually transmitted infections. We won't ask about abortion as it is not legally offered in our clinics. And we won't ask about sexual abuse services as the topic is too sensitive, also risky for our facilitators and participants if participants reveal cases of abuse as we cannot offer them proper support.

② REACHING PARTICIPANTS

We have already mentioned trying to include different groups in your consultation. You need to find a balance between wanting to include all types of young people and what is practical with the resources you have.

It helps to involve people from the groups you want to reach in your planning. If, for example, you want to consult with young people living with HIV, or with young sex workers, it will help if there is someone from those groups in the organising team. (You will need to be aware of including them in the team and not stigmatising them). If that's not possible you can try to reach them through formal and informal networks, either by contacting the leader or other members. If you can convince one person to participate in the consultation they may lead you to others. Remember to consider:

- ✓ How can we make participating worthwhile to the participants?
- ✓ What barriers to their participation do we need to address?
- ✓ Do we need to pay for travel costs or give refreshments or compensate for lost earnings?
- ✓ What times and locations would best suit them?
- ✓ Does it matter who facilitates each group (they may prefer someone from outside, or someone from their group)?
- ✓ Are there any risks to facilitators or participants, and if so, can we reduce them? We recommend that you prioritise safety over getting results.



EXAMPLE

REACHING PARTICIPANTS

We can reach lots of young people through an online survey which we will advertise through social media. To make it attractive we will use a quiz format which then rates your answers. The quiz will show the right answers, so that users get information as they fill it in. At the end it will give links to more information using pictures and infographics.



➤ CHOOSING METHODS

The methods that you choose will depend on several different things:

- ✓ The types of data you think will help you achieve your activity goal.
- ✓ Your participants' goal (how they could benefit from taking part).
- ✓ The resources you have (skills, facilities, funding) to gather and analyse the data.
- ✓ Which methods will best suit the groups you want to consult (this may be affected by, for example, their literacy, availability, ability to travel, and access to online methods).

We list here four main methods, each with its advantages and disadvantages. The ideal is to use a mix of all the methods, so that you get all the advantages! The logical order is to first use a survey to get a broad understanding and some statistics, then to zoom in on the issues and personal stories through group discussions, interviews, or workshops (participatory learning & action). Many decision makers like statistics because they seem scientific and represent lots of people's input.

However, personal stories are more memorable and have more emotional impact. A combination of the two can be very effective.

➤ TIP

REMEMBER TO MAKE GOOD USE OF EXISTING DATA: IT MAY BE THAT A LOT OF THE INFORMATION YOU NEED IS ALREADY AVAILABLE.

➤ PAPER SURVEYS (multiple choice questionnaires)

- ✓ Involve lots of people
- ✓ Relatively quick to use
- ✓ Produce quantitative data (statistics) which some people prefer
- ✓ Can compare data from different groups (e.g. males and females)
- ✓ Can include open questions to allow participants to give more information and qualitative data
- ✓ Can be repeated and results compared over time
- ✓ If participants are filling the questionnaire themselves, can be done at a time to suit them
- ✗ Data is shallow (numbers, statistics) not rich (stories, experiences)
- ✗ People may not answer honestly but instead give the 'correct' answers
- ✗ Need to be pre-tested to check the questions make sense
- ✗ People cannot ask for help if they do not understand a question
- ✗ May get a low rate of response
- ✗ Participants must be able to read, or costs rise if researchers have to read the survey out to each participant
- ✗ Inputting the data takes time
- ✗ Needs statistical skills to analyse the data
- ✗ Difficult to give participants any benefits other than sharing short pieces of information

➤ ONLINE SURVEYS (in addition to the above)

- ✓ No need to distribute copies or collect them
- ✓ No need to input the data
- ✓ The software does the basic analysis
- ✓ Can provide links to e.g. videos to share information with participants
- ✗ People who do not have online access will be excluded

SEMISTRUCTURED INTERVIEWS

(using a small number of questions to explore issues with one person)

- ✓ Can investigate individuals' views and experiences in depth without interruption
- ✓ Useful for exploring sensitive and difficult issues providing the participant trusts the interviewer about confidentiality
- ✓ Produces rich data, particularly personal stories, views, reflections
- ✓ Can be done without recording, provided that the interviewer can write notes quickly while listening, and type them up after
- ✓ Usually have a high rate of response
- ✓ Vagueness can be clarified and incomplete answers followed up
- ✓ Each participant is not influenced by others
- ✗ Require skilled interviewers
- ✗ Participants may not be honest
- ✗ Time-consuming
- ✗ Individuals' stories may not reflect what is common in a group
- ✗ Less good than focus groups for generating new ideas and for empowering participants
- ✗ Require a quiet and private location
- ✗ If recording: this requires recording equipment
- ✗ Typing up transcripts takes about 4 to 6 times longer than the original discussion

FOCUS GROUPS

(guided group discussions between 7-10 people)

- ✓ Enable exploration
- ✓ Produce rich qualitative data e.g. stories, opinions, disagreements
- ✓ Good for sensitive topics, provided there is enough trust in the group to discuss them
- ✓ Can be used to explore findings of surveys
- ✓ Can be used to discuss possible solutions to problems or to generate ideas
- ✓ It takes less time to consult 10 people in 1 focus group, than through 10 interviews
- ✓ Often enjoyed by participants, provided they are well facilitated and the topic is of interest
- ✓ Can be empowering, if participants form or strengthen bonds and ideas during the discussion
- ✗ Require good recruitment to ensure that the participants have enough in common to work as a group
- ✗ Require skilled facilitators to guide the discussion, support equal participation, and probe for different opinions
- ✗ When facilitated badly, they become a series of individuals answering the same question, rather than a group exploring issues
- ✗ Some people may conform to the group and not say what they feel
- ✗ Time consuming, with only 8-10 participants in each group
- ✗ Require about 2 hours of participants' time
- ✗ Possibility of low attendance
- ✗ Require a quiet, private location
- ✗ Require recording equipment (it is not really possible to take notes with so many people talking)
- ✗ Typing up transcripts takes 4 to 6 times longer than the original discussion

WORKSHOPS

(using participatory learning & action to explore issues and generate ideas)

- ✓ Involve more people than focus groups, and can split the whole group into sub groups for certain exercises
 - ✓ Can use surveys and discussion but also mapping, ranking, brainstorms and other participatory methods to explore issues
 - ✓ Can be used to discuss possible solutions to problems or to generate ideas
 - ✓ Can be used to support participants to create individual or joint plans for action
 - ✓ Can be run at existing gatherings e.g. at a youth club or support group meeting
 - ✓ If well run, they are usually interesting to take part in and are enjoyed by participants
 - ✓ Best suited method for sharing information (e.g. about rights) with participants and supporting them to practice skills
 - ✓ Most empowering method, as participants form or strengthen bonds and generate ideas for action during the session
- ✗ Require skilled facilitators – probably 1 for each 10-15 participants
 - ✗ Require careful design of activities that are effective and which produce useful data
 - ✗ Easy for activities to take too long
 - ✗ Time-consuming to recruit people and organise
 - ✗ Require a suitable venue
 - ✗ Require 6 or more hours of participants' time

The visuals below show the 'empowerment potential' and the level of support needed for each consultation method. By empowerment potential, we mean the degree to which a method can be empowering for the participants - if well facilitated. Of course this depends on more factors than good facilitation only, so just see it as a way to become more aware of how different methods can empower young people in different ways.

By level of support needed, we refer to the experience and support needed to successfully facilitate a consultation method.

LEVEL 1

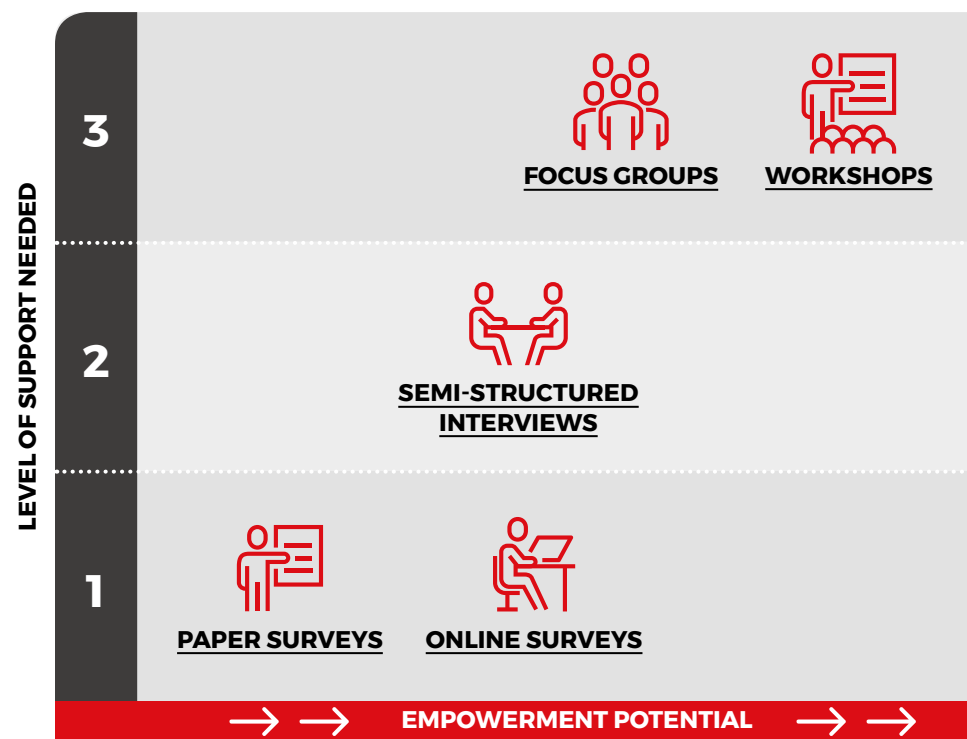
You're likely to be able to do this after reading this toolkit and doing some additional research.

LEVEL 2

If you don't have experience in this yet, support from others during the preparations will be helpful in order to facilitate this well.

LEVEL 3

To be able to facilitate this effectively, in a way that is meaningful for the participants, a training focused on building your skills and helping you prepare is recommended.



④ MANAGING AND USING DATA

This is closely linked to the issue of which methods to use. It's about looking ahead to make sure you get data you can use effectively. For example, you could ask groups of young people to discuss and draw their vision of youth-friendly sexual health services, but how would you analyse those drawings? To create useful data that can be compared it might be better, for example, to ask them to list the features they want, and then to rank them into three categories of priority.

You also need to think about the logistics of analysing the data; the skills, time and money needed to input the data and to explore it.

The task of presenting the data is an important one. We could give 3 people the same data and analysis, yet get 3 different reports depending on their own views. Your presentation of findings is likely to be biased towards your activity goal. But it needs to be true to what the participants told you. For example, if you found that some young people are very happy with sexual health services you should include that, even if it does not fit with your expectation. A legitimate presentation of your findings will reflect the realities of young people,

as shown by all the data. This means avoiding the temptation to report only the parts that support your interests.

The key questions to ask concerning managing and using data are:

- ✓ How will we record the data, gather it, and keep it safe?
- ✓ If relevant, what steps do we need to take to ensure confidentiality?
- ✓ Who will analyse the data, and how?
- ✓ Who will summarise the results as the consultation findings, and how?
- ✓ How can we ensure that the findings represent what we learned?
- ✓ How will we share the findings with the participants?

Section 4 looks at ways that you may use the consultation findings.



EXAMPLE

④ MANAGING THE DATA

ONLINE SURVEY

The software will store and save the data. Ellen to keep back-ups.

WORKSHOPS

Facilitators will gather flip charts etc and add any notes needed to make their content clear.

INTERVIEWS

Interviewers will make notes and then type them up straight after the interview.

④ CONFIDENTIALITY

ONLINE SURVEY

We will not ask people to fill in their names, only their age, gender and education.

WORKSHOPS & INTERVIEWS

We will ask participants for their permission to use their words/quotes without using their names or any information that could identify them.

④ ANALYZING THE DATA

ONLINE SURVEY

The software will produce the basic bar charts etc. Solomon will do statistical tests to see if there are differences between e.g. males' and females' answers.

WORKSHOPS & INTERVIEWS

Facilitators will meet to review all the workshop and interview data and summarise it; Ellen and Fatima to write the first draft for review by all.

We will share the findings with participants through social media and sending a paper summary to the relevant groups.

② WHO WILL DO WHAT, WHEN, AND AT WHAT COST?

This question needs to be asked quite early in your planning, before you commit to doing the consultation. As you progress with your planning you can get into more detail about who does what, when and at what cost.

A simple way to plan and work more effectively is to create a **WORK PLAN**: a list of all the tasks, who will do each task, and by when. You can make your work plan on paper (use a pencil so that you can erase and change things) or on a big sheet of paper if you want to put it on the wall for everyone to see. Or if you have a computer and internet

access you can download a work plan template here: <http://www.tools4dev.org/resources/work-plan-template/>

Note: many work plans are not achievable; we often think we can do things more quickly than we actually do them! For example, one interviewer could do 7 one-hour interviews in one day, but that does not allow time for arranging the interviews, typing up notes between interviews, for resting, for participants being late, nor the power going off and other unexpected events! It may be that 3 or 4 interviews a day is more feasible.

EXAMPLE		WORKPLAN									
TASK	STATUS	SEPTEMBER									
		1	2	3	4	5	6	7	8	9	10
RUN 3 FOCUS GROUPS											
Recruit 3 x 10 participants	Complete	█	█	█	█						
Agree discussion guide	Complete			█	█						
Arrange venue and refreshments	In progress					█	█				
Send text reminders	To do							█	█		
Charge recording equipment	To do							█	█		
Run 1st focus group	To do								█		
Run 2nd focus group	To do									█	
Run 3rd focus group	To do										█
Send MP3 files for transcription	To do										█

EXAMPLE		BUDGET					
RUN 3 FOCUS GROUPS	NO	UNIT	NO	UNIT	COST	UNIT	TOTAL
Travel to recruit participants	2	trips	1	person	2.70	fare	5.40
Mobile phone credit	1	top up	1	person	5.00	charge	5.00
Venue including tea and snack	3	sessions	1	venue	42.00	charge	126.00
Participant's transport costs	3	groups	10	people	3.00	fare	90.00
Facilitators' transport costs	3	groups	2	facilitator	2.70	fare	16.20
Transcription costs	6	hours	1	person	10.50	hourly fee	63.00
Subtotal							305.60
Contingencies @ 5%							15.28
TOTAL FOR 3 FOCUS GROUPS							320.88

✓ When creating your work plan use a calendar and calculate the hours needed to do each task to create a feasible plan.

✓ Allow for expected interruptions such as religious festivals and unexpected ones such as key people being unwell.

✓ Use the work plan to track what tasks have been done and to see what needs to happen next.

✓ Share it so that different people can coordinate their work, and hold each other to account: it can be a chart on the wall, or a shared electronic file.

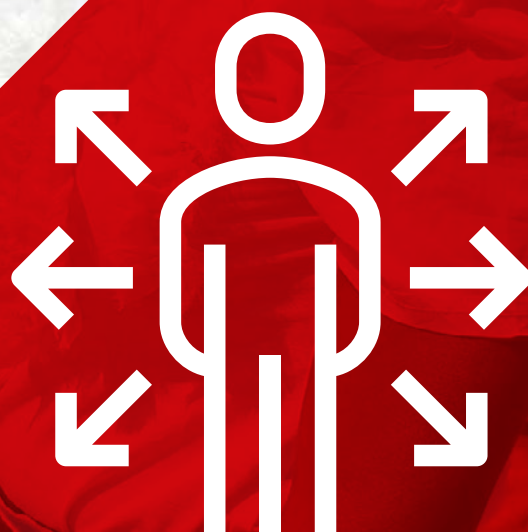
✓ Adjust your work plan as needed, by adding or changing tasks, and by changing when they are planned to happen.

You will also need a **BUDGET**. Using a spreadsheet and the same headings as in your work plan, think of all the costs you expect for each activity. It is best to do this with other people; with more brains you will hopefully think of nearly all the relevant costs. Remember to allow for possible changes in the price of goods and services and in the exchange rate (if relevant), and add a percentage for unexpected costs ('contingencies').



04

DEMANDING
SPACE FOR
YOUNG
PEOPLE'S
VOICES



DEMANDING SPACE FOR YOUNG PEOPLE'S VOICES

We aim to have an empowering consultation which benefits the participants. However, the main purpose of consulting is to use what we learn (the voices and realities

of young people) to bring about change for young people's rights. Here we look at ways you could use your consultation findings.

🕒 **ADVOCACY FOR CHANGES IN POLICY OR PRACTICE**

- ✓ Provide decision-makers with a short brief on the findings and why change is needed. Remember to include any relevant existing data, particularly if it is from a respected source.
- ✓ While statistics may make your findings seem "official" and "scientific", also including personal stories makes it more memorable and shows the urgency of addressing issues.
- ✓ Write a longer more detailed document as a back-up to the brief.
- ✓ Create a website which summarises the consultation process and findings, or share a summary through social media.
- ✓ Share your findings with other advocates and like-minded organisations so they can use the data.
- ✓ Share your findings with public figures so that they are well informed, and become more likely to seek the changes you seek.
- ✓ Use infographics to make the findings attractive and easy to understand.

FOR SAFETY

- ✓ Take care to behave respectfully, to fit with local norms and values.
- ✓ When approaching policy makers and officials avoid getting too emotional or personal.
- ✓ Only use individuals' and organisation's names with their permission; if there is any risk then disguise their identity or do not use the story.

WHEN USING PERSONAL STORIES FOR ADVOCACY THE STORIES NEED TO BE:

- ✓ Simple, and with a clear message.
- ✓ Personal and memorable.
- ✓ Containing a clear call to action, something which the audience can do.

② GENERATING PUBLIC SUPPORT

- ✓ Share your findings with the participants, and ask them to take an action, such as sharing a key message with others.
- ✓ Support individuals to share their stories, in written articles, posts and vlogs. Always get permission from individuals. Make sure they are aware of the risk that they may still be identified from their story. Always prioritise their and your safety.
- ✓ Work with young artists, poets or musicians to develop interesting ways of sharing the findings.
- ✓ Create a social media campaign demanding change, such as a story, video or animation with a click through to a petition you have set up e.g. using www.change.org.
- ✓ Create a social media campaign asking for individuals to take action e.g. #talkaboutcondomchallenge.
- ✓ Write a press release to share your findings with journalists.
- ✓ Work with public figures such as well-known sports stars and musicians to reach more people with your messages.
- ✓ Use statistics, stories and images to write opinion pieces for publication in newspapers and online.
- ✓ Share your findings with scriptwriters, to influence their storylines in radio and TV dramas.

WHEN GENERATING PUBLIC SUPPORT

- ✓ Define the target audience that you want to reach.
- ✓ Use the media which that audience uses.
- ✓ Tailor the content of your message to that audience.

② FUNDRAISING

- ✓ Use the findings to create a persuasive case for funding in funding applications.
- ✓ Use the findings in advertising or fundraising campaigns e.g. using www.fundly.com.
- ✓ Combine your social media campaign with fundraising.

For all of the above, ask:

- ✓ What can we do with our current resources?
- ✓ What support, skills training or funding do we need?
- ✓ Are there organisations we can partner with to use the findings well? If so how can we work together?

IF YOU ARE MAKING RECOMMENDATIONS THEY NEED TO BE:

- ✓ Possible to do and realistic.
- ✓ Supported by evidence.
- ✓ Reflecting the realities of young people.

FINAL WORDS

We hope you have found this toolkit to be useful. Our aim in producing it was to give young activists ideas and practical tips in order to conduct successful and purposeful consultations with other young people. We do not pretend that it is easy to consult in a meaningful, inclusive and effective way! But we have confidence in your virtues and abilities to do so. Moreover, dance4life provides support and trainings on youth consultations to young activists.

dance4life is committed to co-creating all its resources with young people, to ensure moving away from assumptions about what young people want and need. We sincerely

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If you have any comments about this toolkit or suggestions of how to improve future editions, please contact INFO@DANCE4LIFE.COM.

CONTENT

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DESIGN

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CHOICE FOR
YOUTH &
SEXUALITY

