

MAPPING YOUTH LEADERS FOR PEACEBUILDING

A Toolkit from Search for Common Ground

2014

About Search for Common Ground

Founded in 1982, Search for Common Ground works to transform the way the world deals with conflict - away from adversarial approaches and towards collaborative problem solving. We use a multi-faceted approach, employing media initiatives and working with local partners in government and civil society, to find culturally appropriate means to strengthen societies' capacity to deal with conflicts constructively: to understand the differences and act on the commonalities. Using innovative tools and working at different levels of society, we engage in pragmatic long-term processes of conflict transformation. Our toolbox includes media production - radio, TV, film and print - mediation and facilitation, training, community organizing, sports, theater and music.

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TERMINOLOGY

Debrief

A **debrief** serves to review information and identify themes. Daily **debriefs** happen every night in small research teams as soon as the group has finished their conversations for that day.

Registered Youth Structures:

Registered Youth Structures are formally registered organizations with an institutional structure (i.e. sports teams or school clubs).

Un-registered Youth Structures:

Un-Registered Youth Structures are groups that are not formally registered with the government locally or nationally (i.e. gangs or social movements).

Mapping:

In the context of youth-led initiatives, **mapping** provides understanding of existing youth structures and can be used to identify youth leaders.

MOU:

MOU is used to mean **Memorandum of Understanding**.

Project Partners:

Project Partners are organizational partners who have a vested interest in a successful **project** outcome. It is always good practice for **partners** to be involved in all phases of **projects**. **Project Partners** can include: CSO, NGO, Government, Youth Group, Donor Agency, etc.

Researchers:

Researchers are individuals doing the actual research and conducting Listening and Learning exercises like: facilitators, team leaders, and youth researchers (individuals). Youth researchers are generally national youth while facilitators might be a mix of national experts and foreign researchers or project implementers

ToR:

ToR is used to mean Terms of Reference.

Youth:

The definition of **youth** depends on the country you are working in—the only distinction we make is that **youth** are not children; the numerical indicator of **youth** may include people aged 15 to 35.

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INTRODUCTION

Note to User:

This toolkit is a template to provide overarching guidance for integrating and implementing youth mapping activities into programs. The toolkit is a guidance note that requires the implementer to customize it to the specific needs of the project at hand. For example, if you are doing a youth mapping focused on identifying potential common ground gang leaders, then the approach, the focus, and the resources (including the team you will use) must be customized to better suit the project at hand. Remember, this toolkit is a guide that requires you to further tailor your methods and approach to best complement your specific project. For further guidance, please engage the Institutional Learning Team to ensure you are receiving adequate support.

For questions, concerns or further guidance on any phase of the mapping process, please engage the Children and Youth or the Institutional Learning Teams at Search for Common Ground.

Children and Youth Programmes

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What is Youth Mapping?

Youth mapping is a methodology used to identify youth leaders within their context and to understand:

- How youth are organized?
- How youth-led groups, both formal and informal, are structured?
- In what way these youth and youth-led groups influence their communities?

Why Youth?

The Demographic Dividend

Numbering 1.2 billion plus, today's youth population is the largest in world history. The youth demographic, defined by the UN as persons aged 15 to 24, is exploding, unexplored creativity particularly in the developing countries of sub-Saharan Africa, South Asia, and the MENA region.¹ Youth in these contexts face unique challenges, including dramatically high levels of unemployment, limited schooling achievements and lack a host for social services. Their inequalities reach across all social, cultural, economic and gender spheres. Within the same country, there are even stark disparities between young people. Although policymakers often focus on the potential challenges of the "youth bulge" in population, there is also great opportunity in this demographic shift, as nations with large youth populations and declining birthrates will soon experience a dramatic shift in the ratio of workers to dependents.² Youth-centered policies that expand access to education, strengthen the health sector and infrastructure, including information and road networks, and create meaningful jobs for its youthful population provide opportunities for young people to engage in decision-making activities at all levels. These policies capitalize on the potential of the innovative and energetic young workforce,³ therefore creating an opportunity for transformation and positive change in society.

1 "Youth and Violent Conflict," United Nations Development Programme, http://www.undp.org/cpr/whats_new/UNDP_Youth_PN.pdf.

2 Linah Mohohlo, "Africa's millions of young people must add up to demographic dividend," *The Guardian*, July 17, 2012, <http://www.guardian.co.uk/global-development/poverty-matters/2012/jul/17/africa-young-demographic-dividend>.

3 "The Demographic Dividend and Development," (Kampala, Uganda: Partners in Population and Development, 2012), 1, <http://www.ppdafrica.org/docs/policy/demo-e.pdf>.

Youth and Conflict

Armed conflict poses a critical and damaging challenge to young people around the world. From childhood to adulthood, the majority of young people living in the reality of violent conflict see their opportunities diminish for healthy and productive development. Young men and women are suffering uniquely and collectively from prolonged violence and armed conflict.

Civilians in conflict and violent contexts disproportionately experience higher levels of poverty, unemployment, lack of formal education, poor governance, as well as collapsing families and communities. Beyond these general effects, youth uniquely experience profound harm in conflict according to the World Health Organization, as violence during one's youth can afflict serious or even lifelong harm on one's psychological health.⁴ Both male and female youth are frequently exploited and forced into recruitment by armed state and non-state actors.⁵

Youth: Un-tapped Potential

However, this large youth population also represents the largest untapped potential and unexplored creativity the world has ever seen. Despite the enormous challenges, young people throughout the world are organizing themselves around issues that matter to them. This presents an extraordinary opportunity for innovation, development and peacebuilding. Mobilized and engaged youth can become bridge-builders for intergenerational trust and, through this role, create inclusive societies. When young women and men are comprehensively engaged and involved in decision-making, they are then better able to address concerns that divide their societies through non-violent methods.



4 "Youth Violence," World Health Organization, August 2011, <http://www.who.int/mediacentre/factsheets/fs356/en/>.

5 "Youth Violence," World Health Organization, August 2011, <http://www.who.int/mediacentre/factsheets/fs356/en/>.



Youth Mapping: the Tool to Identify Youth's Potential

A mapping exercise can help program managers to understand what young people are doing, and how they are organized, to better understand the full breadth of young people's influence in their communities.

The purpose of youth mapping exercises are to: identify youth leaders; asks how youth are organized; ask how youth-led groups (registered and unregistered) are structured; explores in what ways youth influence their communities; and engages youth in the whole process. This toolkit helps with the process of identifying youth mappers as well as serves as an aid in the mapping development.

Benefits of Conducting Youth Mapping for an Organization

Conducting a comprehensive youth mapping exercise in a country allows organizations to:

- Meet different youth leaders throughout the country
- Explore the issues that most concern young women and young men
- Hear about different types of initiatives important to these youth leaders
- Engage young people both locally and as part of a community's decision-making structure, reinforcing the importance of their work
- Identify the diversity of youth perspectives and voices that make up the rich texture of the context (this is especially important when working in countries torn apart by conflict and protracted violence)
- Explore how young women and young men are leading their peers
- Identify different methods of leadership and organizing capabilities

Findings from a youth mapping process inform program design and implementation ensuring that activities correspond to the needs of youth and are relevant to their daily lives.

In addition, the youth mapping has the potential of leading to new initiatives. These initiatives can incorporate a new concept of leadership, which can inspire young people to embody leadership qualities across dividing lines.

Youth Participation in Program Design and Mapping Exercise

To ensure maximum impact and quality programming involve young people from the beginning of the program design process. The youth mapping exercise should be participatory and conducted mainly by youth (Youth Mappers). This process will help identify which youth should be involved in the design process.

Youth mapping can be conducted by:

- A single consultant, or
- A small group of carefully selected youth leaders, or
- A small group of youth leaders who can train a larger group of youth to conduct the mapping process. This option is preferable because a larger area can be covered geographically and you can involve a whole network of youth in the process.

All three options have value and this decision should be made based on available time, and financial resources. Funding priorities should be decided at the administrative and programmatic level. Please note, however, that sufficiently funding multiple youth over the desired timeframe allows for more enabling and enriching experiences. For improved program quality, this toolkit will focus on a youth-led mapping process.





Benefits of the Youth Mapping Exercise for Youth

Youth mapping can foster youth engagement and provides skills for youth employment. It creates space for adults to witness youth capacity and youth resolutions in their communities. Additionally, the exercise fosters connections between other societal actors and youth, which are instrumental in leading to increased social, economic and cultural opportunities. If mapping exercises are designed to their optimal potential to fit cultural, programmatic, and administrative needs, there can be great benefits and impacts on society. Some of these benefits are listed below.

Benefits to the Youth Participants, called “Youth Mappers”:

- Builds skills such as data documentation, data analysis, report writing, and media literacy
- Provides a competitive advantage by allowing participants an opportunity to gain a better understanding of their abilities, which could help them make more informed decisions about their careers
- Establishes a useful mechanism to collect data that informs project planning and policy-making
- Affords youth the opportunity to partner with adults in identifying how other youth act as resources and can be further involved in their communities
- Creates a safe space where youth from varying backgrounds (education, gender, ethnic, religious, and economic) can join together in an open and engaging process for a shared vision
- Facilitates bridge building between local governance, youth, and the private sector as youth are presented opportunities to join in projects from the private sector and community government

Benefits to Organizations:

- Provides workers with a better understanding of the specific project’s target populations, in both urban and rural settings and for in-school and out-of-school youth
- Fosters meaningful engagement of the target group in designing solutions for their communities

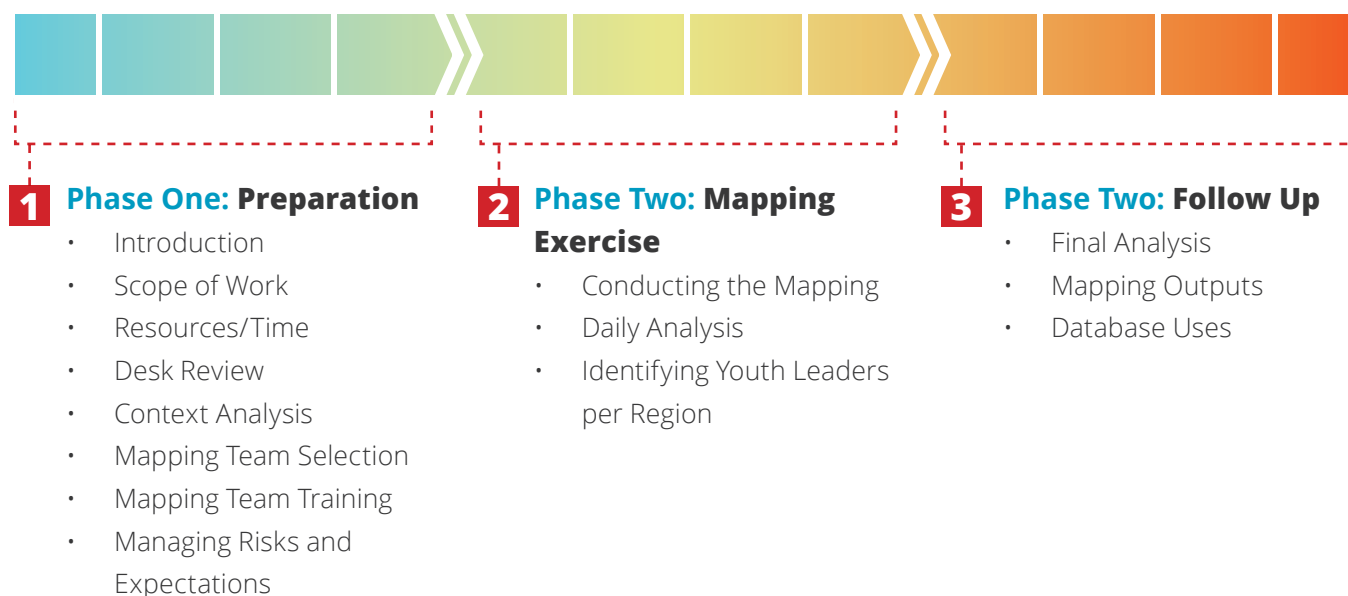
Benefits to the Community:

- Leads to supporting youth-led initiatives, for example income-generating activities and community engagement projects

Toolkit Goals

This toolkit provides a tried and tested process of mapping of youth groups and templates to support the process in terms of documentation and tools needed. The process described equips youth leaders in a community to identify key youth leaders, networks, and activities. It is based on lessons learned from conducting youth mapping and engagement exercises in Chad, Liberia, Niger, Timor-Leste and Sierra Leone. This toolkit has three sections, one for each phase of the mapping process and appendices that follow. The process is described below:

Mapping Process Framework





PHASE I: PREPARATION

1) LOGISTICS

Before beginning the mapping process, internal logistical concerns should be settled in a clear and transparent manner to avoid undermining the outcome of the process. This process is essential and involves important administrative and programmatic decisions. The following information can be determined based on the grant guidelines or in conversations with country or program directors:

- Staff responsibilities and roles (i.e. selecting participants, facilitating the training)
- Mapping timeframe
- Number of youth conducting the mapping
- Meeting space and transportation strategy
- Per diem payment for all participants

A Statement of Work

A Statement of Work (SOW) is a work plan for the entire project specifying mapping parameters. It should be created based on the following criteria:

- Purpose of mapping
- Number of youth involved
- Geographic and institution range of mapping – define neighborhood boundaries and institutions to be mapped (businesses, community services, etc.)
- Duration of mapping project
- Compensation

While it is important to carefully shape the scope of the mapping, program managers should see this activity as an opportunity that has the potential of creating new possibilities beyond the mapping itself. Therefore, think beyond the specific parameters of this phase to inputs and possibilities. For example: if the mapping is to identify a particular group of youth to do a particular task only, then the mapping process can be broader to identify a wider group of youth, as well as identify their various skills and capacities beyond this project's specific focus. This will enable new opportunities to be discovered and possible options for scaling up.



Mapping Training

Sponsor a mapping training (usually 3-4 days) to provide Youth Mappers the tools they need to accomplish the mapping process. The training should be held at a location that is central, easily accessible, and inexpensive for travel. See Appendix 2 on page 43 for a sample training schedule.

Contracts

Terms of Reference (ToR) make clear the expected commitment of individual participants or collaborating organizations. Clearly explain the project in a condensed concept note and describe the responsibilities and requirements for the mapping plan. See 1a and 1b on page 39 for sample ToRs.

2) SELECTION OF YOUTH MAPPING TEAM

Selecting a diverse, capable, and relevant group of youth is an important element of the Youth Mapping exercise. A thorough and consistent selection process for this team lays the groundwork for project success. Make sure a diverse set of language skills are represented in the team also.

Assuring A Gender Balance By Engaging Young Women

It is crucial to consider, during the process, the maintenance of a gender balance. It is imperative that young women not be underrepresented within youth mapping teams. Actively work to recruit young women into the application pool, seeking out potential female leadership through community networks like schools, youth groups, faith groups, workplaces, and others will bolster the number of young woman applicants.

Consider the following details in developing a strategy to recruit young women as part of youth mapping teams:

Meeting Times: Consider that girls who are young, in school, or married usually have the least flexible schedules. Depending on the girls in the program, what is the best time for the meetings to occur?

Meeting Location: Depending on the ages of the girls and boys involved in the mapping, choose an accessible location where meetings will take place in the community. Consider that there are many spaces in a community where girls might not feel comfortable, thus inhibiting their freedom of expression.

Methods	Pros	Cons
Through Community Leaders	<ul style="list-style-type: none"> • Community buy-in • Cost effective • Expands the project since the community is involved 	<ul style="list-style-type: none"> • Girls chosen are “stars” • Doesn't reach marginalized girls • Gives community leaders too much power over choice • Possible conflicts of interest between chosen girls and leaders
Through Schools	<ul style="list-style-type: none"> • Cost effective • Reaches large numbers of girls • Girls are already semi-organized and available 	<ul style="list-style-type: none"> • Out of school girls not reached • Burdens an already busy group • Potentially puts too much power in school leaders decisions
Door to Door	<ul style="list-style-type: none"> • Reaches marginalized girls and parents/guardians at same time • Can reach vulnerable and isolated girls 	<ul style="list-style-type: none"> • Time consuming • Girls may not be home • Girls will not be reached in areas where recruiters refuse to go
Word of Mouth	<ul style="list-style-type: none"> • Low cost • Low time commitment • Uses local resources 	<ul style="list-style-type: none"> • Does not reach the socially isolated • Difficult to control the direction and type of marketing for the program
Through Parents	<ul style="list-style-type: none"> • Gains initial parent buy-in • Parents involved from beginning • Ownership and support of parents 	<ul style="list-style-type: none"> • Only involves girls whose parents approve; parents who are against involvement could block their daughters from participating in the program • Could be difficult to reach families who may be isolated from the community
Fliers	<ul style="list-style-type: none"> • Low cost • Low time commitment 	<ul style="list-style-type: none"> • Reaches only girls who are literate and initially want to be in the program • Cannot control for damage or defacement of fliers • Does not reach girls who are too afraid to seek out involvement
Radio	<ul style="list-style-type: none"> • Huge numbers of girls targeted 	<ul style="list-style-type: none"> • Expensive • Girls have to listen at specific times • Risk of girls not hearing announcements • Girls may not be specifically targeted by radio programs

Relevant Parties: Depending on the status of the girls you seek to involve in the program, specific parties need to be engaged for permission for girls to participate. Consider that, if a girl is married, her husband needs to be engaged; if a girl is living at home, her parents need to be engaged; and if a girl is working, her boss needs to be engaged.

Different barriers exist to recruiting and engaging girls and young women in mapping and programming based on the social norms of the community. Consider the following outreach techniques and their pros and cons in creating a recruitment strategy:

Engaging Vulnerable Youth

Certain groups of youth often become more vulnerable for variety of reasons, including, but not limited to, ethnicity, religion, socioeconomic status, sexual orientation, and gender expression. To reach these youth, consider the following recommendations:

- Involve unskilled youth by developing a way to help them with skills and education, while simultaneously increasing their sense of self-esteem and decreasing their negative views of their marginalized status.
- Specifically look for opportunities to address youth exclusion issues in the process of the mapping. Integrate the youth mapping sub-teams (see page 21) across ethnic and religious dividing lines. Be sure to send youth mapping teams into minority areas in order to humanize these marginalized groups in the eyes of youth who comprise the majority.
- Vulnerable youth, once having moved to urban areas, seldom return to rural areas.⁶ Do not waste time developing a mapping exercise in the hope of attracting urban youth to work in rural communities. Instead, consider expanding the mapping to include urban and rural areas.
- Ensure that your policies and programs work towards the inclusion of youth, rather than containment or separation from other parts of civil society.⁷

6 Marc Sommers, "Creating Program for Africa's Urban Youth: The challenge of marginalization," CICE Hiroshima University, Journal of International Cooperation in Education, Vol.10 No.1 (2007), 24, <http://home.hiroshima-u.ac.jp/cice/10-1MarcSommers.pdf>.

7 Lyndsay McLeah Hillker & Erika Fraser, "Youth exclusion, violence, conflict, and fragile states."

In order to conduct an inclusive mapping reaching all corners of the community, it is crucial to engage youth who are more vulnerable, including former combatants, disabled youth, and youth from underrepresented socioeconomic, ethnic, or other groups.

Ex-Combatants: Ex-combatants or formerly violent youth need and deserve to be integrated into the communities where they live. Below are some recommendations to ensure their inclusion in a mapping and program framework:

- Many times youth engage in violence as a way to “gain power [or] be seen as powerful.”⁸ Use their engagement in the youth mapping process to empower youth as individuals, collectively benefit society, and improve their self-worth.
- Be careful about using a security framework in youth programs; balance efforts to prevent youth violence with a focus on their positive role as agents of peace and change.
- Realize that while men comprise the majority of combatants, women and girls can also be involved in perpetrating violence. Women make up 10-30% of armed forces and groups worldwide (Bouta et al, 2005)⁹ and an estimated 100,000 girls are currently fighting in armed conflicts around the world (Plan, 2008).¹⁰
- Ex-combatants are very likely to have experienced psychological trauma, and some may have had many traumatic experiences.¹¹ Such traumatic experiences can affect seemingly ordinary interactions with ex-combatants, and therefore should be handled carefully.
- Mapping should draw on the experiences of ex-combatants in order to be able to reach out to other populations with similar experiences in the future.

8 Sujata Thapa, “Engaging Non-State Armed Groups and Gangs in Peace Process in Nepal,” *New Angle: Nepal Journal of Social Science and Public Policy* Vol. 1 (July 2011), 90-100.

9 Bouta, Tsjeard, Georg Frerks, and Ian Bannon, “Gender, Conflict, and Development,” The World Bank (Washington D.C.), 2005.

10 Plan, “Because I am a Girl, The State of the World’s Girls 2008, Special Focus: In the Shadow of War,” 2008, <http://www.plan.ie/action/campaigns/BIAAG08/>

11 Lyndsay Hillker McLean & Erika Fraser, “Youth exclusion, violence, conflict, and fragile states,” DFID’s Equity and Rights Team, April 30, 2009, 14, <http://www.gsdrc.org/docs/open/CON66.pdf>.

Disabled Youth: Disabled youth are a significant group. There are 180-220 million disabled youth in the world and 80% live in developing countries.¹² To engage them, consider the following unique factors and recommendations:

- Make it a point to include disabled youth in the mapping not as a separate group, but as a group integrated within the community and mapping process. This is important because involving them as a separate group could reinforce perceptions of inferiority and of being the “other.”
- Children born with disabilities are viewed as tragic, and are frequently seen as the result of some sort of black magic or superstition that has happened to the family. Families who have disabled children face shame, and parents and children are alienated from their communities.
- Disabled youth are often not seen as capable, so educating them is not a priority. Consider outreach methods that access out of school youth.
- Girls with disabilities face both gender discrimination and impediments resulting from their disabilities. Girls are especially vulnerable to sexual exploitation and therefore often have families who over-protect, understandably, but this minimizes their interaction with the non-disabled, and with most of society.

Criteria for Selection

Diversity: The mapping team should reflect the diversity that exists in the community. Special attention must be paid to reaching socially marginalized groups. Strive for diversity in ethnicity, religion, socioeconomic status, education level, marital status, and sexual orientation, with extra effort made to include groups marginalized along such lines.

Character Traits: In addition to their diversity, specific character traits are important when selecting Youth Mappers. Use the following specific personality guidelines:

- Able to mobilize other youth to carry out an activity
- Demonstrates enthusiasm and motivates peers
- Exemplifies leadership abilities
- Evident strong communication and organizational skills

12 “Youth with Disabilities,” Youth Social Policy and Development, United Nations, <http://social.un.org/index/Youth/ResourcesandPublications/YouthWithDisabilities.aspx>.

Social Characteristics: The selected youth should also have the following general social characteristics:

- Involved in registered and non-registered youth organizations or structures
 - ◆ Registered: a sports team or local youth group
 - ◆ Unregistered: a less structured group, gangs or clubs/coalitions/movements
- University students involved in campus groups
- Hold leadership positions
- Be fast learners who can teach other youth to replicate the youth mapping training
- Involvement in local youth-led initiatives
- Show enthusiasm and leadership capabilities for youth participation in their communities
- Involved in non-violence activism
- Is able to show their previous work through achievements and/or impacts on others

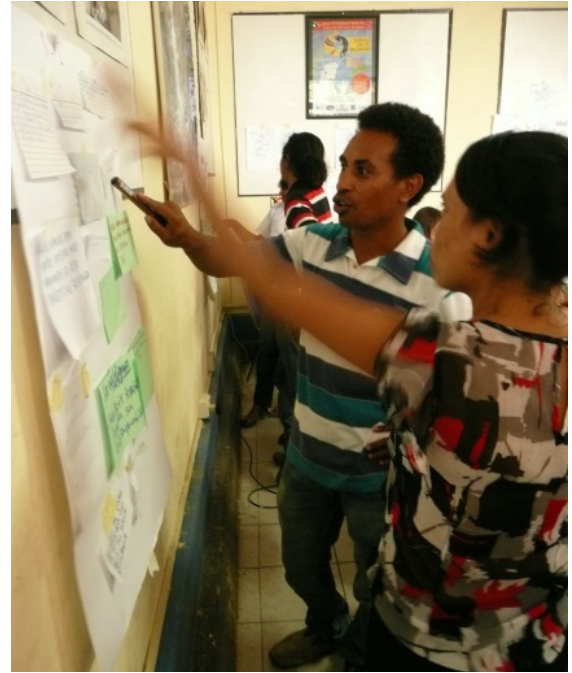
Process of Selection of Youth Mappers

Collaborate with the partners in country, including local government, organizations and universities. Selection criteria should be developed together with the partners who will identify individuals who are available during the desired time frame. If partners' recommendations contradict one another, try to utilize pieces of information from each partner. Then, a short listing process can identify the Youth Mappers.



Sub-Teams

After the full team of Youth Mappers has been selected, it should be split into sub-teams, which are responsible for geographic regions of the mapping. While each sub-team should have a team leader, they could unanimously agree on a leader or agree to rotate leadership among them. The sub-team leader should be a Youth Mapper who displays stellar leadership potential. This leader will be tasked with leading the team and facilitating wrap-up discussions each day during the mapping process.



Desk Review

A small group will be chosen, from the selected Youth Mapper group, to conduct desk research. Choose primarily university students or other youth with research experience and access to scholarly resources. This desk research provides an evidence base, from an external perspective, for the project and combines the following elements:

- Analysis of the current state of youth in-country
- Literature review and definition of important concepts, with citing of sources
- Key drivers for conflict and for peace
- What are the key priorities for youth? If available, these might include sector-specific priorities in: education, health, livelihood/jobs, infrastructure, governance/politics, peace and security, and family and gender

The desk review will be peer-reviewed by those outside the research group throughout the process to assure that all youth have input. At the training, the completed desk review will be presented to the entire Youth Mapping team for all members to discuss and validate.

3) YOUTH MAPPING TRAINING

Purpose

The training ensures all participants have the opportunity to strengthen skills and provides access to new knowledge to complete the project, which is crucial to developing team dynamics contributing to a successful mapping process. By the end of the training, the Youth Mappers should understand how to use the mapping forms, find the information required of them, and prepare the information for documentation back into the project. To see a sample of a mapping training workshop detailed schedule, please see Appendix 2 on page 43.

Managing Expectations/Risks

Engaging local populations often creates expectations and dynamics that need management. This is especially important in fragile or conflict affected areas where trust is limited. The following table provides a sample of risks commonly faced to be outlined during the training, which can be accompanied with a safety and security handout (please see Appendix 5 on page 62):

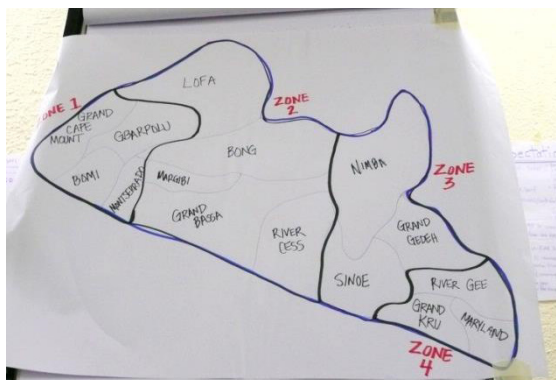
Possible Risks	Methods to Minimize Risks
People do not want to participate in the project due to security or trust issues	<ul style="list-style-type: none"> Clearly explain the entire project and offer them different ways to participate Thank people in that community and move to a different one in the same area It is important find out why they do not want to participate. Ask direct questions and seek specific examples that explain their lack of engagement Respect their opinions
The participants will not be diverse enough	<ul style="list-style-type: none"> Make it a priority to engage minority and marginalized members of the community Speak with those outside of the main cities Interact with as many different types of actors as possible Realize that groups who are usually leaders of a majority do not view marginalized communities as partners Make it a priority to engage young women and men equally

<p>Not enough marginalized youth represented</p>	<ul style="list-style-type: none"> • Ensure you identify who works with those specific groups and contact them • Clearly explain the reasons for their involvement and the role they will be playing
<p>Not enough young women represented</p>	<ul style="list-style-type: none"> • Mapping teams should consist of at least 50% young women • Each small team should be mixed - one female and one male • Mapping team should make it a priority to select women • Both men and women team members should be given equal opportunity to speak when interacting with participants

Training Outline Summary

Training should take place for three to four days during which participants can have many opportunities to practice the skills and interact with each other (see Selecting of Youth Mapping Team section on page 15 for more details).

- Learn how to conduct the mapping, including interview skills and goal setting.
- Are familiarized with common youth organizational structures and tactics to identify multiplier youth.
- Identify personal expectations and schedule.
- Learn conflict resolution techniques, team-building, and problem solving exercises. Inter-personal relationships, particularly with adults, are also covered.

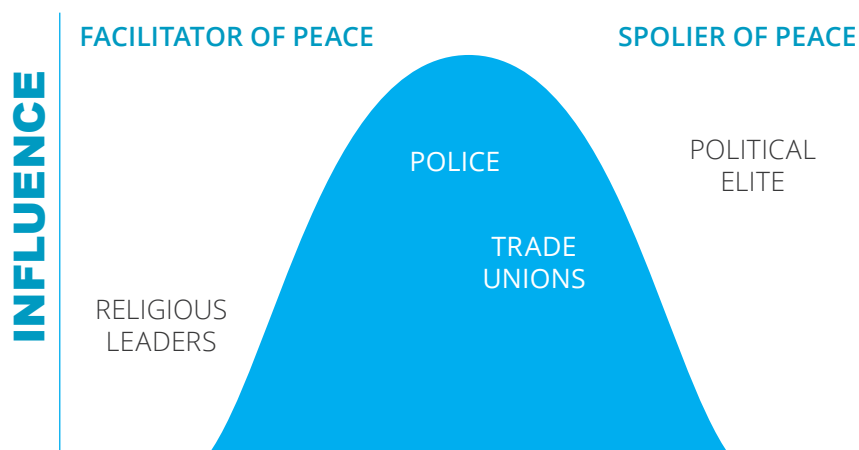




Tactics to Identify Multiplier Youth

A crucial aspect of training is briefing the Youth Mappers on what youth networks, structures, and issues they should be looking to identify. If data needs to be broken down by particular indicators or represent an accurate sample of the population, plan with the Youth Mappers on how this can be done. While this information will not be used until the analysis stage, it is important to explain during the training so that the Youth Mappers will begin analysis even as they complete the interviews.

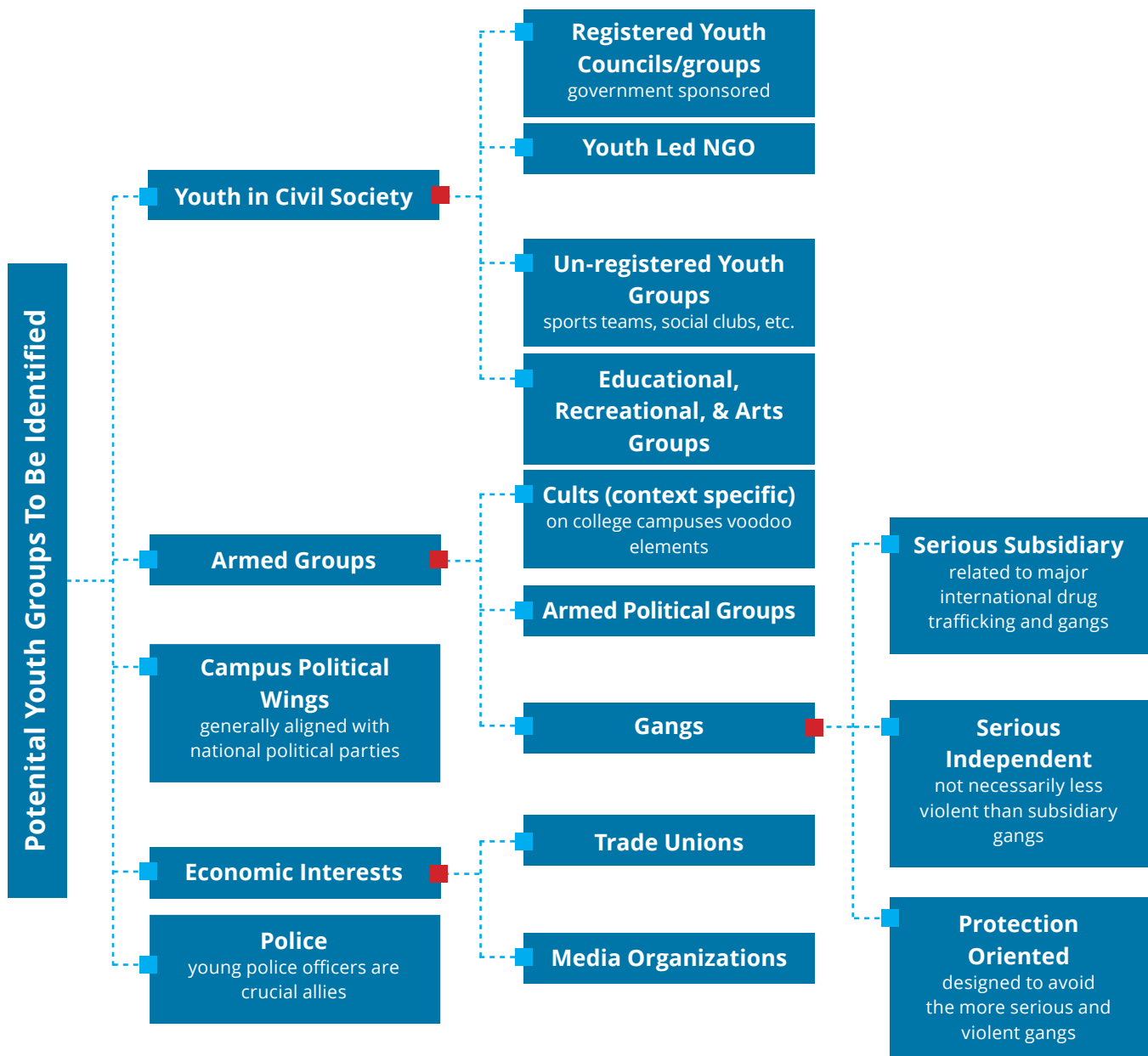
The framework below places individual youth or youth groups onto two axes: relative influence and facilitator or spoiler of peace. This framework is often used within peacebuilding programs to identify target youth under the curve of the diagram. The goal in programming is to change mindsets from equating violence with power (influential spoilers of peace) to gaining power in fostering nonviolence (influential facilitators of peace) and to spiral outward in your networking, eventually reaching the most influential youth for transforming conflict.



Common Youth Structures

Every community has a diverse and unique set of youth institutions, ranging in organizational structure, formality, and size. While Youth Mappers should not look to fit the youth networks they discover into a preconceived layout of youth structures, it is recommended to share the general template below with the Youth Mappers and begin a discussion on what institutions and networks they expect to discover during the mapping process.

Common Youth Groups and Networks



Safety and Security Concerns

In the training, youth should discuss how to address and mitigate safety and security concerns during the mapping. Within the sub-teams (see page 21 for more details), regional sub-units of the mapping team should identify a communications strategy, especially if teams are working in dangerous or remote areas. Please use the Safety and Security handout in Appendix 5 (please see page 62) for help with these conversations. We recommend that:

1. Every evening the team leader should text their location to organizational focal point; and
2. Every morning the team leader should text the organizational focal point a quick itinerary for that day including location.

Important Details for Youth Mapping Trainers

1. **When training Youth Mappers, be aware that effective training management includes:**
 - Rotating training leaders – different facilitators should conduct various sessions instead of relying on one person.
 - Youth that demonstrate strong leadership capability and have quickly learned the mapping process should be invited to lead trainings on the last day.
 - Both adults and youth should remain aware of the inter-personal relations of the mapping team because many of the participants will not know one another.
2. **When training Youth Mappers it is critical to emphasize:**
 - The importance of building trust among interviewees.
 - Mapping is not merely data collection or surveying, but instead involves open-ended conversations. This ensures that both parties are listening and learning from each other.
 - Youth Mappers should always begin interviews by introducing themselves, their project, and why they are conducting mapping. After stating their purpose they can begin asking the questions (sample lists of questions to guide conversations are in Appendix 3 on page 46).
 - Youth Mappers should see themselves doing something more than an activity. Make them feel proud of the potential impact the mapping can have and their role in achieving it.

Field Logistical Planning

During the training, it is important to plan out the logistics of the field work. Vehicles and/or drivers need to be booked and briefed on travel routes. Accommodations should be booked and/or broadly planned out. Taking into account quickly changing environments in the field, Youth Mappers should complete in advance any planning that can be carried out beforehand.



PHASE II: MAPPING

Post Training

Once training has ended and logistics have been confirmed, teams of Youth Mappers will disperse to their assigned regions.

A Typical Day in the Field

Every day each sub-team should cover the following activities and follow this general schedule:

- Breakfast
- Daily planning meeting
 - ◆ Check-in with team
 - ◆ Review what areas will be covered that day
 - ◆ Review assignments
- Pick up mapping supplies for the project
- Teams travel to and canvass their assigned areas
- Check-in over lunch
 - ◆ Update and reassess goals
- Canvassing of the community continues
- Debrief each night
 - ◆ Check-in
 - ◆ Key themes of the day are discussed
 - ◆ Challenges of the day are addressed
 - ◆ Planning for following day
- Collect surveys each evening
- Enter completed surveys into the database

Database Management

The database will contain all information from conversations and surveys completed throughout the mapping process. Each night, Youth Mappers will enter their observations from talking with youth leaders or community members during the days mapping activities. This dataset will help provide details and assist in the creation of lists of youth leaders who were identified in their communities as change-agents in both the regional analysis and in the final mapping report.

Conversation and Interview Basics

When speaking with community leaders, youth actors and organizations, use the basic structure for conversations below:

1. Introduction: Who are you, what are you doing (the mapping project), and why?
2. Gain approval to speak with them about what you are doing.
3. Conversation: Completing the questionnaire. Don't hesitate to share information about you. Conversation is a two-way process.
4. Recommendations: What did you learn from the meeting and which leaders were identified?

Translation

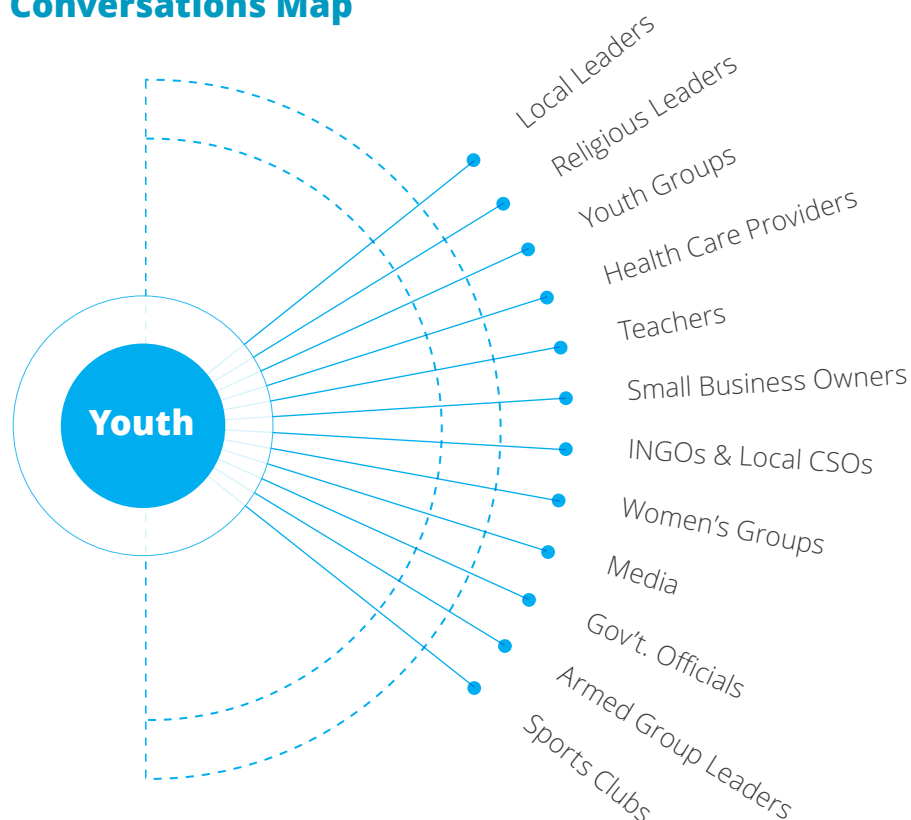
When conducting the interviews and conversations, make sure at least one team member knows the original language (or is multi-lingual) and can take notes in that language. This guarantees translation accuracy. Do not wait until the final report to translate your findings: if many conversations are in the local language, you will not capture it all. Budget time for translation so that valuable conversations or unique interactions are documented.



Community Conversations

Identifying potential youth should start with community level conversations. This is an opportunity for stakeholders to make recommendations for individual youth and youth groups to engage with. Conversations should focus on a wide range of stakeholders beyond the traditional areas (see the Community Conversations Map on the following page). This conversation process helps to build understanding of existing registered and un-registered youth structures in civil society and government initiatives relevant to youth, while also providing opportunities for stakeholders to learn about the project and youth programs. Differing information may be provided from the variety of youth structures, and it may be hard to come to a consensus. If this happens, try to use pieces of information from each group.

Community Conversations Map



When interviewing community members note their basic demographic data. Use the table below as a starting reference:

Name	Age	M/F	Role(s) in the Community	Phone	Address	Email	Availability

For additional information on how to engage Community Leadership see Appendix 3 on page 46, which includes worksheets for Conversations with Community Leaders and the Identification Survey Questionnaire Tool for Community Leaders.

Youth Conversations

Community conversations lead to informed understanding of key youth structures, individuals or organizations. After a list of registered and un-registered youth structures is created from talking with community leaders, begin engaging youth directly. Speak with youth within their communities, helping them make recommendations about the peers and who they perceive as leaders. Additionally, use the questionnaire in appendix 3 on page 46 to guide your conversations with youth to identify and recommend other youth leaders and groups.



Definitions Of Youth Leaders

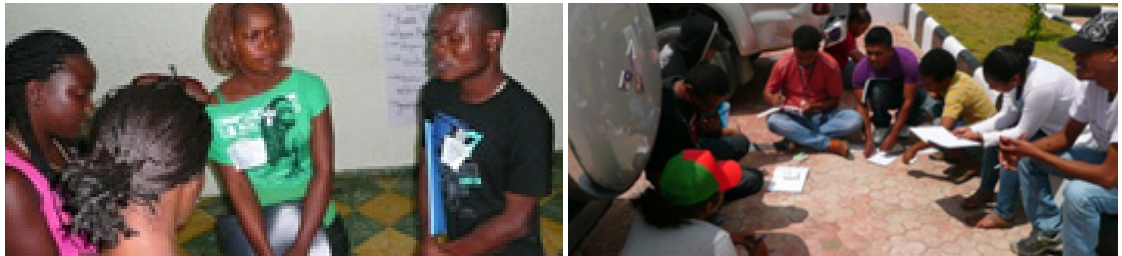
With criteria similar to that used for the selection of the youth mapping team, the following criteria define youth leaders in their respective communities:

- **Diversity:** The youth mapping team should ensure that youth participants being mapped represent diversity in their communities. It is especially important to include young women. It is also important that different types of marginalizing factors are considered, such as disability, minority races and religions, low level of or informal education, and low socioeconomic status.
- **Leadership Traits:** Targeting individuals who demonstrate leadership traits or qualities allows for a more nuanced understanding of why the individual might benefit from training. These traits can be identified through specific questions to be discussed below. Some of the traits include:
 - ◆ Ability to mobilize other youth to carry out an activity
 - ◆ Demonstrates enthusiasm and motivates peers
 - ◆ Strong communication skills Well organized
 - ◆ Able to manage conflicts constructively
- **Active and Dynamic Youth:** Select dynamic youth showing enthusiasm in community level participation. Youth leaders should also be active in either un-registered or registered youth associations and engaged with peers. Do not select only youth who are always at the forefront of activities, however.
- **Multiplier Youth:** Participants should show success in mobilizing their peers to increase community action by launching initiatives (regardless of the scale). This demonstrates their potential to motivate their peers in community-based activities while also engaging community level actors.
- **Past Performance:** Youth participants will have demonstrated previous engagement in their communities or their youth structures. Examples include youth who took a leading role in organizing an event, facilitating a group activity, or conducting university research.



Debrief and Analysis

During daily debriefs Youth Mappers will gather within their sub-teams and have a discussion, led by team leaders, regarding the conversation results and experiences of the day. Try to identify a team leader that has good facilitator skills in order to engage all participants and obtain richer information. During this conversation, mappers can also begin developing themes based on participant responses. In addition, they should strategize new ways to approach people and decide which topics to weave into future conversations. It is important that themes across all categories like age, gender, and location are well recorded. Please use daily analysis templates in Appendix 4 (page 58) to help with this. These sessions are a space for learning and a time to analyze information collected that day; consider the conversations each team had and discuss key “take a-ways” or critical moments. Emerging themes and relevant anecdotes should be recorded, keeping a running list of interviewees’ personal stories and ideas.



Debrief

The list below is an example of debrief topics:

1. How many people were engaged that day?
2. Gender balance: How many males vs. females?
3. How long was each conversation?
4. List the key qualities raised by the individuals.
5. Compared to yesterday’s experience, what changed today?
6. What did we learn about youth leaders?
7. Did anything surprise you from the conversations? (What you thought you knew vs. what people said)
8. What was learned today that we can apply tomorrow? (Content & strategy)
9. Difficult conversations, cultural issues or areas of disagreement that arose?
10. What are topics young people didn’t want to talk about? Why?
11. Recommendations regarding project focus and potential themes.

Regional Analysis

Following the community and youth conversations in field regions, each mapping team should have an informed idea of youth structures in targeted areas, and a list of recommended youth identified as ‘youth leaders’ or ‘potential youth leaders’ by key stakeholders and peers. It is important for sub-teams to organize this data before mapping a new region.

Analysis Methodology

Triangulation

Triangulation serves to review, analyze, and sort the individuals recommended during community and youth conversations. This should be done on the local or regional level to determine strong youth leaders in a given community or target area before teams move on to next locality.

Note: The triangulation process will be repeated at the conclusion of the country-wide mapping project. As the entire team meets, sub-teams should submit their lists of individuals from each region to determine if differing localities have cross-listed the same youth leaders. The final list of youth leaders will be composed of change-agents throughout the entire country.

Follow these three steps to determine and categorize youth leaders.

1. **Occurrence:** First examine the names provided through community level conversations and note whose name appeared more than once, especially multiple times. Be mindful that double naming can occur because those individuals participated in multiple trainings. Name frequency should not be the only way you identify youth participants for the program.
2. **Examination:** Secondly, examine the names provided by youth themselves during conversations using the short questionnaires which targeted registered and un-registered youth groups. Names within a young person's community that are listed more than once and those that youth identify as leaders outside of their own communities should be on separate lists. For those whose names occur both in their community and outside of it, maintain a separate count.
3. **Cross Check:** Lastly, look for names on all three lists: community level conversations, leaders in their community, and leaders outside their community.



Selection and Placement Criteria

After the results are enumerated, you will have a list of youth who are active within youth structures and are perceived by the community as well as their peers to have positive leadership traits. This list provides insight into which youth within the registered and un-registered youth structures should be selected for leadership trainings, youth-focused programming, and local initiatives. It is important to have diverse participants, so the following list of sub-criteria should guide the development of a 'short list' of youth leaders:

1. **Placement on Triangulation Chart:** Rank names that are listed the most in all levels of conversations (key stakeholder or community conversations and youth groups/focused youth conversations) in the following order:
 - a. Names on all 3 lists (key stakeholder, within my youth group, outside of my youth group);
 - b. Names on any two lists (key stakeholder, within my youth group, outside of my youth group);
 - c. Names occurring more than once on "outside of my youth group" list;
 - d. Names occurring more than once on "within my group" list; and
 - e. Names occurring more than once on the key stakeholder "community conversation recommendation" list.
2. **Styles of Education:** Strike a balance between youth with formal and informal education.
3. **Diversity and Gender Lens:** Have an equal balance of 50% male and 50% female. This requirement is integrated at both the conversation and youth questionnaire level of the identification process. Also, select youth who are diverse in ethnicity, language, disabilities, livelihood, class, education and religion.

Verification and Screening

When Youth Mappers have identified the youth and created a final list of community youth leaders, hold brief personal interviews to verify basic information and informally assess selectees. They should receive priority by age and their motivation or participation availability.



PHASE III: FOLLOW UP



Final Analysis

When the mapping process is finished, plan two or three days to engage in a final debrief and project evaluation. This will be a national level debrief of the entire mapping process which gathers all the sub-teams together. Youth Mappers will discuss lessons learned, common themes, and feedback from the mapping. In addition to a list of people, a list of issues and concerns which matter to youth will surface, in the words of the youth themselves. A more detailed picture of the conditions in which youth live will emerge, as well as what resources they are lacking towards development. Youth will identify for policymakers which opportunities they are missing and which skills they need for their wellbeing and their ability to be leaders in their community. This information should already be captured in each sub-team's database.

Mapping Outputs

As those conversations evolve, the information from all of the sub-teams should be synthesized into a final report. Identify who the primary report writers should be from the full national Youth Mappers team based on enthusiasm, skill set, demonstrated dedication, and diversity. The final report is created to form a master list of youth leaders who have been identified and initially vetted as leaders in their community.

Database Uses

The database will serve as a "Who's Who" directory for youth leadership across the entire country, and printed copies given to selected youth leaders. The database could be publicly available online as well. The database identifies youth leaders for future projects and youth programs in the country. Below are some other possibilities:

- Develop relevant trainings for youth based on the information in the final report
- Organize regional solidarity events which recognize dynamic youth leaders
- Develop further research based on the gaps in services/resources identified through the mapping
- Create baseline analysis from the database
- Map youth leaders skills, capacities and expertise with resources
- Understand perceived needs versus existing problems to improve decision making about actual problems youth face in their communities

Create your own output and share it with colleagues and the broader youth development and peacebuilding communities.



APPENDICES



APPENDIX 1: TERMS OF REFERENCE

APPENDIX 1A: TERMS OF REFERENCE FOR MAPPING TEAM

TERMS OF REFERENCE

Mapping Team

Project Title

The mapping team consists of:

- Number of facilitators, where they come from
- Number of Youth Mappers, where they come from
- Organizational representatives or implementers names

Goals of the project

- a.
- b.
- c.

The youth project in _____ (country) will:

The project audience:

This assessment will cover these regions in _____ (country):

Region 1:

Region 2:

Region 3:

Region 4:

DURATION OF MAPPING PROJECT

Entire project: # months

Mapping Process: # weeks

BASIC JOB FUNCTION

Work in collaboration with all members of the team to achieve all project goals and objectives.

REQUIREMENTS

- Speak, read, and write professional/academic English
- Proficiency in a local dialect
- Provide credentials or extensive experience facilitating small groups and/ or conducting interviews
- Have the ability to work comfortably in a multicultural team environment
- Have experience working with youth (15-35)
- Be a good listener and communicator
- Be self-motivated and respectful of differences
- Be present and participate in all team trainings, meetings, and activities
- Be a team player with a sense of humor
- Be willing to make a meaningful and positive contribution to the success of this project
- Be a good listener
- Available during desired timeframe

SPECIFIC DUTIES AND RESPONSIBILITIES

- Participate in a comprehensive training program, to strengthen skills, knowledge and capacities for conducting a youth-led and youth-focused mapping process in target areas.
- In sub-teams, travel to the target areas to collect data.
- Schedule appointments with key stakeholders (identified during the training) to ensure key informant interviews are conducted at the field level.
- Work diligently to complete, the minimum number of daily conversations
- Participate in regular meetings to debrief and discuss the progress/challenges, and strategize for the following day's activities.
- Participate in a comprehensive data analysis session over several days to develop key findings from the mapping process.
- Prepare preliminary findings and share them with key stakeholders at the conclusion of the data analysis session.
- Contribute written documentation towards a final report describing the methods, challenges, findings and recommendations.
- Share the final report with stakeholders after completion and dialogue with them about the recommendations.



APPENDIX 1B: TERMS OF REFERENCE FOR ORGANIZATION

TERMS OF REFERENCE *Partnering or Collaborating Organization* *Project Name*

INTRODUCTION

This proposed mapping aims to identify youth leaders and youth-led organizations engaged in promoting young people as positive agents in a society. This study covers the following regions.

Region 1:

Region 2:

Region 3:

Region 4:

GOAL AND OBJECTIVE OF THE MAPPING

The goal of the project is _____.

The main objectives are:

-
-

MORE SPECIFICALLY, THIS PROJECT WILL:

-
-
-

AUDIENCE

The study audience is based on three separate categories with different needs and roles.

ACTIVITY DESCRIPTION

- Participate in a comprehensive training program, to strengthen skills, knowledge and capacities for conducting a youth-led and youth-focused mapping process in target areas.
- In sub-teams, travel to the target areas to collect data.
- Schedule appointments with key stakeholders (identified during the training) to ensure key informant interviews are conducted at the field level.
- Work diligently to complete the minimum number of daily conversations
- Participate in regular meetings to debrief and discuss the progress/challenges, and strategize for the following day's activities.

- Participate in a comprehensive data analysis session over several days to develop key findings from the mapping process.
- Prepare preliminary findings and share them with key stakeholders at the conclusion of the data analysis session.
- Contribute written documentation towards a final report describing the methods, challenges, findings and recommendations.
- Share the final report with stakeholders after completion and dialogue with them about the recommendations.

TEAM BUILDING: CHARACTERISTICS OF GROUP AND MEMBER RESPONSIBILITIES

- A team leader responsible for the overall supervision of the field activity
- An equal number of young men and women representing the various youth-led organizations
- Team members should be good listeners, open communicators and respectful of differences in opinion. S/he should be self-motivated, participative, and a team player with a sense of humor.
- The team member should be available to attend meetings, research/collect data and should demonstrate interest in youth issues and development. Team members should also be willing to make a meaningful and positive contribution to the success of this project.
- Solidarity and team cohesiveness should prevail among team members.
- The team member shall work comfortably in a multicultural team environment.

APPENDIX 2: SAMPLE TRAINING WORKSHOP

Sample Youth Mapping Training Workshop

SN	Time		Facilitator	Methodology	Material
	First Day	Introductions & Group Dynamics			
1	15 minutes 30 minutes 15 minutes	<ul style="list-style-type: none"> Welcome and Introductions Mapping history & introduction to the project Agenda and rules agreement 		Presentation	List of presence, flipchart, marker, copies of agenda, notebooks, pens
2	30 minutes	Morning Coffee Break			
3	1 hour	Brainstorming Youth Mapping Program		Question & Answers	Notes, flipchart, marker
4	30 minutes	Importance of Working as a Team Session 1 Small Groups: <ul style="list-style-type: none"> Why you are involved? What do you hope to gain from this? What do you hope to contribute/ give back? 		Explaining & Participatory Discussion	Notes, flipchart, marker
5	2 hours	Lunch			
6	30 minutes	Group presentation		Discussion	Notes, flipchart, marker
7	30 minutes	Session 2 <ul style="list-style-type: none"> What are your strengths? What are some challenges? 		Group discussion	Notes, flipchart, marker, A4 paper
8	15 minutes	Afternoon Coffee Break			
9	30 minutes	Group presentation and discussion		Sharing Discussion Result	Flipchart, marker
10	15 minutes	Review for tomorrow		Discussion	Flipchart, marker
		END			
	Second Day	Mapping Process			

1	30 minutes	Overview of first day		Discussion	List of presence, flipchart, marker, notebooks, pens
2	30 minutes	Youth Mapping and how does this fit into larger Project. Session 1: Describe the process (Phase I-IV)		Discussion	Flipchart, marker
3	30 minutes	Session 2: What is the impact of Youth Mapping (Potential for how this can contribute to the Country)		Group Discussion	Flipchart, marker
4	15 minutes	Morning Coffee Break			
5	30 minutes	Methodology Session 1: Intro to Youth Mapping			Notes, flipchart, marker
6	15 minutes	Session 2: Why this and not the other?			Notes, flipchart, marker
7	30 minutes	Session 3: Share what we learned from Phase 1		Sharing team experiences & discussion	Notes, flipchart, marker
8		Lunch			
9	30 minutes	<ul style="list-style-type: none"> Who do we talk with? (Identifying youth) How do we find them? How do we have conversations? (Including managing roles, time management) 		Sharing and Discussion	Notes, flipchart, marker, A4 paper
10	15 minutes	Group Presentations			
11	15 minutes	Describe Questionnaires		Describe & get feedback	Copies of Questionnaires, flipchart, marker,
12	15 minutes	Afternoon Coffee Break			
13	45 minutes	Agree on the Final Format of Questionnaires		Discussion	
14	45 minutes	Short Group Testing Share Experience		Paired group discussion	Notes, flipchart, marker,
15	15 minutes	Review for tomorrow		Discussion	

		END			
	Third Day	Planning the Mapping			
1	30 minutes	Overview of second day			List of presence, flipchart, marker, notebooks, pens
2	30 minutes	Break into Teams <ul style="list-style-type: none"> Identifying roles and responsibilities as a group Dividing region on map Logistics of how to manage mapping 			Notes, flipchart, marker,
3	2 hours	How to map a target area			Notebook, pen, copies of questionnaires
4	1.5 hours	Lunch			
5	30 minutes	Debrief Session # of people; # of M/F; # of orgs; # members		Discussion	Notes, flipchart, marker,
6	45 minutes	Lessons Learned		Discussion	Notes, flipchart, marker,
7	15 minutes	Regional Team Breakdown <ul style="list-style-type: none"> Identifying and planning for regions Contacting regional counterparts Documentation check 		Team orientation, Discussion on planning and team management	Notes, flipchart, marker,

APPENDIX 3: INTERVIEW QUESTIONS

APPENDIX 3 A1: CONVERSATIONS WITH COMMUNITY LEADERS

Conversations with Organizational and Community Leaders

Date:

Location:

Name:

Organization:

Title:

Recorder #:

Age:

Gender:

Profile/Background & Context:

1. List leadership qualities you admire in someone positively impacting your community.

2. Do they work with youth? If so, how many days a week? What is their membership like?

1. Name the three **most influential male youth** in your community?

List three.

Person: _____

Organization: _____

Contact Info: _____

Why recommend?

2. Name the three **most influential female youth** in your community?

List three.

Person: _____

Organization: _____

Contact Info: _____

Why recommend?

**Leadership traits**

- ☐ Strong contributor to group discussions
- ☐ Enthusiasm for the work and group goals
- ☐ Knowledgeable about key issues the group addresses
- ☐ Active participant in group work
- ☐ Able to solve problems and think creatively
- ☐ Able to mobilize members to achieve goals
- ☐ Well organized
- ☐ Respected
- ☐ Others:

Are there youth representing vulnerable youth groups such as disabled, conflict affected, displaced, indigenous, etc? Who are they?

List three.

Person: _____

Organization: _____

Contact Info: _____

Why recommend?



APPENDIX 3 A2: SURVEY FOR COMMUNITY LEADERS

Youth Group Identification Tool: Survey Questionnaire for

Community Leaders

Name: _____

Gender: Male _____ Female _____

Organization: _____

Position: _____

Q1. Please list three youth groups working in your community.

Group 1:

Group 2:

Group 3:

Q2. Which of these groups are impacting your community the most positively?

Q3. Why do you believe these groups are bringing positive change? Please describe any achievements or results these groups have.

Q4. Please describe the quality of work produced by these groups.

List three

Group 1

☐ Excellent

☐ Good

☐ Average

☐ Poor

☐ Extremely poor

Why?

Group 2

☐ Excellent

☐ Good

☐ Average

☐ Poor

☐ Extremely poor

Why?

Group 3

☐ Excellent

☐ Good

☐ Average

☐ Poor

☐ Extremely poor

Why?



Q5. Who are the three most influential male youths in your community? Please list them below. This information will be kept confidential, and will only be used for future reference.

Person 1:

Person 2:

Person 3:

Q6. In your opinion, who are the three most influential female youths in your community? Please list them below. This information will be kept confidential, and will only be used for future reference.

Person 1:

Person 2:

Person 3:

Which of the following statements apply to each of these individuals?

Q7. Leadership traits

List for three men and three women.

Person 1

- ☐ Strong contributor to group discussions
- ☐ Enthusiasm for the work and group goals
- ☐ Knowledgeable about key issues the group addresses
- ☐ Active participant in group work
- ☐ Able to solve problems and think creatively
- ☐ Able to mobilize members to achieve goals
- ☐ Well organized
- ☐ Respected
- ☐ Others:



Q8. These people are trusted by youth community members.

☐ Strongly Disagree

☐ Disagree

☐ Agree

☐ Strongly Agree

☐ Not sure

Why or why not?

Q9. These people are willing and able to freely and honestly express their opinions in the community.

☐ Strongly Disagree

☐ Disagree

☐ Agree

☐ Strongly Agree

☐ Not sure

Why or why not?

Q10. If there was any conflict, who is the most likely or with the most moderate voice or actions to resolve things nonviolently? Why?

Q11. Is it important to have moderate views and/or opinions in this community? Why?

Q12. Who are the young peace makers or peace builders? Why?

Q13. What influenced them?



APPENDIX 3 B1: CONVERSATIONS WITH YOUTH LEADERS

Conversations with Youth Leaders

Date:

Location:

Name:

Organization:

Title:

Recorder #:

Age:

Gender:

Profile/Background & Context:

List leadership qualities you admire in someone positively impacting your community?

What kind of leadership or service work are you involved in?

Why are you involved?

What is your upcoming availability?

What partners do you have?

How is your group organized? (How many members, where and when do you meet... etc?):

What is the group's gender make-up?

☐ Number of male

☐ Number of female

☐ Other

List the group's biggest accomplishments:

How do you envision your community in the future? What are your dreams for other youth in the community?



Youth Structures

1. Please name three young people inside your youth group (besides yourself) active in organizing activities or events:

Person 1:

Person 2:

Person 3:

1. Please name 3 young people outside your youth group (not yourself) who are active in your community:

Person 1:

Person 2:

Person 3:

What makes this person unique?



APPENDIX 3 B2: SURVEY FOR YOUTH GROUPS

Youth Leader Identification Tool: Survey Questionnaire for Youth Groups

Name: _____

Region: _____

City/Town: _____

Gender: _____

Male

Female

Age: _____

Q1. Are you a member of any youth group? Which one(s)?

Q2. Why did you join this group? Describe the reasons.

Q3. What is your role in this group? Please describe.

Q4. How is the group organized? How did the group decide its structure?

Q5. What are some of the challenges/issues your youth group encounters with your members/ community members?

Q6. How does your youth group deal with these challenges?

Q7. What are the demographics of the members of your group?

[] Number of male

[] Number of female

[] Other

Q8. Which of the following statements apply to your group?

- ☐ Members always contribute to setting the agenda or goals for the group
- ☐ Members frequently contribute to setting the agenda or goals for the group
- ☐ Members occasionally contribute to setting the agenda or goals for the group
- ☐ Members rarely contribute to setting the agenda or goals for the group
- ☐ Members never contribute to setting the agenda or goals for the group
- ☐ Not sure

Q9. People in this group are able to freely and honestly express their opinions.

- ☐ Always true
- ☐ Usually true
- ☐ Occasionally true
- ☐ Usually not true
- ☐ Never true
- ☐ Not sure

Q10. Members in this group trust one another.

- ☐ Always
- ☐ Very Frequently
- ☐ Occasionally
- ☐ Rarely
- ☐ Very rarely
- ☐ Never

Q11. Who in your group do you find trustworthy and committed to group goals? Why? Can you provide their contacts? This information will be used only for future reference.

Person 1:

Person 2:

Person 3:

Why these people?



Q12. How long have these individuals been in your group?

List three.

Person 1

☐ Less than 1 year

☐ 1 – 3 years

☐ More than 3 years

Person 2

☐ Less than 1 year

☐ 1 – 3 years

☐ More than 3 years

Person 3

☐ Less than 1 year

☐ 1 – 3 years

☐ More than 3 years

Q13. What personality traits do you admire about this person?

Person 1

☐ Strong contribution to group discussions

☐ Enthusiasm for the work and goals of the group

☐ Knowledgeable on key issues the group works on or discusses

☐ Active participation in group work

☐ Ability to solve conflicts or problems

☐ Leadership abilities

☐ Others:

Q14. Who in your youth group or youth community has influence over others? Why? Can you provide their contacts? This information will be used only for future reference.

Person 1:

Person 2:

Person 3:

Q15. If someone is drowning, who do you think would jump in first among your group? Why?

Q16. If you had to send someone to talk to the local authorities or police on behalf of the group, who do you think would go? Why?

Q17. Who do you turn to in your group for advice or dispute settlement? Why?



Q18. Who in your group has the best relations with the local authorities? Why?

Q19. If the village was under attack, who would be the most likely to mobilize the youth and lead them in defending their homes?

Q20. Who is the best organizer?

Q21. Who is the funniest?

Q22. Who is most vocal?

Q23. If there was any conflict, who has the most moderate voice or acts to resolve issues nonviolently? Why?

Q24. Is it important to have moderate views and/or opinions in this community? Why?

Q25. Who are the young peace makers or peace builders?

Q26. Who influenced them?



APPENDIX 3 B3: SURVEY FOR YOUTH LEADERS

Local Youth Leaders Questionnaire

This can help guide conversation with youth leaders, seeking their assistance identifying additional leaders.

1. **Introductions to your organization and the project:**

- a. Introduce the Youth Identification Process;

2. **Presentation of Criteria:** Give them a copy of the Youth Identification criteria as reference.

Age: Between the ages of 16 and 29. (Important: This will change depending on local context — check the national definition of “youth”).

Engagement: A member of a registered or un-registered youth structure for more than 6 months attending meetings consistently.

Past Performance: Assisted or led a group activity from beginning to end and within the framework of their youth group.

Exerts Leadership Traits: This person exerts Leadership Traits as described below:

- Ability to mobilize other youth to carry out an activity;
- Demonstrates enthusiasm and motivates peers;
- Strong Communication skills;
- Well organized;
- Sensitive to differences, respects diversity and gender equality.
- Has upcoming availability

3. **Request for Recommendation:** “Reviewing the criteria mentioned, please provide five names of active youth who you consider dynamic leaders and/or exhibit leadership traits, at least two must be female.”



APPENDIX 4: DEBRIEFS

APPENDIX 4A: FIELD NOTES FORM

Conversation Date: _____ Recorder Code: _____

Researcher Name: _____ Location: _____

Who am I talking with?

Age:

Livelihood/Profession:

Gender: Ethnicity/Religion:

Key point(s) made:

Important leadership issues raised:

Issues that encourages youth to participate in leadership?

Your favorite quote:

What did you learn from this person?

Key Leadership Terms Used:

-
-
-
-

Key Leaders Identified:

-
-
-
-

Conversation Notes:



Questions:

1. **Acheivements/ impacts this person has made in their community?**
 - a. What kind of leadership?
2. **Meaning of leadership to individual?**
3. **Impact of leadership on this individual, their family & community?**
4. **Motivations for work in leadership positions?**
 - a. Key factors encouraging others to participate in leadership?
5. **Who are the champions for him/her/them?**
6. **What are Key RECOMMENDATIONS?**

APPENDIX 4: DEBRIEFS

APPENDIX 4B: DAILY ANALYSIS FORM

Analysis Date: _____ District Name: _____

Team Name: _____ Location: _____

DEMOGRAPHICS

# of Conversations	# of Males Vs. Females	Average Age of participants	Average Profession /Education level of participants	Ethnicity/ Religion etc.

FREQUENCY OF VIOLENCE VS. LOCATION & GENDER

# of times <Sample> Term 1 was highlighted	# of Males vs. Females for each Term	Age	Ethnicity/ religion	Social background

# of times <Sample> Theme/ Issue 1 was highlighted	# of Males vs. Females for each Theme	Age	Ethnicity/ religion	Social background



Questions:

1. **What type of leadership positions are youth taking part in?**
2. **Who are the youth taking part in leadership positions?**
3. **Are there organizations the youth leaders work or partner with?**
4. **How does leadership affect young people?**
 - A. Meaning of leadership for children and youth?
 - B. Impact of leadership on young people and community?
 - C. Key motivations for taking part in leadership positions?
5. **What is the cumulative impact of leadership on the community?**
 - A. What are the strengths & weaknesses of current efforts?
 - B. What is the impact it is having in the lives of children and youth?
6. **What are the roles of young people in leadership?**
7. **Are there any key recommendations?**

APPENDIX 5: SAFETY AND SECURITY

RISK MANAGEMENT QUICK REFERENCE GUIDE

How to manage conflict within the team

- Don't rush to judgment
- Seek first to understand
- Share all perspectives
- Ask for help to facilitate the discussion
- Remind team of the commitments made at the training/orientation
- Remind each other of the greater purpose of the project
- Try to manage things as a team
- Try to find a collective solution and practice it as a trial
- If all else fails call the country research focal point

When should you stop the conversation?

- If the participant wants you to stop
- If you see that the conversation is creating conflict around you
- Has the potential of putting you and/or the child at immediate risk of harm
- If you feel you have exhausted all the possible things to talk about
- If the rest of the team is in any harm

When should you not start a conversation?

- If the participant doesn't want to talk, then ask if they would like to find another time and place. If still not interested, move on.
- If you and the participant are in a setting that could bring harm to one another
- If parents or care givers refuse
- If the young person is late or on way to school

How to manage cultural taboos?

- Never force someone to talk about something they do not want to talk about
- Remember you are supposed to be impartial not push your views on the other
- Respect cultural perspectives even if you don't agree with them
- This short intervention is not the way to change deeply held belief



- Respectfully disagree and don't argue
- Re-phrase the questions
- Try to engage in an honest conversation to see how and why they believe in something that you consider wrong so you can come to a different understanding of the issue

What is the risk of harm protocol?

- Protocol to follow if you and/or the child you are speaking with is in immediate risk of harm
- Try to handle it locally first
- Always opt at ending the conversation first to avoid any escalation
- You are not there to solve conflicts people have, you are there only to understand them and find discover new ways of looking at the issue

How to manage traumatic experiences?

- Show you care
- Remember you are not their care giver or a doctor, so don't try to advice
- Speak of your own experiences and how you handled it if it is relevant (don't say "you should do this," but say "this is what i experienced and how i managed it"
- Do not leave the conversation till the person feels s/he is in a better place
- Be honest and tell you are not qualified to handle the situation better to be honest than make something up to help (remember do no harm w/ your good intentions)

How to manage security and safety protocols?

- Each team leader should send a text or phone call daily to country research focal point (crfp);
 - ◆ In the morning: outlining a brief itinerary for the day
 - ◆ In the evening: once you arrive at your final destination confirm arrival
- Inform country focal points immediately when the following happens:
 - ◆ Vehicle you are in is in an accident: first make sure everyone is ok and in a safe place. Then notify crfp. Once issue is resolved update crfp.
 - ◆ If a team member falls very ill. Try to help your team member out first. Seek medical assistance if you can. Then contact and update the crfp.
 - ◆ If you or the young person you are speaking with is in immediate harm and you are not in a position to or able to handle the situation as stated in the risk of harm protocol.
 - ◆ Make sure you document all incidents (deemed serious or not) and share with the crfp when appropriate.
 - ◆ If you are in trouble and don't know what to do, first ask a team member, if that fails, call the crfp.

“ *If youth can be such a powerful force that can
destroy a whole nation, why do people overlook
our resources when working for peace?* ”



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