

## Youth Involvement Guidance Note

### Source: [Frontlines - Young people at the forefront of preventing and responding to violent extremism](#)

The content of this worksheet is from the Frontlines Report "Annex II. Approaches to youth participation throughout the project cycle (adapted by UNDP from Lansdown and O'Kane (2014b))"

	CONSULTATIVE PARTICIPATION	COLLABORATIVE PARTICIPATION	YOUTH-LED PARTICIPATION
DESCRIPTION	<ul style="list-style-type: none"> <li>Recognizes that young people can and should be listened to, and that they have a valuable perspective</li> <li>Initiated by staff</li> <li>Led and managed by staff</li> <li>Maintains control in the hands of staff</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that young people can and should influence or challenges processes and outcomes</li> <li>Initiated by staff</li> <li>Involves a partnership with young people</li> <li>Staff-controlled initiative, but shared control over outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that young people can and should be in control and have agency</li> <li>Initiated by young people</li> <li>Young people identify issues and organize their own activities</li> <li>Staff serve as facilitators</li> <li>Young people control the process</li> </ul>
WHO HAS THE POWER?	<ul style="list-style-type: none"> <li>Staff have most of the power</li> </ul>	<ul style="list-style-type: none"> <li>Staff shares some power with young people</li> </ul>	<ul style="list-style-type: none"> <li>Young people have most of the power</li> </ul>
POTENTIAL BENEFITS	<ul style="list-style-type: none"> <li>Predictable – the staff maintain control over process</li> <li>Low threshold for participation – does not require special skills from youth beyond forming opinions and expressing themselves. Only staff will require special training on consulting young people</li> <li>Efficient – can consult many youth at once</li> </ul>	<ul style="list-style-type: none"> <li>Relatively predictable – staff have control over which projects are initiated while youth have influence over outcomes</li> <li>Young people are more hands-on and involved, increasing buy-in and ownership</li> <li>There is more potential for sustained engagement</li> </ul>	<ul style="list-style-type: none"> <li>Transformational – young people's power deficiency is redressed and they are in power</li> <li>Potential for high levels of creativity, innovation and thinking out-of-the-box</li> <li>Young people have full buy-in and ownership over activities</li> <li>Only the staff will require special training on facilitating and supporting engagement</li> </ul>
POTENTIAL COSTS	<ul style="list-style-type: none"> <li>Lower chance of buy-in or ownership from youth, since investment is low</li> <li>Does not build the capacity of young people involved – participation is passive</li> <li>Does not necessarily encourage sustained engagement</li> <li>Low exposure to risk (such as retaliatory action against young people if others disagree with the outcomes)</li> </ul>	<ul style="list-style-type: none"> <li>Both young people and staff will need training to have adequate skills</li> <li>Higher threshold for participation – young people need some level of skills and capacity</li> <li>Less efficient as fewer youth can be engaged at one time</li> <li>Medium exposure to risk – young people share in responsibility for outcomes</li> </ul>	<ul style="list-style-type: none"> <li>High threshold for involvement – young people need to have skills, capacity and confidence</li> <li>Only a few youth with the skills, capacity and time will be able to participate at this level</li> <li>High exposure to risk – young people have full responsibility and can be held fully accountable for the outcomes</li> </ul>

## Sample checklist on youth engagement in PVE initiatives

	<p>Has the initiative been designed and created in collaboration with young people throughout the process?</p>
	<p>Has the initiative mapped the different possible youth groups and other stakeholders to engage? What youth groups are engaged and how have they been selected?</p>
	<p>Has the initiative carefully assessed the potential risks of youth involvement? Is programming building on existing youth initiatives and structures of engagement?</p>
	<p>Is the programming addressing the needs and priorities voiced by young women and marginalized and at-risk youth?</p>
	<p>Is the initiative promoting collaboration between young people and other stakeholders working on the issue?</p>
	<p>Is the initiative establishing lines of support – political buy-in, capacities and funding – for young peacebuilders?</p>
	<p>Is the initiative addressing VE in the context of wider priorities of youth groups? Are there processes in place at different levels to allow for the expression of these views?</p>
	<p>Is the initiative addressing the enabling and disabling factors for youth participation in decision-making on PVE – policies, frameworks and processes?</p>
	<p>Has the initiative been designed and created in collaboration with young people throughout the process?</p>