

ENGAGED AND HEARD!

TIP SHEETS FOR ADULTS, ADOLESCENTS AND YOUTH ON ADOLESCENT AND YOUTH PARTICIPATION IN DIFFERENT SETTINGS

CONFERENCES

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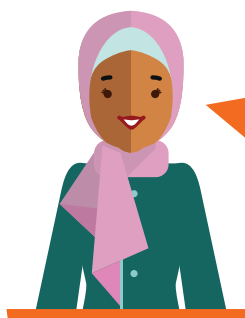
ONLINE ENGAGEMENT

YOUTH ADVISORY GROUPS



TIP SHEET FOR ADULTS ON ADOLESCENT AND YOUTH* PARTICIPATION IN CONFERENCES

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adults to support safe and meaningful participation of adolescents and youth in conferences, focusing on what staff should do before, during and after a conference. A complementary tip sheet written for adolescents and youth participating in conferences is also available.

This tip sheet is one of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and civic engagement

to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [[Lundy's model](#)].

Suggestions are guided by nine basic requirements developed by the [Committee on the Rights of the Child \(2009\)](#) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE the conference

✓ Identify safe ways to engage adolescents from the start!

- Include adolescents on the planning committee to influence the agenda and conference design to be more relevant and to maximize opportunities for adolescent participation.
- Include breakout sessions, interactive methods for adolescents to discuss issues and share feedback in plenary sessions, and sufficient free time for informal exchange.

✓ Partner with adolescents as moderators, speakers, panellists, workshop facilitators, members of country delegations, journalists (including social media), visual designers, and/or other roles.

✓ Assign a liaison to connect with adolescent participants and provide regular communication and coordination.

✓ Ensure inclusive and equitable selection processes that enable voluntary participation of adolescents who are most affected by the issue(s) being addressed.

- Support representation and participation of adolescents of different genders, ages, abilities, ethnicities and backgrounds, with proactive efforts to include adolescents from marginalized groups.
- Encourage adolescents to nominate and elect representatives from their networks, if appropriate.

✓ Adequately budget for adolescent participation and representation, including but not limited to costs of preparatory and follow-up meetings, information-sharing, translation costs, in-person transport or chaperone-related costs, accommodation, and support costs (e.g., additional needs of adolescents, such as those with disabilities and/or children, and costs of mobile airtime and internet data for adolescents). Ensure provisions for expenses/funds to be paid upfront to adolescents.

✓ Plan sufficient time for quality preparations with adolescent representatives. International conferences will require planning at least six months in advance to ensure transparent selection of adolescents, consultation and preparations with the constituency they represent, and sufficient time to secure passports, visas, flights, etc.

✓ Develop and share information in a transparent manner with adolescents about the background of the conference, its purpose and timing, the intended role of adolescent representatives, the intended audience, and potential benefits for adolescents, as well as how information will be used and how relevant costs will be covered (e.g., participants' transport, food, refreshment, phone and internet access costs, and compensation).

✓ Share information in accessible, easy-to-understand formats and local languages that participating adolescents and their parents/guardians can understand.

✓ Avoid having English language as a criterion for nomination of adolescent representatives, as this is a barrier to inclusive participation. Encourage everyone to use clear and easy-to-understand language, and support translation and interpretation (including sign language) if required.

✓ Respect adolescents' own time commitments to study, work, leisure, etc., and plan preparatory meetings at times that suit them. Ensure clear communication about timelines of agreed-upon tasks.

✓ Provide support and offer training for adolescents' preparation as speakers, panellists, moderators, facilitators, etc. Ensure that panellists have information about the time, purpose, and order of panel speakers. Support pre-meetings with adolescent speakers, moderators and their peers to prepare for and practise their roles.

- ✓ **Prepare adults** (organizers, moderators, and panellists) to provide a safe and respectful space for adolescents to participate, ensuring attitudes and language (verbal and body language) that demonstrate readiness to listen to adolescents and to take their views seriously.
- ✓ **Ensure participation is safe and sensitive to risk.** In collaboration with adolescents, assess and minimize risks and ensure child safeguarding policies and procedures are systematically applied. Especially for conferences in venues far from home, this includes:
 - Ensuring voluntary participation, with informed assent from adolescents and informed consent from parents/guardians, and ensuring individuals are aware they can opt out if they change their mind.
 - Collecting necessary medical information about adolescents (e.g., about asthma, EpiPen needs or COVID needs/expectations) and ensuring protection of personal data and information.
 - Ensuring realistic expectations of adolescents about opportunities.
 - Allocating a child safeguarding focal point and preparing adult chaperones to consider adolescents' physical and emotional needs. Chaperones and facilitators must sign a written statement of expected responsibilities prior to the event/trip.
- Providing logistics and reimbursement for safe travel and accessible and safe accommodation arrangements¹.
- Providing health and travel insurance and clear guidance for safe travel.
- Planning for emergencies: lost person, health emergency, natural disaster, etc.
- Identifying venues that are accessible to adolescents with disabilities (e.g., ramps, handrails, accessible toilets) and that provide sufficient light and safe spaces for breaks and small group work, as well as large spaces for plenary discussions and creative expression.
- Ensuring adolescents know their rights and who to report to if they feel uncomfortable, unsafe or unwell. Provide them with a short list of key contact numbers in case of emergency.
- ✓ **Help participants feel more comfortable.** Wherever possible, help adolescent panel speakers/moderators/facilitators visit or familiarize themselves with the conference venue or online platform and meet other panellists in advance (*see tip sheet on online engagement*).

DURING conferences

- ✓ **Ensure sufficient logistic and administrative support** for safe accommodation, travel, access to conference facilities, and leisure/free time after formal sessions. Ensure adolescents know who their liaison is for any queries during the conference and make sure adolescents reach home or their hotel safely.
- ✓ **Use icebreaker introductions** at the outset of the conference to help participants get to know one another and feel more comfortable.
- ✓ **Work together** to help create a respectful, collaborative environment where individuals can freely express their views and be heard.
- ✓ **Support adolescents as speakers or moderators** in panel discussions, ensuring time for introductions, presentations from panellists, and Q&As.
- ✓ **Consider using cultural arts, drama and other interactive methods** determined by adolescents' expressed preferences.
- ✓ **Ensure respect for the diversity of adolescents' experiences and perspectives** that may differ based on gender, race, ethnicity, disability, age, sexual identity or other factors.
- ✓ **Ensure accountable participation:**
 - Create space and modalities for adults to respond to adolescents' messages and requests.
 - Make sure all parties agree on next steps and have mutual expectations.
- ✓ **Leverage the media** to amplify adolescent perspectives and messages. Support adolescents' voluntary and safe participation in press conferences, interviews, and use of social media, apps, and messaging tools (e.g., blogs, Twitter, Facebook, Instagram, YouTube, and U-Report). Develop hashtags for social media and encourage their consistent use.
- ✓ **Prioritize safeguarding and decision-making** that are informed by the views and best interests of adolescents (*see previous considerations to ensure participation is safe and sensitive to risk*).

AFTER conferences to enhance accountable participation

- ✓ **Reflect and learn with adolescents** about their participation. What was successful? What was unsuccessful or challenging? What could be done differently next time? Why?
- ✓ **Ensure dissemination of a conference report to adolescents** in accessible formats that use visual images and concise, easy-to-understand language. Wherever possible, ensure that adolescent representatives can contribute to and/or review draft and final reports to ensure their perspectives receive due attention.
- ✓ **Encourage adolescent representatives to share feedback with peers** in their constituency and other allies about the conference, its results and next steps.
- ✓ **Ensure policymakers and/or practitioners share feedback with adolescents** about the extent to which they have acted upon their messages. This may require follow-up calls, meetings or emails to identify what has happened after the conference.
- ✓ **Support follow-up action.** Wherever possible, explore opportunities for longer-term follow-up and investment in collaborative and adolescent-led action or advocacy initiatives.

Acknowledgements: Written by Claire O'Kane, drawing upon advice and feedback from youth representatives Sara Cognition González, Camila González, Breanna Hyde and Rasheem Martin; and UNICEF staff Marcy Levy, Fabio Friscia, Tician Garcia-Tapia, Jumana Haj-Ahmad, Kristine Hansen, Miles Hastie, Tanvi Jain, Marina Komarecki, Joanna Lai, Chantelle Booyesen, Maria Emilia Numer, Massimiliano Sani, and Amy Wickham. Edited by Amy Souza.

1. For international events, this may require timely applications to secure passports/identity papers, visas, flights, etc.

TIP SHEET FOR ADOLESCENTS AND YOUTH* ON PARTICIPATION IN CONFERENCES

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adolescents and youth to support meaningful participation and representation (of their peers) in conferences. A conference is a formal meeting of people with a shared interest, and it often takes place over a couple of days. Conferences may be held in person or organized online.

This tip sheet is one of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and civic engagement

to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE the conference

✓ Ask questions to find out more.

- If you are invited to a conference, ask questions to determine if it is relevant to you and your interests. Consider the question, how will I benefit from taking part?
- Make sure you have clear information about the potential roles of adolescents before and during the conference to inform your voluntary participation.
- Remember to ask about logistics and expenses. (For example, how will travel costs or internet costs be covered? Is there any compensation?)

✓ Increase inclusion, representation and participation of marginalized adolescents who are most affected by the issue(s) being addressed in the conference. You may want to consider:

- Encouraging the organizers to invite representatives from other marginalized groups.
- Suggesting alternative ways to create inclusion (for example, via video messaging or online participation).
- Consulting with wider networks and/or other adolescents from different backgrounds to help bring different perspectives.
- Giving other adolescent representatives a chance to represent their peers if you have already been to similar conferences.
- Promoting election of representatives from adolescent-led groups with opportunities for diverse representation (considering gender, age, race, ethnicity, abilities, etc.).

✓ Share your ideas and suggestions to help design the conference agenda and methods to address adolescents' interests and needs. For example, if opportunities allow, encourage the planners to:

- Include panel discussions with adolescents as speakers and moderators.
- Include workshops and small group discussions, with options to use cultural art forms or digital media to express views, ideas and priority messages.
- Have a dedicated space for adolescents to interact with their peers, rest, access free internet and charge their phones, etc.

✓ Use opportunities to gather views from your peers to be a better representative. If you are a representative who will speak on behalf of your peers (for example, as a panellist or speaker), ask adults to help you schedule preparatory meetings with your peers (especially those most affected by the conference issue). Together you can:

- Discuss and prioritize your most important issues/problems/solutions.
- Explore and analyse the causes of the prioritized problem and potential solutions.
- Identify which stakeholders you most want to influence during the conference.
- Think about how you can tailor your main messages to your specific audience.

✓ Seek support and/or training to prepare for the conference.

- Practise your presentation until you feel comfortable. Use role play, record yourself with your phone or use other methods to practise your role as a speaker and ask for someone's feedback.
- If relevant, watch online videos on your topic and about presentation skills to help you feel more comfortable to speak publicly.

- If possible, visit the conference venue to get familiar with the space or try out the online platform (e.g., Zoom) so you understand how it works (*see tip sheet on online engagement*).
- ✔ **Spend additional time preparing if you are a moderator or the facilitator of a panel discussion.**
 - See if you can meet other panel members (virtually or in person) in advance to discuss and agree upon the order of speakers in the panel discussion.
 - Do your own research. Look for well-known panellists online, view videos and check their social media accounts to get to know them better.
 - Prepare a list of questions for the speakers.
 - Practise asking open questions to keep discussion flowing. Closed questions encourage limited answers, such as yes/no, whereas open questions encourage conversation. Examples of open questions: What do you think about X? Can you tell me more about Y?
 - Practise using friendly body language (e.g., eye contact, smiles) and easy-to-understand language.
- ✔ **In collaboration with conference organizers, assess potential risks and discuss and prioritize ways to keep safe during the conference.** Make sure that you:
 - Receive information about the conference and that it is shared with your parents/guardians, if appropriate. If you are under 18 years old, you will need informed consent from your parents/guardians to attend.
 - Know you can opt out of participation at any time.
 - Understand your rights and know who to tell to if you feel uncomfortable, unsafe or unwell.
 - Consider your privacy and safety for offline and online engagement (*see tip sheet on online engagement*).
 - Have clear information about any travel or accommodation arrangements.
 - Have a say in choosing an adult you trust to accompany you, especially if you are attending a meeting far from your home.
 - Carry an emergency contact card with you at all times if you are away from home. The card should include contact details for your accompanying adult, project liaison, hotel, and local police.

DURING conferences

- ✔ **Be comfortable.** Wear comfortable clothes. Consider dressing in layers to prepare for fluctuating room temperatures.
- ✔ **As a moderator or facilitator, remember to allow time** for introductions, main discussions, questions and answers, and final thanks to the panellists.
- ✔ **Be focused.** Use opportunities available to you. For example, as panellist, speaker, delegation member or conference participant, use your time well to share your main issues, key solution(s) and key asks.
- ✔ **Ask panellists/organizers to share feedback** with you to be respectful and accountable to you and your peers. Clearly articulate any next steps you would like to see from the conference.
- ✔ **Meet, discuss and connect** ('network') with other adolescents and adults during the conference, including during informal breaks. Request and gather the contact details of people you meet to support follow-up communication after the conference (*see tip sheet on networking*).
- ✔ **If safe and relevant, use the media** to spread your messages. Make sure you understand the social media guidelines set by the conference organizers. If you feel comfortable, consider engaging in press conferences or interviews or using social media and messaging apps (e.g., blogs, Twitter, Facebook, Instagram, YouTube, or U-Report). Use consistent hashtags on social media.
- ✔ **Prioritize efforts to stay safe and well.** Inform a trusted adult if you feel uncomfortable, unsafe or unwell. Request the support you need from accompanying adult(s) and make sure you always have emergency contact details so you can contact one of the organizers (or emergency services) if needed. (*For online safety, see tip sheet on online engagement.*)
- ✔ **Travel safely** with your accompanying adult during the conference, and use safe forms of transport to reach home safely at the end of the conference.

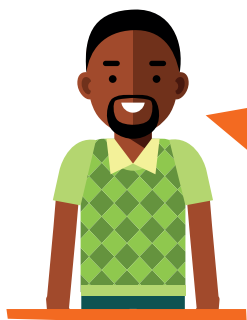
AFTER conferences to enhance accountable participation

- ✔ **Follow up and ask for feedback** from the organizers regarding how they have responded to your presentations and key messages.
- ✔ **Get a copy of any reports.** Ask organizers to share a conference report with adolescent representatives in accessible language(s) and formats, and consider asking organizers how you can contribute to ensure the final report includes adolescents' perspectives.
- ✔ **Share feedback with peers** and other supporters, especially those who helped you prepare for the conference. Share updates from the event, as well as results and next steps.
- ✔ **Reflect and learn** from your participation in the conference and its impact. What was successful? What was unsuccessful? What could be done differently next time? Why? How can you use this experience to positively influence issues that are important to you and your peers?
- ✔ **Discuss and seek support for follow-up action initiatives.** Discuss ideas with your peers and share concrete follow-up action ideas with adults to see if they can support your initiatives.

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TIP SHEET FOR ADULTS ON ADOLESCENT AND YOUTH* PARTICIPATION IN ADVOCACY EVENTS

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adults to support safe and meaningful participation of adolescents and youth in advocacy events, focusing on what staff should do before, during and after the main advocacy event. A complementary tip sheet for adolescents and youth participating in advocacy events is available.

These tip sheets are part of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and

civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the [Committee on the Rights of the Child \(2009\)](#) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and ix) accountable.

BEFORE advocacy events

✓ Identify safe ways to engage adolescents as partners from the start!

- Include adolescents in agenda-setting and design of the advocacy event to be more relevant, maximizing opportunities to enhance the active roles, contributions and influence of adolescents.

✓ Assign a liaison to connect with adolescent participants and provide regular communication and coordination.

✓ Ensure inclusive, equitable selection processes that enable voluntary participation of adolescents who are most affected by the issue(s) being addressed.

- Support representation and participation of adolescents of different genders, ages, abilities, ethnicities and backgrounds, with proactive efforts to include adolescents from marginalized groups.
- Encourage adolescents to nominate and elect representatives from their networks, if appropriate.

✓ Adequately budget for adolescent participation and representation, including but not limited to costs of preparatory and follow-up meetings, information-sharing, translation costs, in-person transport or chaperone-related costs, accommodation, and support costs (e.g., for additional needs of adolescents, such as those with disabilities and/or children, and costs of mobile airtime and internet data for adolescents). Ensure provisions for expenses/funds to be paid upfront to adolescents.

✓ Include adolescent representatives in mainstream events to converse with influential decision makers, rather than organizing parallel or side events for adolescents. For example, support inclusion of adolescent representatives in the preparatory committee and country delegations and as panellists or speakers in high-level events.

✓ Plan sufficient time for quality preparations with adolescent representatives, especially for international advocacy events. This may require planning six months in advance to ensure transparent election of adolescents, consultation and preparations with the constituency they represent, and sufficient time to secure passports, visas, flights, etc.

✓ Develop and share information in a transparent manner with adolescents about the background of the advocacy event, its purpose and timing, the intended role of adolescent representatives, intended audience, and potential benefits for adolescents, as well as how information will be used and how relevant costs will be covered (e.g., transport, food, refreshment, phone and internet access costs, and compensation).

✓ Share information in clear, accessible formats and local languages that participating adolescents and their parents/guardians can understand.

✓ Avoid having English language as a criterion for nomination of adolescent representatives, as this is a barrier to inclusive participation. Encourage everyone to use clear and easy-to-understand language, and support translation and interpretation (including sign language), if required.

✓ Respect adolescents' own time commitments to study, work, leisure, etc., and plan preparatory meetings and advocacy activities at times that suit them. Ensure clear communication about timelines of agreed-upon tasks.

✓ Offer training for adolescents on [advocacy](#) and ensure that adolescent representatives have time to prepare and practise their key advocacy messages before the event. Give adolescents space and time to develop and adapt their advocacy messages to their specific audience(s) and to practise effective ways to share their stories and messages (see [tip sheet for adolescents on adolescent participation in advocacy events](#)).

- ✓ **Help participants feel more comfortable.** Wherever possible, help adolescent advocates visit and get familiar with the venue or online platform for key advocacy events (*see tip sheet on online engagement*).
- ✓ **Prepare adults** (organizers, key duty bearers) to respect adolescents, ensuring attitudes and language (verbal and body language) that demonstrate readiness to listen to adolescents and to take their views seriously.
- ✓ **Ensure participation is safe and sensitive to risk.** In collaboration with adolescents and the advocacy event organizers, assess and minimize risks and ensure child safeguarding policies and procedures are systematically applied. Especially for events in venues far from home, this includes:
 - Ensuring voluntary participation, with informed assent from adolescents and informed consent from parents/guardians, and ensuring individuals are aware that they can opt out if they change their mind.
 - Collecting necessary medical information about adolescents (e.g., about asthma, EpiPen needs, or COVID needs/expectations) and ensuring protection of personal information.
 - Ensuring realistic expectations of adolescents about the advocacy opportunities.
 - Allocating a child safeguarding focal point and preparing adult chaperones to consider adolescents' physical and emotional needs. Chaperones and facilitators must sign a written statement of expected responsibilities prior to the event/trip.
 - Providing logistics and reimbursement for safe travel and accessible safe accommodation arrangements¹.
 - Providing health and travel insurance.
 - Offering clear guidance for safe travel.
 - Planning for emergencies: lost person, health emergency, natural disaster, etc.
 - Identifying venues that are accessible to adolescents with disabilities (e.g., ramps, handrails, accessible toilets) and that provide sufficient space for the planned advocacy activities.
 - Ensuring adolescents know their rights and know who to report to if they feel uncomfortable, unsafe or unwell. Provide them with a short list of key contact numbers in case of emergency.

DURING advocacy events

- ✓ **Ensure sufficient logistic and administrative support** for safe accommodation, travel, access to facilities during advocacy events, and leisure/free time after sessions. Ensure adolescents know who their liaison is for any queries during the event and make sure adolescents reach home safely.
- ✓ **Create and support opportunities for adolescent representatives to meet and converse with influential adults** during the advocacy event.
- ✓ **Support adolescents in expressing their views, stories and priority messages** as speakers, panellists, young journalists, members of 'declaration/final document drafting committee,' etc.
- ✓ **Consider using creative arts, drama and other interactive methods** determined by adolescents' expressed preferences to present their key advocacy messages.
- ✓ **Ensure respect for the diversity of adolescents' experiences and perspectives** that may differ based on gender, race, ethnicity, disability, age, sexual identity or other factors.
- ✓ **Ensure accountable participation:**
 - Create space and modalities for adults to respond to adolescents' messages and requests.
 - Make sure all parties agree on next steps and have mutual expectations.
- ✓ **Leverage the media** to amplify adolescent perspectives and messages. Support voluntary and safe participation of adolescents in press conferences, interviews, and use of social media and messaging apps (e.g., blogs, Twitter, Facebook, Instagram, YouTube, or U-Report). Develop hashtags for social media and encourage their consistent use.
- ✓ **Prioritize safeguarding and decision-making** that are informed by the views and best interests of adolescents (*see previous considerations to ensure participation is safe and sensitive to risk*).

AFTER advocacy events to enhance accountable participation

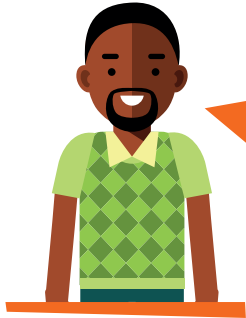
- ✓ **Reflect and learn with adolescents** about their participation in the advocacy event and its impact. What was successful? What was unsuccessful or challenging? What could be done differently next time? Why?
- ✓ **Ensure dissemination of advocacy event report(s) to adolescents** in accessible formats and languages. Wherever possible, ensure that adolescent representatives can contribute to and/or review the report(s) to ensure their perspectives receive due attention.
- ✓ **Encourage adolescent representatives to share feedback with peers** in their constituency and other allies about the advocacy event, its results and next steps.
- ✓ **Ensure policymakers/practitioners share feedback with adolescents** about the extent to which they have acted upon their messages. This may require follow-up calls, meetings or emails.
- ✓ **Support follow-up action.** Wherever possible, explore opportunities for longer-term follow-up and investment in collaborative and adolescent-led advocacy.

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1. For international events, this may require timely applications to secure passports/identity papers, visas, flights, etc.

TIP SHEET FOR ADOLESCENTS AND YOUTH* ON PARTICIPATION IN ADVOCACY EVENTS

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adolescents and youth to support meaningful participation and representation (of their peers) in advocacy events. Advocacy events are designed to influence a particular change in policy or practice, and they may take many different formats. Examples include: Organization of a meeting among working children's representatives, employers and trade union leaders to negotiate improved practices for protection from exploitation; a round-table discussion between adolescents and health authorities on the importance of sharing clear, easy-to-understand sexual and reproductive health information; use of an international day (e.g., International Children's Day) to share key messages.

This tip sheet is one of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE advocacy events

✓ Ask questions to find out more.

- If you are invited to an advocacy event, ask questions to determine if it is relevant to you and your interests.
- Make sure you have clear information about the potential roles of adolescents before and during the event to inform your voluntary participation.
- Remember to ask about logistics and expenses. (For example, how will adolescents' travel costs be covered?)

✓ Increase inclusion, representation and participation of marginalized adolescents who are most affected by the advocacy event issue(s). You may want to consider:

- Encouraging the organizers to invite representatives from other marginalized groups.
- Suggesting alternative ways to create inclusion (for example, via video messaging or online participation).
- Consulting with your wider network and/or other adolescents from different backgrounds to help bring different perspectives.
- Giving other adolescent representatives a chance to represent their peers, if you have already been to similar events.
- Promoting election of representatives from adolescent-led groups with opportunities for diverse representation (considering gender, age, race, ethnicity, abilities, etc.).

✓ Share your ideas and suggestions to help design the advocacy agenda and methods in ways that respond to adolescents' interests and needs. For example, if opportunities allow:

- Get involved in core planning teams.
- Consider using creative methods, cultural art forms or digital media to express views, ideas and priority messages.

✓ Use opportunities to gather views from your peers to be a better representative. If possible, meet with other adolescents affected by the advocacy event topic(s) to share your experiences and ideas.

- Discuss and prioritize your most important issues/problems.
- Explore and analyse the causes of the prioritized problem and identify potential solutions.
- Identify which stakeholders you most want to influence during the advocacy event.
- Think about how you can tailor your advocacy message(s) to your specific audience and what supporting arguments you need.
- Identify stories that illustrate your priority and message(s), as people connect and are often more ready to act when they hear persuasive and emotive stories.

✓ **Seek support and/or training to prepare for the advocacy event.**

- Use role play or other methods to practise your advocacy role (e.g., as a speaker).
- If relevant, watch online videos about your topic and advocacy skills to help you feel more comfortable in developing and sharing your key messages.

✓ **In collaboration with event organizers, assess potential risks and discuss and prioritize ways to keep safe during the advocacy activities.** Make sure that you:

- Receive information about the advocacy event and that it is shared with your parents/guardians, if appropriate. If you are under 18 years old, you will need informed consent from your parents/guardians to participate.

- Know can opt out of participation at any time.
- Know your rights and who to report to if you feel uncomfortable, unsafe or unwell.
- Consider privacy and safety for offline and online engagement (*see tip sheet on online engagement*).
- Have clear information about any travel or accommodation arrangements.
- Have a say in choosing an adult you trust to accompany you, especially if you are attending a meeting far from your home.
- Carry contact details of the project liaison and emergency services if you are away from home.

DURING advocacy events

✓ **Be comfortable.** Wear comfortable clothes. Consider dressing in layers to prepare for fluctuating temperatures.

✓ **Introduce yourself and encourage the development of a respectful, collaborative environment** where each individual can freely express their views and be heard.

✓ **Meet and converse with the right people.** Identify and find ways to share your advocacy messages with the people you most want to influence.

✓ **Be focused.** Use opportunities available to you (e.g., being a panellist, speaker or part of a delegation) to share your story, focusing on the main problem, key solution(s) and key asks.

✓ **Understand final agreed-upon points.** Try as much as possible to be satisfied with, or at least clear about, the final agreed-upon points and next steps from the advocacy event.

✓ **Mobilize supporters** through informal networking. Request and gather contact details of other adolescent representatives and adults to support follow-up communication after the event (*see tip sheet on networking*).

✓ **If safe and relevant, use the media** to spread your messages. Make sure you understand the social media guidelines set by the organizers. If you feel comfortable, consider engaging in press conferences or interviews or using social media and messaging apps (e.g., blogs, Twitter, Facebook, Instagram, YouTube, or U-Report) to share your stories and messages and mobilize additional supporters. Use consistent hashtags when applicable.

✓ **Prioritize efforts to stay safe and well.** Inform a trusted adult if you feel uncomfortable, unsafe or unwell. Request the support you need from accompanying adult(s) and make sure you always have emergency contact details so you can contact one of the organizers (or emergency services) if needed. (*For online safety, see tip sheet on online engagement.*)

AFTER advocacy events to enhance accountable participation

✓ **Follow up and ask concerned, influential adults for feedback** regarding how they have responded to your advocacy messages.

✓ **Participate in reports.** Identify opportunities to feed into the final report and ask the organizers to share key reports/notes with adolescent representatives in accessible language(s) and formats.

✓ **Share feedback with peers,** especially those who helped you prepare for the advocacy event and other supporters. Share updates from the event, as well as results and next steps.

✓ **Reflect and learn** from your participation in the advocacy event. What was successful? What was unsuccessful? What could be done differently next time? Why? How can you use this experience to positively influence issues that are important to you and your peers?

✓ **Discuss and seek support for follow-up advocacy initiatives.** Discuss ideas with your peers and share concrete follow-up action ideas with adults to see if they can support your initiatives.

Acknowledgements: Written by Claire O’Kane, drawing upon advice and feedback from youth representatives Sara Cognuck González, Camila González, Breanna Hyde and Rasheem Martin; and UNICEF staff Marcy Levy, Fabio Friscia, Ticiana Garcia-Tapia, Jumana Haj-Ahmad, Kristine Hansen, Miles Hastie, Tanvi Jain, Marina Komarecki, Joanna Lai, Chantelle Booyesen, Maria Emilia Numer, Massimiliano Sani, and Amy Wickham. Edited by Amy Souza.

TIP SHEET FOR ADULTS ON ADOLESCENT AND YOUTH* PARTICIPATION IN CAMPAIGNS

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adults to support safe and meaningful participation of adolescents and youth in campaigns, focusing on what staff should do before, during and after the campaign. A complementary tip sheet for adolescents and youth participating in campaigns is available.

These tip sheets are part of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and civic engagement to ensure adolescents have space

(opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [[Lundy's model](#)].

Suggestions are guided by nine basic requirements developed by the [Committee on the Rights of the Child \(2009\)](#) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE a campaign is launched

✓ Identify safe ways to engage adolescents from the start!

- Ensure participation is safe and sensitive to risk (*see safeguarding considerations below*).
- Include adolescents on the planning committee to influence the agenda and campaign design to be more relevant, maximizing opportunities for adolescent participation through online and/or offline engagement.

✓ Partner with adolescents as campaign organizers, activists, journalists, influencers, designers, etc.

✓ Assign a liaison to connect with adolescent participants and provide regular communication and coordination.

✓ Ensure inclusive, equitable selection processes that enable voluntary participation of adolescents who are most affected by the campaign issue(s).

- Support representation and participation of adolescents of different genders, ages, abilities, ethnicities and backgrounds, with proactive efforts to include adolescents from marginalized groups.
- Encourage adolescents to nominate and elect representatives from their networks, if appropriate.

✓ Adequately budget for adolescent participation and representation, including but not limited to costs of preparatory and follow-up meetings, information-sharing, translation costs, in-person transport or chaperone-related costs, accommodation, and support costs (e.g., for additional needs of adolescents, such as those with disabilities and/or children, and costs of mobile airtime and internet data for adolescents). Ensure provisions for expenses/funds to be paid upfront to adolescents.

✓ Plan sufficient time for preparations with adolescent representatives. International conferences will require planning at least six months in advance to ensure transparent selection of adolescents, consultation and preparations with the constituency they represent, and sufficient time to secure passports, visas, flights, etc.

✓ Develop and share information in a transparent manner with adolescents about the background of the campaign, its purpose and timing, the intended role of adolescent representatives, the intended audience, and potential benefits for adolescents, as well as how information will be used and how relevant costs will be covered (e.g., adolescents' transport, food, refreshment, phone and internet access costs, and compensation).

✓ Share information in clear, accessible formats and local languages that participating adolescents and their parents/guardians can understand.

✓ Respect adolescents' own time commitments to study, work, leisure, etc., and plan preparatory meetings and campaign activities at times that suit them. Ensure clear communication about timelines of agreed-upon tasks.

✓ Provide training and/or support for adolescents' preparation as campaigners, organizers, activists, [advocates](#), etc. Give adolescents space and time to come together with their peers to develop and share their own ideas and experiences to inform and influence the campaign goal, slogan(s), campaign activities, and adaptation of messages to specific audiences they intend to influence (*see tip sheet for adolescents*).

✓ Ensure participation is safe and sensitive to risk. In collaboration with adolescents, assess and minimize risks and ensure child safeguarding policies and procedures are systematically applied. This includes:

- Ensuring voluntary participation, with informed assent from adolescents and informed consent from parents/guardians, and ensuring individuals are aware they can opt out if they change their mind.
- Collecting necessary medical information about adolescents (e.g., about asthma, EpiPen needs, or COVID needs/expectations) if relevant, and ensuring protection of personal information.
- Assessing risks associated with all potential campaign activities (e.g., rally, petition, boycott, theatre or radio programme) and planning ways to reduce risks. If a campaign activity is considered harmful for adolescents, identify ways to minimise harm or consider an alternative safer activity.
- Considering adolescents' physical and emotional needs.
- Setting realistic expectations and ensuring adolescents are prepared for some disappointment if the planned changes are not gained within expected time frames.
- Allocating a child safeguarding focal point and preparing with adult chaperones.
- Providing logistics and reimbursement for safe travel and accessible and safe venue arrangements.
- Planning for emergencies: lost person, health emergency, natural disaster, etc.
- ✓ Identifying campaign venues that are accessible to adolescents with disabilities (e.g., ramps, handrails, accessible toilets).
- ✓ Ensuring adolescents know their rights and know who to report to if they feel uncomfortable, unsafe or unwell. Provide them with a list of key contact numbers in case of emergency.
- ✓ Help participants feel more comfortable. Wherever possible, help adolescent campaigners visit and get familiar with the campaign event's venue or online platform (*see tip sheet on online engagement*).

DURING the campaign

- ✓ **Ensure sufficient logistic and administrative support** for safe travel and access to facilities during campaign activities. Ensure adolescents know who their liaison is for any queries, and make sure adolescents reach home safely at the end of any campaign activities.
- ✓ **Help adolescents implement campaign activities in creative ways** that suit them (e.g., using creative arts, drama or digital media).
- ✓ **Support adolescents in expressing their views, stories and priority messages** as organizers, speakers, journalists, members of task groups, etc.
- ✓ **Ensure respect for the diversity of adolescents' experiences and perspectives** that may differ based on gender, race, ethnicity, disability, age, sexual identity or other factors.
- ✓ **Ensure accountable participation:**
 - Create and support opportunities for adolescent representatives to meet and converse with influential people during the campaign.
 - Create space and modalities for adults to respond to adolescents' messages and requests.
 - Articulate next steps. Make sure all parties agree on next steps and have mutual expectations.
- ✓ **Leverage the media** to amplify adolescent perspectives and messages. Support voluntary and safe participation of adolescents in press conferences, interviews, and use of social media and messaging apps (e.g., blogs, Twitter, Facebook, Instagram, YouTube, or U-Report). Develop hashtags for social media and encourage their consistent use.
- ✓ **Prioritize safeguarding and decision-making** that are informed by the views and best interests of adolescents (*see previous considerations to ensure participation is safe and sensitive to risk*).

AFTER the campaign to enhance accountable participation

- ✓ **Reflect and learn** with adolescents about their participation in the campaign and its impact. What was successful? What was unsuccessful? What could be done differently next time? Why?
- ✓ **Ensure policymakers/practitioners share feedback with adolescents** about the extent to which they have acted upon their messages. This may require follow-up calls, meetings or emails.
- ✓ **Ensure dissemination of campaign reports to adolescents** in accessible formats. Use visual images and concise, easy-to-understand language. Wherever possible, ensure that adolescent representatives can contribute to and/or review the report(s) to ensure their perspectives receive due attention.
- ✓ **Encourage adolescent representatives to share reports and feedback with peers** in their constituency and other allies about the campaign, its results and next steps.
- ✓ **Support follow-up action.** Wherever possible, explore opportunities for longer-term follow-up and investment in collaborative and adolescent-led campaigns.

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TIP SHEET FOR ADOLESCENTS AND YOUTH* ON PARTICIPATION IN CAMPAIGNS

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adolescents and youth to support meaningful participation in campaigns. A campaign is when people work in an organized and active way towards a particular goal, usually a social or political goal. A campaign is often run over a period of time and may use different activities to try to influence change.

This tip sheet is one of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and civic engagement

to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE a campaign is launched

- ✓ **Identify issues that are most relevant and important to you.** Think about what you most want to change and improve in your school/community/society.
 - Share new and innovative ideas to mobilize and engage your peers, exploring potential options to use cultural art forms or digital media to express views, ideas and priority messages.
- ✓ **Ask questions to find out more.**
 - Identify different ways that adolescents can be part of the campaign, with some that require minimal time contributions and others that offer longer-term engagement for those who have more time and interest.
- If you are invited to be part of a campaign, ask questions to determine if it is relevant to you and your interests. Consider the question, how will I benefit from taking part?
- Make sure you have clear information about the potential roles of adolescents before and during the campaign to inform your voluntary participation.
- Remember to ask about logistics and expenses. (For example, how will travel costs or internet costs be covered?)
- ✓ **Identify ways to support inclusive participation, involving marginalized adolescents who are most affected** by the campaign topic and reaching adolescents of different genders, ages, abilities, and backgrounds. You may want to consider:
 - Encouraging the organizers to invite representatives from other marginalized groups and adolescent-led organizations (especially those who represent different gender, ability, race, ethnic, sexual identity and age groups).
 - Suggesting alternative ways to create inclusion (e.g., via video messaging or online participation).
 - Consulting with your wider network and/or other adolescents from different backgrounds to help bring different perspectives.
- ✓ **Share your ideas and suggestions to help design the campaign** in ways that respond to your interests and needs. For example:
 - ✓ **Use opportunities to gather views from your peers to be a better representative.** If you are a representative who will speak on behalf of your peers, ask adults to help you schedule meetings with your peers (especially those most affected by the campaign issue).
 - ✓ **Research and plan the campaign.** Work collaboratively with adolescents and adults to:
 - Analyse causes of the prioritized problem. For example, use a problem tree to explore the underlying and root causes and to identify how the problem affects children, adolescents, families and society.
 - Propose solutions and identify allies. Identify practical actions people can take to address the problem and reach out to supporters who are likely to join your campaign.
 - Identify which stakeholders you most want to influence through your campaign. Think about ways to tailor your campaign message(s) to your specific audience(s).
 - Make realistic campaign goals and plan activities. Create a campaign logo and slogan. Identify 'quick wins'—actions that those with decision-making power can quite easily take to improve the situation and that can be built upon by asking for bigger actions.

- ✓ **Seek support and/or training for campaign roles and activities** (if needed). For example, you may request training on public speaking (see tip sheet on public speaking) or online safety (see tip sheet on online engagement).
- ✓ **In collaboration with campaign organizers, assess potential risks and discuss and prioritize ways to remain safe.** Make sure that you:
 - Receive updated information about the campaign and that it is regularly shared with your parents/guardians, if appropriate. If you are under 18 years old, you will need informed consent from your parents/guardians to participate.
 - Assess risks associated with potential campaign activities (e.g., rally, petition, boycott, theatre, or radio programme) and plan ways to reduce risks. If a campaign activity is considered

harmful for adolescents, identify ways to minimise harm or consider an alternative safer activity.

- Have realistic expectations and are prepared for some disappointment if the planned changes are not gained within expected time frames.
- Know your rights and who to report to if you feel uncomfortable, unsafe or unwell.
- Have safe ways to travel to and from campaign activities.
- Have considered privacy and safety for offline and online engagement (see tip sheet on online engagement).
- Carry contact details of the project liaison and emergency services if you are away from home.

DURING the campaign

- ✓ **Mobilize your peers.** There is power in numbers. Work with your peers and allies to support your cause. Connect with different local groups to become part of a wider campaign (see tip sheet on networking).
- ✓ **Share and use creative approaches**, such as cultural art forms and/or digital media to mobilize supporters and share your stories and priority messages.
- ✓ **Identify opportunities to meet and converse with influential people** during the campaign.
- ✓ Ask adults to respond to adolescents' messages and requests and to share action commitments.

- ✓ **If safe and relevant, use the media to spread your campaign messages.** If it is safe enough, get involved in press conferences and interviews with journalists. Use social media (e.g., blogs, Twitter, Instagram, Facebook, YouTube) and social media influencers to share your key messages, stories and slogans. Use consistent hashtags when applicable.
- ✓ **Prioritize efforts to stay safe and well.** Inform a trusted adult if you feel uncomfortable, unsafe or unwell. Request the support you need from accompanying adult(s). (For online safety, see tip sheet on online engagement.)

AFTER the campaign to enhance accountable participation

- ✓ **Follow up and ask relevant, influential adults for feedback** regarding how they have responded to your campaign messages.
- ✓ **Contribute to any reports.** If a campaign report is being developed, identify ways you can contribute to ensure the final report includes adolescents' perspectives.
- ✓ **Share feedback with peers and allies** who joined the campaign. Develop and share clear and accessible campaign reports.

- ✓ **Reflect and learn** from your participation in the campaign. What was successful? What was unsuccessful? What could be done differently next time? Why? How can you use this experience to positively influence issues that are important to you and your peers?
- ✓ **Discuss and seek support for follow-up campaigns.** Discuss ideas with your peers and share concrete follow-up campaign ideas with adults to see if they can support your initiatives.

Acknowledgements: Written by Claire O'Kane, drawing upon advice and feedback from youth representatives Sara Cognuck González, Camila González, Breanna Hyde and Rasheem Martin; and UNICEF staff Marcy Levy, Fabio Friscia, Ticiana Garcia-Tapia, Jumana Haj-Ahmad, Kristine Hansen, Miles Hastie, Tanvi Jain, Marina Komarecki, Joanna Lai, Chantelle Booyesen, Maria Emilia Numer, Massimiliano Sani, and Amy Wickham. Edited by Amy Souza.

TIP SHEET FOR ADULTS ON ADOLESCENT AND YOUTH* PARTICIPATION IN POLICY DIALOGUE WITH AUTHORITIES

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adults to support safe and meaningful participation of adolescents and youth in policy dialogues with authorities, focusing on what staff should do before, during and after the policy dialogue. A complementary tip sheet for adolescents and youth participating in policy dialogues is available.

These tip sheets are part of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and

civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the [Committee on the Rights of the Child \(2009\)](#) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE the policy dialogue

✓ Identify safe ways to engage adolescents as partners from the start!

- Engage adolescents to help set the agenda, design policy dialogue session(s), determine who to invite and determine timing and approaches.

✓ Advocate for regular working sessions between policymakers and adolescent representatives, rather than one-off meetings, to increase opportunities for respectful and accountable participation.

✓ Assign a liaison to connect with adolescent participants and provide regular communication and coordination.

✓ Ensure inclusive, equitable selection processes that enable voluntary participation of adolescents who are most affected by the policy issue(s) being discussed.

- Support representation and participation of adolescents of different genders, ages, abilities, ethnicities and backgrounds, with proactive efforts to include adolescents from marginalized groups.
- Encourage adolescents to nominate and elect representatives from their networks, if appropriate.

✓ Adequately budget for adolescent participation and representation, including but not limited to costs of preparatory and follow-up meetings, information-sharing, translation costs, in-person transport or chaperone-related costs, accommodation, and support costs (e.g., for additional needs of adolescents, such as those with disabilities and/or children, and costs of mobile airtime and internet data for adolescents). Ensure provisions for expenses/funds to be paid upfront to adolescents.

✓ Develop and share information in a transparent manner with adolescents about the background of the policy dialogue, its purpose and timing, the intended role of adolescent representatives and intended audience, and potential benefits for adolescents, as well as how information will be used and how relevant costs will be covered (e.g., adolescents' transport, food, refreshment, phone and internet access costs and compensation).

✓ Share information in clear, accessible formats and local languages that participating adolescents and their parents/guardians can understand.

✓ Avoid having English language as a criterion for nomination of adolescent representatives, as this is a barrier to inclusive participation. Encourage everyone to use clear and easy-to-understand language, and support translation and interpretation (including sign language) if required.

✓ Target the right people. Seek feedback from adolescents to target duty bearers with the power to make policy or practice changes on issues affecting adolescents.

✓ Respect adolescents' own time commitments to study, work, leisure, etc., and plan preparatory meetings and policy dialogues at times that suit them and/or offer multiple choices when scheduling meetings. Ensure clear communication about timelines of agreed-upon tasks.

✓ Allow time to prepare. Ensure adolescent representatives have time to prepare before meeting with policymakers. Give them time and space, as well as training and mentoring when needed to:

- Discuss and identify their key messages to improve policies/practices.

- Explore why such improvements are important and to prepare supporting arguments.
- Strengthen their communication, presentation and negotiation skills.
- ✓ **Prepare and train adults** (organizers, policymakers) to provide a safe and respectful space for adolescents to participate, ensuring attitudes and language (verbal and body language) that demonstrate readiness to listen to adolescents and to take their views seriously.
- ✓ **Ensure participation is safe and sensitive to risk.** In collaboration with adolescents, assess and minimize risks and ensure child safeguarding policies and procedures are systematically applied. This includes:
 - Ensuring voluntary participation, with informed assent from adolescents and informed consent from parents/guardians, and ensuring individuals are aware that they can opt out if they change their mind.
 - Assessing risks associated with direct engagement with authorities and ways to reduce those risks.
- Ensuring realistic expectations of adolescents about opportunities.
- Allocating a child safeguarding focal point and preparing with adult chaperones to consider adolescents' physical and emotional needs.
- Providing logistics and reimbursement for safe travel and accessible and safe accommodation arrangements¹.
- Identifying meeting venues that are accessible to adolescents with disabilities (e.g., ramps, handrails, accessible toilets).
- Ensuring adolescents know their rights and know who to report to if they feel uncomfortable, unsafe or unwell. Provide them with a short list of key contact numbers in case of emergency.
- ✓ **Help participants feel more comfortable.** Wherever possible, help adolescent representatives visit and get familiar with the policy dialogue venue or online platform in advance (*see tip sheet on online engagement*).

DURING the policy dialogue

- ✓ **Ensure sufficient logistic and administrative support.** Ensure adolescents know who their liaison is for any queries. If there is any travel, make sure adolescents travel and reach home safely.
- ✓ **Help create a friendly, collaborative working session,** ensuring:
 - Icebreaker introductions to get to know one another.
 - Respect for different views and trust-building.
 - Sufficient time for discussion among participants, including opportunities for small group breakout discussions.
 - Possible use of creative arts and other interactive methods to express views.
- ✓ **Ensure respect for the diversity of adolescents' experiences and perspectives** that may differ based on gender, race, ethnicity, disability, age, sexual identity or other factors.
- ✓ **Ensure accountable participation.**
 - Create space and modalities for adults to respond to adolescents' messages and recommendations.
 - Make sure all parties agree on next steps and have mutual expectations.
- ✓ **Prioritize safeguarding and decision-making** that are informed by the views and best interests of adolescents (*see previous considerations to ensure participation is safe and sensitive to risk*).

AFTER the policy dialogue to enhance accountable participation

- ✓ **Reflect and learn with adolescents** about their participation in the policy dialogue and its impact. What was successful? What was unsuccessful or challenging? What could be done differently next time? Why?
- ✓ **Encourage adolescent representatives to share feedback with peers** in their constituency and other allies about the conference, its results and next steps.
- ✓ **Ensure policymakers/practitioners share feedback with adolescents** about the extent to which they have acted upon their messages. This may require follow-up calls, meetings or emails.
- ✓ **Support follow-up action.** Wherever possible, explore opportunities for longer-term follow-up and investment in collaborative and adolescent-led action or advocacy initiatives.

Acknowledgements: Written by Claire O'Kane, drawing upon advice and feedback from youth representatives Sara Cognuck González, Camila González, Breanna Hyde and Rasheem Martin; and UNICEF staff Marcy Levy, Fabio Friscia, Ticiania Garcia-Tapia, Jumana Haj-Ahmad, Kristine Hansen, Miles Hastie, Tanvi Jain, Marina Komarecki, Joanna Lai, Chantelle Booyesen, Maria Emilia Numer, Massimiliano Sani, and Amy Wickham. Edited by Amy Souza.

1. For international events, this may require timely applications to secure passports/identity papers, visas, flights, etc.

TIP SHEET FOR ADOLESCENTS AND YOUTH* ON PARTICIPATION IN POLICY DIALOGUE WITH AUTHORITIES

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adolescents and youth to support meaningful participation and representation (of their peers) in policy dialogue with the authorities. Policy dialogues are purposeful meetings involving people who develop or update policies and other interested people who are invited to share their views and suggestions. The purpose of a policy dialogue is to suggest improvements to a specific policy and/or the way it is implemented and monitored.

This tip sheet is one of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build

upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE the policy dialogue

✓ Ask questions to find out more.

- If you are invited to participate in a policy dialogue with authorities, ask questions to determine if it is relevant to you and your interests. Consider the question, how will I benefit from taking part?
- Make sure you have clear information about the potential roles of adolescents before and during the policy dialogue to inform your voluntary participation.
- Remember to ask about logistics and expenses. (For example, how will travel costs or internet costs be covered?)

✓ Increase inclusion, representation and participation of marginalized adolescents who are most affected by the issue(s) being discussed in the policy dialogue. You may want to consider:

- Encouraging the organizers to invite representatives from other marginalized groups.
- Suggesting alternative ways to create inclusion (for example, via video messaging or online participation).
- Consulting with your wider network and/or other adolescents from different backgrounds to help bring different perspectives.
- Promoting election of representatives from adolescent-led groups with opportunities for diverse representation (considering gender, age, race, ethnicity, abilities, etc.).

✓ Share your ideas and suggestions to help design the policy dialogue agenda and methods in ways that respond to adolescents' interests and needs. For example:

- Get involved in core planning teams.
- Consider using creative methods or cultural art forms to express views, ideas, and priority messages and to enhance dialogue on your priority concerns.

✓ Use opportunities to gather views from your peers to be a better representative. If you are a representative who will speak on behalf of your peers, ask adults to help you schedule preparatory meetings with your peers (especially those most affected by the policy issue). Together you can:

- Discuss why the policy is important to you.
- Discuss how the policy affects adolescents from different backgrounds. Does it affect adolescents differently based on their gender, age, disability, race, ethnicity, family income, education level, etc.?
- Discuss and identify specific changes to improve the policy/practice.
- If possible, gather data (facts, stories) to support your recommendations.

✓ Seek support and/or training to strengthen your communication, negotiation and problem-solving skills (see tip sheets on public speaking, adolescent participation in advocacy events, and adolescent participation in document reviews).

✓ **In collaboration with organizers, assess potential risks and discuss and prioritize ways to keep safe.** Make sure that you:

- Receive information about the policy and that it is shared with your parents/guardians, if appropriate. If you are under 18 years old, you will need informed consent from your parents/guardians to participate.
- Know your rights and who to report to if you feel uncomfortable, unsafe or unwell.

- Consider your privacy and safety for offline and online engagement (see *tip sheet on online engagement*).
- Have clear information about safe travel arrangements to and from the policy session.
- Carry contact details of the project liaison and emergency services if you are away from home.

DURING the policy dialogue

✓ **Be comfortable.** Wear comfortable clothes. Consider dressing in layers to prepare for fluctuating room temperatures.

✓ **Introduce yourself and encourage the development of a respectful, collaborative environment** where each individual can freely express their views and be heard.

✓ **Be specific and ask for what you want.** Tell policymakers the specific changes you recommend to improve the policy or practice. Explain why you care about the issue and how the proposed changes will improve people's lives in your community/country.

✓ **Listen to others carefully,** recognize their position, and find common ground to have a constructive working session.

✓ **Ask the audience to share feedback** with you to be accountable to you and your peers. Try to influence and be clear about the final agreed-upon points and next steps from the policy dialogue.

✓ **Prioritize efforts to stay safe and well.** Inform a trusted adult if you feel uncomfortable, unsafe or unwell. Request the support you need from accompanying adults and make sure you always have emergency contact details so you can contact one of the organizers or emergency services if needed. (*For online safety, see tip sheet on online engagement.*)

AFTER the policy dialogue to enhance accountable participation

✓ **Follow up and ask for feedback** from policymakers about how they have responded to your suggestions.

✓ **Share feedback with peers,** especially those who helped you prepare for the policy dialogue and other supporters. Share updates from the policy dialogue, as well as results and next steps.

✓ **Reflect and learn** from your participation in the policy dialogue and its impact. What was successful? What was unsuccessful? What could be done differently next time? Why? How can you

use this experience to positively influence issues that are important to you?

✓ **Discuss and seek support for follow-up action initiatives.** Discuss ideas with your peers and share concrete follow-up action ideas with adults to see if they can support your initiatives.

✓ **Advocate for regular meetings** among adolescent representatives and government officials.

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TIP SHEET FOR ADULTS ON ADOLESCENT AND YOUTH* PARTICIPATION IN PUBLIC SPEAKING AND INTERVIEWS

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adults to support safe and meaningful participation of adolescents and youth in public speaking or interviews, focusing on what staff should do before, during and after the event. A complementary tip sheet for adolescents participating in public speaking or interviews is available.

These tip sheets are part of a series designed in collaboration with adolescents and youth¹ to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and

civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE public speaking or interviews

- ✓ **Identify safe ways to engage adolescents as partners from the start!** Engage adolescents to help choose topics of importance, seek out public speaking and interview opportunities, and determine who to invite as audience members.
- ✓ **Assign a liaison** to connect with adolescent participants and provide regular communication and coordination.
- ✓ **Ensure inclusive, equitable selection processes** that enable voluntary participation of adolescents who are most affected by the issue(s) being addressed through the interview or public speaking opportunity.
 - Support representation and participation of adolescents of different genders, ages, abilities, ethnicities and backgrounds, with proactive efforts to include adolescents from marginalized groups.
 - Encourage adolescents to nominate and elect representatives from their networks, if appropriate.
- ✓ **Adequately budget** for adolescent participation and representation, including but not limited to costs of preparatory and follow-up meetings, information-sharing, translation costs, in-person transport or chaperone-related costs, accommodation, and support costs (e.g., for additional needs of adolescents, such as those with disabilities and/or children, and costs of mobile airtime and internet data for adolescents). Ensure provisions for expenses/funds to be paid upfront to adolescents.
- ✓ **Develop and share information in a transparent manner with adolescents** about the background of the public speaking or interview opportunity, its purpose and timing, the intended role of adolescent representatives and intended audience, potential benefits for adolescents, ground rules set by the organization or media outlet,¹ and how relevant costs will be covered (e.g., adolescents' transport, food, refreshment, phone and internet access costs, and compensation).
- ✓ **Share information** in accessible formats and local languages that participating adolescents and their parents/guardians can understand.
- ✓ **Avoid having English language as a criterion** for nomination of adolescent representatives, as this is a barrier to inclusive participation. Encourage everyone to use clear and easy-to-understand language, and support translation and interpretation (including sign language) if required.
- ✓ **Ensure public speaking venues or online platforms are inclusive of adolescents with disabilities.**
- ✓ **Provide space and time for adolescent representatives to prepare**, so they can identify, develop and practise what they want to say without undue influence from adults. Wherever possible, support pre-meetings among adolescents so they can better represent their peers.
- ✓ **Offer training and/or tips to adolescents** on effective public speaking (*see tip sheet for adolescents*).
- ✓ **Prepare adults** (organizers, interviewers) to ensure ethical and respectful interviews with adolescents using open questions, attitudes and body language that demonstrate readiness to listen to adolescents and to take their views seriously.
- ✓ **Ensure realistic expectations of adolescents.** Adolescents need to be prepared that shorter, edited versions of their interview (or of recorded versions of their public speech) may be extracted and disseminated instead of the full interview/speech. Wherever possible respect adolescents' suggestions about which parts of the interview/speech to maintain if shorter edited versions

are produced. Be honest about what is within your control and what is not.

- ✓ **Ensure participation is safe and sensitive to risk.** In collaboration with adolescents, assess and minimize risks and ensure child safeguarding policies and procedures are systematically applied. This includes:
 - Ensuring voluntary participation, with informed assent from adolescents and informed consent from parents/guardians, and ensuring individuals are aware that they can opt out if they change their mind.

- Ensuring realistic expectations of adolescents.
- Allocating a child safeguarding focal point and preparing adult chaperones to consider adolescents' physical and emotional needs.
- Ensuring adolescents know their rights and know who to report to if they feel uncomfortable, unsafe or unwell. Provide them with a short list of key contact numbers in case of emergency.

- ✓ **Help participants feel more comfortable.** Wherever possible, help adolescent public speakers visit and get familiar with the venue or online platform (*see tip sheet on online engagement*).

DURING the public speaking or interview

- ✓ **Ensure sufficient logistic and administrative support.** Ensure adolescents know who their liaison is for any queries. If there is any travel, make sure adolescents travel and reach home safely.
- ✓ **Encourage adolescent representatives to keep focused and calm** (*see adolescent tip sheet*).
- ✓ **Ensure voluntary and safe participation.** Remind adolescents that they have the right to withdraw if they do not feel comfortable and that, during interviews, they can choose which questions to answer. Ensure adolescents know who to tell if they feel uncomfortable, unsafe or unwell.
- ✓ **Ensure respect for the diversity of adolescents' experiences and perspectives** that may differ based on gender, race, ethnicity, disability, age, sexual identity or other factors.

- ✓ **Create opportunities for influential adults to respond** to adolescents' speeches.
- ✓ **Leverage the media** to amplify adolescents' perspectives and messages. Support voluntary and safe participation of adolescents in press conferences, interviews, and use of social media and messaging apps (e.g., blogs, Twitter, Facebook, Instagram, YouTube, or U-Report) to mobilize additional supporters. Develop hashtags for social media and encourage their consistent use.
- ✓ **Prioritize safeguarding and decision-making** that are informed by the views and best interests of adolescents (*see previous considerations to ensure participation is safe and sensitive to risk*).

AFTER the public speaking or interviews to enhance accountable participation

- ✓ **Ensure opportunity to validate.** Wherever possible, provide adolescents with a recording of their interview/public speech. Provide them with the opportunity to edit out anything they said that they do not want to be included (if possible).
- ✓ **Share updates with adolescents** about how and where the interview/speech was shared and what influence it had.

- ✓ **Encourage feedback.** Encourage adolescent representatives to share feedback with their peers and allies.
- ✓ **Reflect and learn with adolescents** about their participation in the public speaking or interview opportunity and its impact. What was successful? What was unsuccessful or challenging? What could be done differently next time? Why?

Acknowledgements: Written by Claire O'Kane, drawing upon advice and feedback from youth representatives Sara Cognuck González, Camila González, Breanna Hyde and Rasheem Martin; and UNICEF staff Marcy Levy, Fabio Friscia, Ticiana Garcia-Tapia, Jumana Haj-Ahmad, Kristine Hansen, Miles Hastie, Tanvi Jain, Marina Komarecki, Joanna Lai, Chantelle Booyesen, Maria Emilia Numer, Massimiliano Sani, and Amy Wickham. Edited by Amy Souza.

1. For example, any opportunities for adolescents to validate what is and is not included in the interview/publication and/or if the content they share cannot be edited or changed.

TIP SHEET FOR ADOLESCENTS AND YOUTH* ON PARTICIPATION IN PUBLIC SPEAKING AND INTERVIEWS

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adolescents and youth to support meaningful participation in public speaking and interviews. Public speaking is when someone performs a speech to a group of listeners, usually to a live audience. An interview is a structured conversation during which one person (the interviewer) asks another person (the interviewee) questions, and the person being interviewed shares their responses.

This tip sheet is one of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines

for adolescent participation and civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE public speaking or interviews

✓ Ask questions to find out more.

- If you are invited to be a public speaker or to give an interview, ask questions to determine if the opportunity is relevant to you and your interests. Consider the question, how will I benefit from taking part?
- Make sure you have clear information about the potential roles of adolescents as public speakers or interviewees to inform your voluntary participation.
- Remember to ask about logistics and expenses. (For example, how will travel costs or internet costs be covered?)

✓ Identify ways to support inclusive participation, involving marginalized adolescents who are most affected by the interview or public speech topic and reaching out to adolescents of different genders, ages, abilities, and backgrounds. You may want to consider:

- Encouraging organizers to invite representatives from other marginalized groups.
- Suggesting alternative ways to create inclusion (for example, via video messaging or online participation of adolescents).
- Consulting with your wider network and/or other adolescents from different backgrounds to help bring different perspectives.
- Giving other adolescent representatives a chance to represent their peers if you have already been a public speaker/interviewee.

- Promoting election of representatives from adolescent-led groups, with opportunities for diverse representation (considering gender, age, race, ethnicity, abilities, etc.).

✓ Use opportunities to gather views from your peers to be a better representative. If you are a representative who will speak on behalf of your peers, ask adults to help you schedule meetings with your peers, especially those most affected by the issues being discussed.

- Discuss and prioritize your most important issues/problems/solutions.
- Explore and analyse the causes of the prioritized problem and potential solutions.
- Identify which stakeholders you most want to influence through your speech/interview.
- Think about how you can tailor your main messages to your specific audience. (Aim for between one and four key messages).
- Identify real stories that illustrate your priority and message(s), as people connect and are often more ready to act when they hear persuasive and emotive stories.

✓ Seek support and/or training to prepare as a public speaker or interviewee.

- Practise your speech until you feel comfortable. Use role play, record yourself with your phone, or use other methods to practise in your role as a speaker. Seek feedback.

- If relevant, watch online videos about public speaking skills to help you feel more comfortable to speak publicly.
- Talk to the person who will interview you and discuss the questions that you will be asked, or at least agree on the first question.
- If you cannot connect with the interviewer beforehand, prepare answers to challenging questions that might come up in the interview.
- Be sure to conclude your interview or public speech with the main key message you have for the audience.
- ✓ **In collaboration with organizers, assess potential risks and discuss and prioritize ways to keep safe** during the public speech or interview. Make sure that you:
 - Receive information about the conference and that it is shared with your parents/guardians, if appropriate. If you are under 18 years old, you will need informed consent from your parents/guardians to participate.
 - Know your rights and know who to report to if you feel uncomfortable, unsafe or unwell.
 - Consider your privacy and safety for offline and online engagement (see *tip sheet on online engagement*).
- ✓ Have clear information about any travel or accommodation arrangements.
- ✓ Carry contact details of the project liaison and emergency services if you are away from home.

DURING the public speaking or interview

- ✓ **Be comfortable.** Wear comfortable clothes. Consider dressing in layers to prepare for fluctuating temperatures. Avoid wearing sunglasses during a media interview, even if it takes place outdoors. If possible, visit the venue before your public speech to familiarize yourself with the set-up.
- ✓ **Try to remain calm.** Believe in yourself, and tell yourself you can do this. If you feel worried, find a friendly face in the audience. Take a few deep breaths to calm yourself before you start. Think of why you are there and focus on the message you want to put across.
- ✓ **Be present and focused.** Use your time wisely to share your story, focusing on the main problem, key solution(s) and key asks.
- ✓ **Ask for what you need.** For example, you can ask for more time to think or ask to come back to a question at the end.
- ✓ **Start strong.** Consider beginning with a relevant brief story or famous quote to grab attention.
- ✓ **Be yourself and share your passion.** Listeners will be more receptive when you are true to yourself and when your personality and passion for what you believe shines through.
- ✓ **Avoid reading** from a script if possible, but consider using main points to remind you of what you want to say. Avoid using a lot of PowerPoint slides or other detailed presentations.
- ✓ **Maintain eye contact** with your audience if you can. Be aware of your body language and try to use your usual day-to-day expressions.
- ✓ **Ensure a strong closing** to a public speech. Think about what you want your audience to feel or do, and use this to prepare strong closing words for a call to action.
- ✓ **If safe and relevant, use the media** to spread your messages. Make sure you understand the social media guidelines set by the conference organizers. If is safe enough, consider engaging in press conferences or interviews or using social media and messaging apps (e.g., blogs, Twitter, Facebook, Instagram, YouTube, U-Report, etc.). Use consistent hashtags when applicable.
- ✓ **Prioritize efforts to stay safe and well.** Inform a trusted adult if you feel uncomfortable, unsafe or unwell. (*For online safety, see tip sheet on online engagement*).

AFTER the public speaking or interviews to enhance accountable participation

- ✓ **Request, review and validate.** Request a copy of the interview/speech recording if one was made. Review and validate what you said. If there is anything that you do not want to be included in the recording, ask organizers to edit out this part, if possible.
- ✓ **Follow up and ask concerned, influential adults for feedback** regarding how they have responded to and/or used your speech/interview.
- ✓ **Share feedback and follow-up ideas with peers**, especially those who helped you prepare.
- ✓ **Reflect and learn** from your participation and its impact. What was successful? What was unsuccessful? What could be done differently next time? Why?
- ✓ **Discuss and seek support for follow-up action initiatives.** Discuss ideas with your peers and share concrete follow-up action ideas with adults to see if they can support your initiatives.

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TIP SHEET FOR ADULTS ON ADOLESCENT AND YOUTH* PARTICIPATION IN PRODUCING AUDIO OR VIDEO RECORDINGS

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adults to support safe and meaningful participation of adolescents and youth in producing audio or video recordings. This may include adults interviewing and showcasing adolescents in audio or video formats, as well as helping adolescents produce their own audio or video recordings.

A complementary tip sheet for adolescents and youth producing audio or video recordings is available. These tip sheets are part of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines

for adolescent participation and civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the [Committee on the Rights of the Child \(2009\)](#) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE starting the audio or video recording

- ✓ **Identify safe ways to engage adolescents as partners from the start!** Engage adolescents to help set the agenda for the audio or video recording and to design the storyline to be more relevant to their interests.
- ✓ **Assign a liaison** to connect with adolescent participants and provide regular communication and coordination.
- ✓ **Ensure inclusive, equitable selection processes** that enable voluntary participation of adolescents who are most affected by the issue(s) being addressed.
 - Support representation and participation of adolescents of different genders, ages, abilities, ethnicities and backgrounds, with proactive efforts to include adolescents from marginalized groups.
 - Encourage adolescents to nominate and elect representatives from their networks, if appropriate.
- ✓ **Plan sufficient time, resources, and budget** for adolescent participation in audio and video production, including time for preparatory meetings, access to quality recording equipment, and costs for subtitles, follow-up meetings, compensation and/or expenses incurred by adolescents, etc. Ensure provisions for expenses/funds to be paid upfront to adolescents.
- ✓ **Develop and share information in a transparent manner with adolescents** about the background of the audio or video recording, its intended purpose and time frame, the intended role of adolescent representatives and intended audience, intended benefits for adolescents, how and where the audio/video recordings will be shared, whether identifying information of adolescents will or will not be displayed, equipment and support provided to produce audio or video recordings, and how relevant costs will be covered (e.g., transport, food, phone and internet access costs, etc.).
- ✓ **Share information** in accessible formats and local languages that participating adolescents and their parents/guardians can understand.
- ✓ **Avoid having English language as a criterion** for nomination of adolescent representatives, as this is a barrier to inclusive participation. Encourage everyone to use clear and easy-to-understand language, and support translation and interpretation (including sign language) if required.
- ✓ **Engage facilitators with technical expertise to train and mentor adolescents** in producing quality audio/video recordings.
- ✓ **Inform adolescents about the importance of good script-writing, production and editing** to ensure short, focused and appealing recordings that have an engaging start to get people's attention and a powerful ending to inspire action.
- ✓ **Ensure realistic expectations of adolescents.** Make sure adolescents understand that shorter, edited versions may be extracted and disseminated instead of the full audio or video recording. Wherever possible, respect adolescents' suggestions about which parts of the audio or video recording to maintain when shorter, edited versions are produced.

- ✓ **Ensure time for adolescent preparations.** Ensure that adolescents have time to prepare their story and key messages before recording. Give adolescents space and time to develop and adapt their messages to the specific audience(s) they want to influence and to practise making their recordings in front of a camera.
- ✓ **Prepare adults** (technical producers, interviewers) to provide a safe and respectful space for adolescents to participate, ensuring attitudes and language (verbal and body language) that demonstrate readiness to listen to adolescents and to take their views seriously.
- ✓ **Ensure participation is safe and sensitive to risk.** In collaboration with adolescents, assess and minimize risks and ensure child safeguarding policies and procedures are systematically applied. This includes:
 - Ensuring voluntary participation, with informed assent from adolescents and informed consent from parents/guardians, and ensuring adolescents have sufficient information, time and space to freely decide if they want to be part of an audio or video recording and that they know they can opt out if they change their mind.
 - Ensuring each individual's right to dignity and privacy is respected in the audio/video recordings, particularly if sensitive issues are being discussed (e.g., do not show faces).
 - Allocating a child safeguarding focal point and preparing adult chaperones to consider adolescents physical and emotional needs.
 - Ensuring adolescents know their rights and know who to report to if they feel uncomfortable, unsafe or unwell. Provide them with a short list of key contact numbers in case of emergency.

DURING producing audio or video recordings

- ✓ **Ensure sufficient logistic and administrative support.** Ensure adolescents know who their liaison is for any queries. If there is any travel, make sure adolescents travel with a chaperone and reach home safely.
- ✓ **Provide technical support and training to adolescents** to develop quality audio or video recordings on issues that are relevant to them (*see adolescent tip sheet on producing audio or video recordings*).
- ✓ **Encourage voluntary and safe participation.** Remind adolescents that they have the right to withdraw if they do not feel comfortable having their voice recorded, being filmed on video, or having their audio/video recording aired. Also ensure that adolescents know who to tell if they feel uncomfortable, unsafe or unwell.
- ✓ **Ensure respect for the diversity of adolescents' experiences and perspectives** that may differ based on gender, race, ethnicity, disability, age, sexual identity or other factors.
- ✓ **Support opportunities for adolescent-led editing** wherever possible. For example, in addition to editing audio or video messages for specific adult audiences, adolescents may want to create other versions that target adolescents, parents/caregivers or other groups.

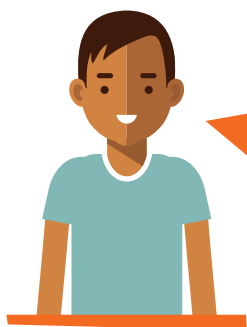
AFTER producing audio or video recordings to ensure accountable participation

- ✓ **Ensure opportunity to validate.** Provide adolescents with a rough cut copy of their audio/video recording and give them the opportunity to share feedback that informs the final edit.
- ✓ **Reflect and learn with adolescents** about their participation in the recording and its impact. What was successful? What was unsuccessful or challenging? What could be done differently next time? Why?
- ✓ **Support the dissemination of adolescents' audio and video messages.**
- ✓ **Gather feedback from adults.** Encourage adult policymakers and practitioners to watch and listen to the audio/video recordings and to share their feedback.
- ✓ **Support follow-up action.** Wherever possible, explore opportunities for longer-term follow-up and investment in collaborative and adolescent-led action or advocacy initiatives.

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TIP SHEET FOR ADOLESCENTS AND YOUTH* ON PARTICIPATION IN PRODUCING AUDIO OR VIDEO RECORDINGS

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adolescents to support meaningful participation in producing audio or video recordings. This may include adults interviewing and showcasing adolescents in audio or video formats, as well as supporting adolescents to produce their own audio or video recordings. If you are in full control of the audio or video production process, you have more freedom to follow the tips you consider relevant. If you have been invited by adults to produce an audio or video recording, you can negotiate with the organizers to request information and to have a say on the various points described here.

This tip sheet is one of a series designed in collaboration with adolescents and youth to support their meaningful

participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE starting the audio or video recording

- ✓ **Ask questions to find out more.** If you decided or have been asked to produce an audio or video recording, ask questions to find out more to determine if the opportunity is relevant to you and your interests. Make sure you have clear information about the potential roles of adolescents to inform your voluntary participation.
 - What is the intended purpose of the audio or video recording? Is there already an intended audience?
 - Do adolescents have freedom to decide what the audio/video is about, or are there limits to the topic you can choose?
 - Can adolescents be involved in each stage of the process of planning the audio/video recording, editing, and dissemination?
 - Are there ways to protect your identity in the recording?
 - What is the time frame to produce the recording?
 - Will any training, support or access to equipment be provided to adolescents?
 - Will there be any compensation for logistics or other costs (For example, will internet costs be covered?)
- ✓ **Identify ways to support inclusive participation, involving marginalized adolescents who are most affected** by the topic of the audio/video recording. You may want to consider:
 - Encouraging the organizers to invite representatives from other marginalized groups.
 - Consulting with your wider network and/or other adolescents from different backgrounds to help bring different perspectives.
 - Promoting election of representatives from adolescent-led groups, with opportunities for diverse representation (considering gender, age, race, ethnicity, abilities, etc.).
- ✓ **Define your goal and prepare your story.** Decide the main story for your audio or video. Wherever possible, meet with other adolescent representatives, peers or allies to:
 - Discuss and prioritize your most important issue/problem/solution.
 - Explore and analyse the causes of the prioritized problem and potential solutions.
 - Identify the most important message(s) you want to convey through your recording.
 - Identify real stories that illustrate your priority and message(s), as people often are more ready to act when they hear persuasive and emotive stories. But think about how to protect individuals' privacy and identity, if necessary.

✓ Identify the audience and tailor messages.

- Identify the audiences you most want to influence through your recording and why.
- Consider if there are other allies you would like to reach.
- Think about how you can tailor your story and messages to most effectively reach your specific audiences. What sort of format, style, or message may work best? Choose the best message and messengers that are most likely to motivate your audience to take action.

✓ Influence decisions about your preferred format. Consider the advantages and disadvantages of audio or video. For example, audio recordings may protect people's anonymity, but videos may be more engaging and reach a wider audience.

✓ In collaboration with organizers, assess potential risks and discuss and prioritize ways to keep safe when being part of audio or video recordings. Make sure that you:

- Receive information about the audio or video and that it is shared with your parents/guardians, if appropriate. If you are under 18 years old, you will need informed consent from your parents/guardians to participate.
- Have enough information, time and space to freely decide if you want to participate in the audio or video recording. Be aware of what your rights are in terms of withdrawing if you change your mind and do not want your audio/video recording to be used.
- Know who to contact if you feel uncomfortable, unsafe or unwell during the production process.
- Carry contact details of the project liaison and emergency services if you are away from home.

DURING the audio or video production process

✓ Seek guidance from professionals on audio/video interview and production technical tips:

- If creating a narrative piece or public service announcement, plan ahead so you can tell your story with a beginning, middle, and end.
- Try to shoot videos in places where there is good lighting.
- Avoid recording in a noisy place.
- Consider using an external microphone for better quality.
- Keep the camera steady.
- If interviewing subjects, ask them to look at someone standing at eye level with the camera lens.

- See tip sheet on participating in interviews if you are the interviewee.

✓ Edit for a short, focused and engaging recording. Record your stories focusing on the main problem, key solutions and key asks (what you want your audience to do). Edit to make the audio or video short and engaging. Ensure that you have an engaging start to get people's attention and a powerful end to inspire action.

✓ Choose the right times and places to share your recording to reach your audience. If it is safe enough, use social media to share recordings with a wider audience. Consider adding subtitles in other languages to reach wider audiences.

✓ Prioritize efforts to stay safe and well. Inform a trusted adult if you feel uncomfortable, unsafe or unwell during the production process. (For online safety, see tip sheet on online engagement).

AFTER producing audio or video recordings to ensure accountable participation

✓ Request, review and validate. Request a copy of the audio or video recording if you have not seen the proposed final version. Review and validate. If there is anything you said that you do not want to be included, inform the organizers to edit out this part, if possible.

✓ Ensure that you have access to the final product.

✓ Support the dissemination of the audio or video recording. For example, share links to the recording on social media.

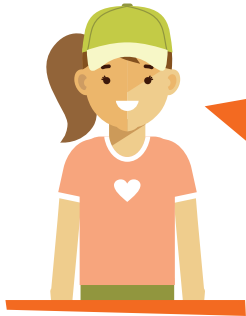
✓ Follow up and ask concerned, influential adults for feedback regarding how they have responded to your audio/video recording.

✓ Reflect and learn from your audio/video production experience and its impact. What was successful? What was unsuccessful? What could be done differently next time? Why?

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TIP SHEET FOR ADULTS ON ADOLESCENT AND YOUTH* PARTICIPATION IN DOCUMENT REVIEWS

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adults to support safe and meaningful participation of adolescents and youth in document reviews. A complementary tip sheet for adolescents and youth participating in document reviews is available.

These tip sheets are part of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and civic engagement to ensure adolescents have space

(opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE the document review

- ✓ **Identify safe ways to engage and partner with adolescents from the start!** Engage with adolescents to help set the agenda, design document review sessions, determine who to invite, and determine timing and approaches.
 - Support representation and participation of adolescents of different genders, ages, abilities, ethnicities and backgrounds, with proactive efforts to include adolescents from marginalized groups.
 - Encourage adolescents to nominate and elect representatives from their networks, if appropriate.
- ✓ **Assign a liaison** to connect with adolescent participants and provide regular communication and coordination.
- ✓ **Support inclusive participation opportunities.** Identify and engage adolescent representatives who are most affected by the policy/practice document being reviewed.
 - Share the intended role of adolescent representatives and how their feedback will be used.
 - Explain how and where the document will be used.
 - Be clear about deadlines and time commitments needed from adolescents.
 - Let adolescents know whether there is any compensation offered and how relevant costs will be covered (e.g., transport, food, refreshment, phone or internet-related expenses).
- ✓ **Adequately budget** for adolescent participation and representation, including but not limited to costs of preparatory and follow-up meetings, information-sharing, translation costs, and support costs (e.g., for additional needs of adolescents, such as those with disabilities and/or children, and costs of mobile airtime and internet data for adolescents). Ensure provisions for expenses/funds to be paid upfront to adolescents.
- ✓ **Share information** in accessible formats and local languages that participating adolescents and their parents/guardians can understand.
- ✓ **Respect adolescents' own time commitments** to study, work, leisure, etc., and allow them sufficient time to review the document. If possible, help adolescents come together in small groups to discuss and review the document together, and allow additional time for adolescent representatives to consult, gather and share feedback from their peers.
- ✓ **Develop and share information in a transparent manner with adolescents** and facilitators about the background of the policy or practice document and the purpose of the document review, as well as the structure and content of the document to be reviewed.
 - Highlight specific areas where adolescents' commentary and involvement will be most valued.
 - **Prepare adults** to provide a safe and respectful space for adolescents to participate, ensuring attitudes and body language that demonstrate readiness to listen to adolescents and to take their views seriously.
 - **Ensure participation is safe and sensitive to risk.** In collaboration with adolescents, assess and minimize risks and ensure child safeguarding policies and procedures are systematically applied. This includes:
 - Ensuring voluntary participation with informed assent from adolescents and informed consent from parents/guardians, and ensuring adolescents are aware they can opt out if they change their mind.

- Ensuring realistic expectations of adolescents.
- Allocating a child protection focal point and preparing adult chaperones to consider adolescents' physical and emotional needs.
- Ensuring adolescents know their rights and know who to report to if they feel uncomfortable, unsafe or unwell. Provide them with a short list of key contact numbers in case of emergency.

DURING the document review

- ✓ **Ensure sufficient logistic and administrative support.** Ensure adolescents know who their liaison is for any queries. If there is any travel, make sure adolescents travel with a chaperone and reach home safely.
- ✓ **Make it easier for adolescents to collectively review documents** by using practical activities, movement discussions (e.g., strongly agree, agree, disagree, strongly disagree) and energizers.
- ✓ **Use formats that adolescents prefer.** Encourage adolescents (individually or collectively) to give feedback in formats that are easiest for them. For example, some may be able to write up a summary of comments, while others prefer to share their comments verbally or in a discussion format.
- ✓ **Solicit feedback.** Encourage adolescents (individually or collectively) to give feedback on:
 - Strengths of the document or sections they strongly agree with and why.
 - Weaknesses of the document or sections they do not agree with and why.
- Gaps in the document and suggestions to address them.
- Sentences or parts of the document that are unclear.
- Any other ideas to improve the language and design of the document to make it more relevant to adolescents.
- ✓ **Ensure respect for the diversity of adolescents' experiences and perspectives** that may differ based on gender, race, ethnicity, disability, age, sexual identity or other factors.
- ✓ **Ensure accountable participation.**
 - Create space and modalities for adults to respond to adolescents' feedback and recommendations.
 - Make sure all parties agree on next steps and have mutual expectations.
- ✓ **Prioritize safeguarding and decision-making** that are informed by the views and best interests of adolescents (*see previous considerations to ensure participation is safe and sensitive to risk*).

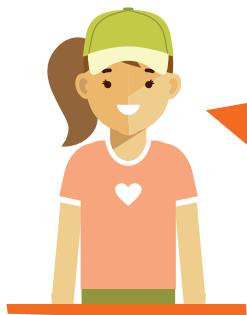
AFTER the document review to enhance accountable participation

- ✓ **Ensure adults share feedback with adolescents** about the extent to which their feedback has been acted upon, and explain how and where the document will be used.
- ✓ **Reflect and learn with adolescents** about their participation in the document review and its impact. What was successful? What was unsuccessful or challenging? What could be done differently next time? Why?
- ✓ **Encourage adolescent representatives to share feedback with peers** in their constituency about the document review and the next steps.
- ✓ **Support follow-up action.** Wherever possible, explore opportunities for longer-term follow-up and investment in collaborative and adolescent-led action or advocacy initiatives.

Acknowledgements: Written by Claire O'Kane, drawing upon advice and feedback from youth representatives Sara Cognuck González, Camila González, Breanna Hyde and Rasheem Martin; and UNICEF staff Marcy Levy, Fabio Friscia, Ticiana Garcia-Tapia, Jumana Haj-Ahmad, Kristine Hansen, Miles Hastie, Tanvi Jain, Marina Komarecki, Joanna Lai, Chantelle Booyesen, Maria Emilia Numer, Massimiliano Sani, and Amy Wickham. Edited by Amy Souza.

TIP SHEET FOR ADOLESCENTS AND YOUTH* ON PARTICIPATION IN DOCUMENT REVIEWS

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adolescents and youth to support meaningful participation and representation (of their peers) in document reviews. It focuses on situations where adolescents and youth are asked to review and share their feedback on specific documents. Documents may include policies, strategies, action plans, research reports, briefing papers, etc.

This tip sheet is one of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines

for adolescent participation and civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE the document review

✓ Ask questions to find out more.

- If you are invited to review a document, ask questions to determine if the project is relevant to you and your interests. Consider the question, how will I benefit from taking part?
- Make sure you have clear information about the document's purpose and potential roles of adolescents as reviewers, as well as who will receive your feedback and how will they use it.
- Remember to ask about logistics and expenses. (For example, how will travel costs or internet costs be covered?)

✓ Identify ways to support inclusive participation, involving marginalized adolescents who are most affected by the document being reviewed. You may want to consider:

- Encouraging the organizers to invite representatives from other marginalized groups.
- Consulting with your wider network and/or other adolescents from different backgrounds to help bring different perspectives.

- Promoting election of representatives from adolescent-led groups with opportunities for diverse representation (considering gender, age, race, ethnicity, abilities, etc.).

✓ Know your participation is voluntary, and have clear expectations. If you do not have sufficient time to review the entire document, or if the document is not relevant to you, be clear about which parts of the document you have time and interest to review. Know that you can withdraw your participation at any time.

✓ In collaboration with organizers, assess potential risks and discuss and prioritize ways to keep safe. Make sure that you:

- Receive information about the document review and that it is shared with your parents/guardians, if appropriate. If you are under 18 years old, you will need informed consent from your parents/guardians to participate.
- Know your rights and know who to report to if you feel uncomfortable, unsafe or unwell.

DURING the document review

- ✓ **Take it one step at a time!** Many policy documents are long. A shorter version of the document may be provided to you. If not, here is some [advice from adolescents](#) who have been engaged in policy document reviews:
 - Begin by reading the table of contents to get a sense of what is contained within the document. Then read the introduction and executive summary. This will give you a good overview of what the document is about.
 - When you come across new or difficult words, use a dictionary or web search to improve your understanding. You will be surprised at how much simpler the document becomes once you understand key concepts and terms.
 - Reach out to other adolescents to discuss and question the document.
- ✓ **Give specific feedback** on the document. You may be asked to provide your own feedback or you may gather with your peers to develop collective feedback. In either case, pay attention to:
 - Strengths of the document or sections you strongly agree with and why.
 - Weaknesses of the document or sections you not agree with and why.
 - Gaps in the document and suggestions to address them.
 - Sentences or parts of the document that are unclear.
- ✓ **Suggest changes** to the language or the document design if you have ideas for improvement.
- ✓ **Prioritize efforts to stay safe and well.** Inform a trusted adult if you feel uncomfortable, unsafe or unwell.

AFTER the document review to enhance accountable participation

- ✓ **Request feedback from adults** on how they have acted upon the suggestions from adolescents.
- ✓ **Ask adults to share final documents.**
- ✓ **Reflect and learn** from your participation in the document review and its impact. What was successful? What was unsuccessful? What could be done differently next time? Why?
- ✓ **Discuss and seek support for follow-up action initiatives.** Discuss ideas with your peers and share concrete follow-up action ideas with adults to see if they can support your initiatives.

Acknowledgements: Written by Claire O’Kane, drawing upon advice and feedback from youth representatives Sara Cognuck González, Camila González, Breanna Hyde and Rasheem Martin; and UNICEF staff Marcy Levy, Fabio Friscia, Ticiana Garcia-Tapia, Jumana Haj-Ahmad, Kristine Hansen, Miles Hastie, Tanvi Jain, Marina Komarecki, Joanna Lai, Chantelle Booyesen, Maria Emilia Numer, Massimiliano Sani, and Amy Wickham. Edited by Amy Souza.

1. UNICEF (2019) Youth Advocacy Guide.

TIP SHEET FOR ADULTS TO SUPPORT NETWORKING BY ADOLESCENTS AND YOUTH*

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet is for adults to support adolescent and youth networking. It includes a focus on networking among adolescents and youth and among adolescent/youth representatives and influential adults to share and exchange experiences and ideas and to potentially work together towards a common, agreed-upon goal. A complementary tip sheet for adolescents on networking is available.

These tip sheets are part of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and

civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE networking

- ✓ **Identify and nurture networking** opportunities for adolescent representatives, especially the most marginalized, as part of ongoing programming and advocacy on relevant issues affecting adolescents.
- ✓ **Plan and budget for network meetings and exchange visits:**
 - Among adolescents, including representatives of adolescent-led groups and networks—especially marginalized adolescents—to enable them to exchange and learn from one another and to organize collective advocacy initiatives.
 - Among adolescent representatives and influential adults, including allies and others who adolescents want to influence, for ongoing dialogue on matters affecting them.
- ✓ **Adequately budget** for adolescent participation and representation, including but not limited to costs of preparatory and follow-up meetings, information-sharing, translation costs, in-person transport or chaperone-related costs, accommodation, and support costs (e.g., for additional needs of adolescents, such as those with disabilities and/or children, and costs of mobile airtime and internet data for adolescents). Ensure provisions for expenses/funds to be paid upfront to adolescents.
- ✓ **Assign a liaison** for regular communication, coordination and networking with adolescents and representatives of adolescent-led organizations.
- ✓ **Develop and share** information in a transparent manner with adolescents about networking opportunities, ways of being in touch, possible roles of adolescents, and how relevant costs will be covered (e.g., phone and internet access costs).
- ✓ **Share information** for participation in networks in accessible clear and easy-to-read formats and local languages that participating adolescents and their parents/guardians can understand.
- ✓ **Schedule time to prepare with adolescents.** Ensure that adolescent representatives have time to prepare before network meetings (online and/or face-to-face). Give them time and space to discuss and identify agenda issues and to prepare on the issues they prioritize.
- ✓ **Prepare adults** who will be at influential events to respect adolescent representatives, converse with and seriously listen to adolescents during events, and commit to any follow-up actions after key events.
- ✓ **Ensure participation is safe and sensitive to risk.** In collaboration with adolescents, assess and minimize risks and ensure child safeguarding policies and procedures are systematically applied. This includes:
 - Ensuring voluntary participation, with informed assent from adolescents and informed consent from parents/guardians, and ensuring adolescents are aware they can opt out if they change their mind.
 - Ensuring realistic expectations of adolescents.
 - Providing logistics and reimbursement for safe travel and/or arrangements for safe online engagement (*see tip sheet on online engagement*).
 - Ensuring adolescents know their rights and know who to report to if they feel uncomfortable, unsafe or unwell.

DURING networking

- ✓ **Ensure sufficient logistic and administrative support** for safe networking opportunities. Ensure adolescents know who their liaison is for any queries.
- ✓ **Foster inclusion and safety within networks.** Consider adolescents' emotional and physical needs. From the outset, offer time for informal get-togethers, and consider facilitating trust-building activities to help create a safe space for adolescents from diverse backgrounds to express views and ideas freely. Ensure adolescents know who to tell if they feel uncomfortable, unsafe or unwell.
- ✓ **Put adolescents at the centre.** Plan and work in ways that enable adolescents to lead and manage networks.
- ✓ **Support different ways** for adolescent representatives to network and connect through email, phone, letters, training workshops, conferences, virtual or face-to-face meetings, exchange visits and/or networking fairs.
- ✓ **Foster exchange of business cards.** Support adolescent representatives in printing their own business cards with a contact email and number for their adolescent group/initiative prior to conferences or advocacy events. Encourage them to collect and exchange business cards with influential actors.
- ✓ **Target the right people.** Target policymakers, local government officials and other influential leaders (e.g., traditional or religious elders, adolescent leaders, celebrities or social media influencers) with the power to make policy changes on issues affecting adolescents.
- ✓ **Advocate for regular networking meetings** between policymakers and adolescent representatives, rather than one-off meetings, to increase opportunities for long-term and meaningful participation.
- ✓ **Respect adolescents' own time commitments,** and identify the right time and place to network. Listen to adolescents to identify safe and accessible ways for them to meet online or offline at times that suit them. Discuss with adolescents how often and how best to continue the exchange of information.
- ✓ **Provide training or tips on networking with the particular target audience** (if requested).
- ✓ **Ensure respect for the diversity of adolescents' experiences and perspectives,** which may differ based on gender, race, ethnicity, disability, age, sexual identity or other factors.
- ✓ **Ensure accountable participation.**
 - Create space and modalities for adults to respond to adolescents' messages and requests.
 - Make sure all network members agree on decisions and next steps.
- ✓ **Be open to change,** innovation, and creative solutions. Reflect and learn with adolescents about their networking experiences, building upon positive experiences, and find ways to overcome challenges.

AFTER networking to enhance accountable participation

- ✓ **Follow up and ensure feedback** from network organizers about the progress of agreed-upon action points.
- ✓ **Ensure influential adults respond in a timely manner** to follow-up emails or calls from adolescent representatives.
- ✓ **Encourage adolescents to share feedback with their peers** about the networking opportunities, what they learned, outcomes and planned next steps.
- ✓ **Reflect and learn** with adolescents about their networking and exchange experiences. What was successful? What was unsuccessful? What could be done differently next time? Why?
- ✓ **Support follow-up action.** Wherever possible, explore opportunities for longer-term follow-up and networking in collaboration with adolescents.

Acknowledgements: Written by Claire O'Kane, drawing upon advice and feedback from youth representatives Sara Cognuck González, Camila González, Breanna Hyde and Rasheem Martin; and UNICEF staff Marcy Levy, Fabio Friscia, Ticiana Garcia-Tapia, Jumana Haj-Ahmad, Kristine Hansen, Miles Hastie, Tanvi Jain, Marina Komarecki, Joanna Lai, Chantelle Booyesen, Maria Emilia Numer, Massimiliano Sani, and Amy Wickham. Edited by Amy Souza.

TIP SHEET FOR ADOLESCENTS AND YOUTH* TO SUPPORT NETWORKING

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet is for adolescents and youth to support adolescent and youth networking. It includes a focus on both networking among adolescents and youth and among adolescent representatives and influential adults to share and exchange experiences and ideas and to potentially work together towards a common, agreed-upon goal.

This tip sheet is one of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and civic engagement

to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE networking

✓ Identify networking opportunities:

- Among adolescents, including representatives of adolescent-led groups and networks—especially marginalized adolescents—to enable them to exchange and learn from one another and to organize collective advocacy initiatives.
- Among adolescent representatives and influential adults, including allies and those you want to influence, for ongoing dialogue and influence on matters affecting you.

✓ Identify ways to support inclusive networking, ensuring that you connect with and involve marginalized adolescents of different genders, race, ethnicity, ages, abilities and backgrounds.

✓ Prepare for formal and informal networking opportunities (online and/or face-to-face) with policymakers, practitioners and/or other adolescents.

- Discuss and identify priority agenda issues with your peers.
- Select representatives to send to any identified formal networking opportunities/meetings.
- Prepare what you or your representatives will discuss and share regarding your priority issues.
- Use role play to practise starting conversations with adults who you would like to approach and influence. For example, work in pairs and use the 'elevator pitch' activity: Pretend you are in an elevator with someone important to you and have only have 60 seconds to introduce yourself and start a conversation about your priority topic. Take turns sharing your elevator pitches and try to get a positive, interested response from your partner.

- Discuss and role-play ways that you can continue safe conversations with people you meet during conferences, advocacy events, etc.

- Discuss and agree upon ways to share feedback after any network opportunity.

- If feasible, seek funds to design and print a business card with a contact email and number for you/your adolescent group/initiative prior to high-level conferences or advocacy events.

✓ In collaboration with network organizers, assess potential risks and discuss and prioritize ways to keep safe when networking. Make sure that you:

- Receive information about the networking opportunities and that it is shared with your parents/guardians, if appropriate. If you are under 18 years old, you will need informed consent from your parents/guardians to participate.
- Know who to report to if you feel uncomfortable, unsafe or unwell.
- Consider privacy and safety for offline and online engagement (see tip sheet on online engagement). For example, consider only sharing your first name. Never share your home address.
- Are accompanied by an adult chaperone you trust and carry contact details of the project liaison and emergency services if you are away from home.

DURING networking

- ✓ **Be focused.** Use opportunities available to you. Introduce yourself and share the main interests you are keen to learn about or influence and that have prompted you to connect and exchange information.
- ✓ **Exchange business cards.** Collect and exchange business cards with influential people.
- ✓ **Find different ways to network** and connect through email, phone, letters, training workshops, conferences, virtual or face-to-face meetings, and/or networking fairs.
- ✓ **Identify safe and accessible ways** to meet online or offline to continue any discussions. Discuss how often and how best to continue the exchange of information and ideas for joint action.
- ✓ **If safe and relevant, use social media platforms to connect.** Many decision makers use social media platforms. If you are on social media, take time to follow government officials, government departments, organizations, media, or other stakeholders related to your issue and see if they are sharing information about relevant meetings, workshops or conferences.
- ✓ **Discuss strategies and approaches to support safe and inclusive participation while networking.**
 - From the outset, spend time on informal get-to-know and trust-building activities to create a safe space where adolescents from diverse backgrounds, especially the most marginalized, feel welcome and can express their views and ideas without stigma or discrimination.
 - Identify barriers to inclusive networking and ways to overcome them.
 - Discuss shared interests and goals and agree on how you will communicate and work together.
 - Make sure you know who you can report to if you feel uncomfortable or unsafe.
- ✓ **Be open to change,** innovation and creative solutions.

AFTER networking to enhance accountable participation

- ✓ **Follow up and ask for feedback** from network organizers about the status of agreed-upon actions and next steps.
- ✓ **Send a follow-up communication** to influential people that you collected business cards from to encourage them to keep in touch and inform you about relevant participation opportunities.
- ✓ **Share feedback with peers** about the networking opportunities, what you learned, outcomes and planned next steps.
- ✓ **Reflect and learn from your networking experiences.** What was successful? What was unsuccessful? What could be done differently next time? Why? How can you use these networking opportunities to positively influence issues that are important to you and your peers?

Acknowledgements: Written by Claire O’Kane, drawing upon advice and feedback from youth representatives Sara Cognuck González, Camila González, Breanna Hyde and Rasheem Martin; and UNICEF staff Marcy Levy, Fabio Friscia, Ticiana Garcia-Tapia, Jumana Haj-Ahmad, Kristine Hansen, Miles Hastie, Tanvi Jain, Marina Komarecki, Joanna Lai, Chantelle Booyesen, Maria Emilia Numer, Massimiliano Sani, and Amy Wickham. Edited by Amy Souza.

TIP SHEET FOR ADULTS TO SUPPORT ADOLESCENT AND YOUTH* ONLINE ENGAGEMENT

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet is for adults to support safe and meaningful online engagement of adolescents and youth, focusing on what staff should do before, during and after online engagement. A complementary tip sheet for adolescents and youth is available.

This tip sheet complements others in the series that focus on adolescent participation in conferences, advocacy events, campaigns, public speaking, etc. The series of tip sheets has been designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines

for adolescent participation and civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [[Lundy's model](#)].

Suggestions are guided by nine basic requirements developed by the [Committee on the Rights of the Child \(2009\)](#) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE the online engagement

- ✓ **Identify ways to safely engage with adolescents from the start!** Include adolescents in planning to influence the agenda and design of online platforms to be more relevant to their interests and needs. Ensure participation is safe and sensitive to risk (*see safeguarding considerations below*).
- ✓ **Partner with adolescents** as organizers, campaigners, public speakers, storytellers, bloggers, influencers, content designers, video producers, journalists, etc.
- ✓ **Assign a liaison** to connect with adolescent participants and provide regular communication and coordination.
- ✓ **Promote inclusive participation.** Identify which adolescents (based on age, ability, gender, family income, geographic location, etc.) may face barriers to connect, and plan practical approaches to increase their connectivity (e.g., provision of internet data costs, access to smartphones or computers, digital education, sensitization with parents/guardians).
- ✓ **Plan sufficient time** for preparatory and follow-up meetings and conversations with adolescent representatives. Include time for adolescents to have pre-meetings with their peers.
- ✓ **Adequately budget** for online adolescent participation and representation, including but not limited to costs associated with internet data, access to smartphone/tablets/computers, digital platform use, information-sharing, translation and interpretation, preparatory and follow-up meetings.
- ✓ **Harness different online platforms for ongoing adolescent participation and civic engagement** (e.g., [Voices of Youth](#), [U-Report](#), [Activate Talks](#), the [World's Largest Lesson](#)).
- ✓ **Develop and share information in a transparent manner with adolescents** about the purpose of the online engagement, the timing, the intended role of adolescent representatives, the intended audience, how information will be used, how participants' privacy will be respected, and how relevant costs will be covered (e.g., internet access costs).
- ✓ **Share information** in accessible, clear formats and local languages that participating adolescents and their parents/guardians can understand.
- ✓ **Ensure clear role allocations** for online engagement opportunities: focal point/facilitator, technical supporter, child safeguarding focal point, note-taker. Prepare for each role. While some of these roles can be allocated to adolescents or may be combined with another role, the child safeguarding focal point should be an adult over 18 years old who does not have an additional role.
- ✓ **Use both familiar and new platforms.** Identify and use digital platforms that adolescents are already familiar with, but also be ready to learn to use new platforms that may allow for more interactive participation (e.g., using interactive whiteboards, polling questions, etc.).
- ✓ **Provide training or support peer training** to increase adolescents' skills and confidence for active and safe online engagement as moderators, speakers, bloggers, influencers, etc.
- ✓ **Encourage pre-meetings** with adolescent speakers, moderators and organizers so they have time to get to know one another, agree upon the agenda and flow of online discussions, and get familiar with the selected digital platform (e.g., Zoom, Webex, Skype, or Facebook Live). Wherever needed, have pre-meetings with interpreters.

Clear role allocations for online engagement in public events:

- **Focal point/facilitator** ensures everyone is clearly informed of the purpose of the engagement and facilitates online sessions to ensure active engagement through a good flow (e.g., introduction, discussion, breakout groups, and plenary sessions).
- **Technical supporter** provides technical support on how to use online platforms and applications and remains present during event to advise and troubleshoot.
- **Child safeguarding focal point** is responsible for risk assessment and mitigation in advance of online events and remains present during key online events to support adolescents and sensitively respond in case anyone gets distressed or discloses abuse or harm.
- **Note-taker** records key discussions and decisions made during online events.

✓ **Prepare adults** who are part of online meetings to respect adolescents, ensuring attitudes and language (verbal and body language) that demonstrate readiness to listen to adolescents and take their views seriously.

✓ **Ensure participation is safe and sensitive to risk.** In collaboration with adolescents, assess and minimize risks and ensure child safeguarding policies and procedures are systematically applied.

- Ensure voluntary participation, with informed assent from adolescents and informed consent from parents/guardians; provide updated information and get renewal of informed

consent if the online engagement opportunities change. Ensure individuals are aware that they can opt out if they change their mind.

- Provide a child safeguarding focal point who will be present during key online interactions. Discuss and prepare in advance of an online event for sensitive and timely responses to distress or disclosure.

- Ensure adolescents know their rights and know who to report to if they feel uncomfortable or unsafe.

Online privacy and safety considerations:

- Discuss the dangers of online engagement and how to keep safe.
- Keep online meeting links private and set up passwords for online webinars, meetings and conferences.
- Prior to recording online webinars or events, ensure advanced information-sharing and informed consent from guardians and active permission (informed assent) from adolescents.
- Encourage participants to use only their first names during online webinars and conferences and not to request the

personal email addresses or Facebook IDs of anyone under 18 unless the adolescent and their guardian has given advanced permission.

- Consider allowing participants to keep their cameras off during online webinars or meetings. If cameras are on, ask participants not to take screenshots unless permission from everyone has been secured.
- Do not take photos during the session or tag adolescents in photos unless they and their guardians have provided informed consent.

DURING online engagement

✓ **Ensure sufficient logistic and administrative support** for access to online meetings, use of interactive methods during online events (e.g., using interactive whiteboards, polling questions, etc.), and involvement of interpreters. Ensure adolescents know who their liaison is for any queries.

✓ **Use icebreaker introductions** at the outset of online events and encourage a respectful, collaborative atmosphere.

✓ **Encourage adolescents to share inspiring experiences and stories.** Inspiring content often performs well online, especially if

it features adolescents taking action—such as videos of dancing or music by adolescents to challenge problematic issues.

✓ **Encourage use of methods that appeal to adolescents,** including creative use of digital technologies to present and discuss key issues affecting participants (e.g., through music, digital art, animations, photography, or film).

✓ **Ensure respect for the diversity of adolescents' experiences and perspectives** that may differ based on gender, race, ethnicity, disability, age, sexual identity or other factors.

✓ **Ensure accountable participation:**

- Support online dialogue platforms for adolescent representatives to come together to converse with influential adults, and create modalities for adults to respond to adolescents' messages.
- Make sure all parties agree on next steps and have mutual expectations.

✓ **Leverage the media** to amplify adolescent perspectives and messages. Support voluntary and safe participation of adolescents in press conferences, interviews and social media and messaging apps (e.g., blogs, Twitter, Facebook, Instagram, YouTube, or U-Report). Develop hashtags for social media and encourage their consistent use.

✓ **Prioritize safeguarding and decision-making** that are informed by the views and best interests of adolescents (*see previous considerations to ensure participation is safe and sensitive to risks*).

AFTER online engagement to enhance accountable participation

✓ **Reflect and learn with adolescents** about their online participation and its impact. What was successful? What was unsuccessful or challenging? What could be done differently next time? Why?

✓ **Encourage adolescent representatives to share feedback with peers** in their constituency and other allies about their online participation, its results and next steps.

✓ **Ensure policymakers and/or practitioners share feedback with adolescents** about the extent to which they have acted upon their messages.

✓ **Support longer-term online engagement opportunities.**

Acknowledgements: Written by Claire O’Kane, drawing upon advice from: youth representatives Sara Cognuck González, Camila González, Breanna Hyde and Rasheem Martin; existing lessons learned from UNICEF Global social media and youth teams, [Voices of Youth](#), [Connect Safely](#), and [Act2gether](#) (with inputs from Darren Bird); and feedback from UNICEF staff Marcy Levy, Fabio Friscia, Ticiana Garcia-Tapia, Jumana Haj-Ahmad, Kristine Hansen, Miles Hastie, Tanvi Jain, Marina Komarecki Joanna Lai, Chantelle Booyesen, Maria Emilia Numer, Massimiliano Sani, and Amy Wickham. Edited by Amy Souza.

TIP SHEET FOR ADOLESCENTS AND YOUTH* ON ONLINE ENGAGEMENT

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet is for adolescents and youth to support their safe and meaningful online engagement. This tip sheet complements others that focus on adolescent/youth participation in conferences, advocacy events, campaigns, public speaking, etc.

This tip sheet is one of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and civic engagement to ensure adolescents have space

(opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE the online engagement

✓ Ask questions to find out more.

- If you are invited to engage in online platforms, ask questions to determine if it is relevant to you and your interest. Consider the question, how will I benefit from taking part?
- Make sure you have clear information about the potential roles of adolescents to inform your voluntary participation.
- Remember to ask about expenses. (For example, how will travel costs or internet costs be covered?)

✓ Identify ways to support inclusive online participation, reaching and including marginalized adolescents who may be most affected by some of the topics being discussed. You may want to consider:

- Encouraging organizers to invite representatives from other marginalized groups.
- Consulting with your wider network and/or other adolescents from different backgrounds to help bring different perspectives.
- Promoting election of representatives from adolescent-led groups with opportunities for diverse representation (considering gender, age, race, ethnicity, abilities, etc.).

✓ Share your ideas and suggestions to influence the agenda and design of online engagement platforms. For example:

- Do you want to use online platforms or apps you are already familiar and comfortable with, or do you want to explore and try out new apps that might allow for more interactive participation (e.g., using interactive whiteboards, polling questions, etc.)?

- Do you want to have dedicated online platforms for adolescents to interact with other adolescents and/or do you want platforms where you can interact and converse with adults?

✓ Gather views from your peers. If you are a representative who will speak on behalf of your peers, identify opportunities to listen to the views of other adolescents.

✓ Seek support and/or training to prepare safe and active online engagement. Familiarize yourself with the online platform in advance of any key event.

✓ Assess potential risks; discuss and prioritize ways to keep safe. Make sure that:

- Information about the online engagement opportunities is shared with your parents/guardians and you get their informed consent if you are under 18 years old.
- You know who to report to if you feel uncomfortable or unsafe.
- Your privacy is respected (*see box on privacy and safety*).

✓ Prepare for quality connections:

- Identify a quiet place for joining online meetings.
- If you choose to use video, set your camera up so that you can be seen clearly.
- Ensure that your mobile phone or computer has sufficient charge, and that you have enough internet data for the meeting.

Privacy and safety for online engagement:

- **Restrict what personal information you share.** Only share your first name and country. Do not share your full name or address with people you meet online, unless there is a good reason and you have your guardian's permission.
- **Think about what you post.** Do not share provocative photos or intimate details online, even in private emails, as they can cause you problems in current and later life.
- **Be critical and selective about the things you watch and read online.** Think about whether the information is fake news, factual, or people's personal opinions.
- **Keep passwords private.** Don't share your password – even with friends.
- **Be cautious** when communicating online with people you don't know in person, especially if the conversation starts to be about sex or other sensitive topics. People may not always be who they say they are online.
- **Report fears** to an adult you trust.
- **Change the privacy settings** on your social media platforms to help you control who can see your information, photos and videos.
- **Be careful what you type into Zoom chat.** Even messages sent privately to someone else are saved and shared with the meeting leader at the end of a Zoom call.

DURING online engagement

- ✓ **Introduce yourself and encourage the development of ground rules** to enhance a safe and respectful environment where individual views and privacy are respected.
- ✓ **Be focused.** Use opportunities available to you. For example, as a speaker, blogger or influencer, use your time well to share key messages that are most important to you and your peers.
- ✓ For more quality connections and online discussions:
 - Stay in one place; do not move around with your mobile phone
 - If available, use a headset/headphones for better sound quality.
 - Mute yourself when you are not talking to reduce feedback and disruptions
- ✓ **Ask the online audience to share feedback** with you and your peers about accountable actions that will be taken to act upon adolescents' suggestions. Try to be clear about the final agreed-upon points and next steps for online engagement.
- ✓ **If safe and relevant, use social media or engage in press conferences** to spread your messages. Use consistent hashtags when applicable.
- ✓ **Prioritize efforts to stay safe and well.** Inform a trusted adult if you feel uncomfortable or unsafe (*see box on privacy and safety*).

AFTER online engagement to enhance accountable participation

- ✓ **Follow up and ask for feedback** from adults who were part of online activities to learn how they have responded to adolescents' views and recommendations.
- ✓ **Share feedback with peers.** Share updates from your online engagement, the results and next steps.
- ✓ **Reflect and learn** from your online participation and its impact. What was successful? What was unsuccessful? What could be done differently next time? Why?
- ✓ **Discuss and seek support for follow-up action initiatives.** Discuss ideas with your peers and share concrete follow-up action ideas with adults to see if they can support your initiatives.

Acknowledgements: Written by Claire O'Kane, drawing upon advice from: youth representatives Sara Cognuck González, Camila González, Breanna Hyde and Rasheem Martin; existing lessons learned from UNICEF Global social media and youth teams, *Voices of Youth*, *Connect Safely*, and *Act2gether* (with inputs from Darren Bird); and feedback from UNICEF staff Marcy Levy, Fabio Friscia, Ticiana Garcia-Tapia, Jumana Haj-Ahmad, Kristine Hansen, Miles Hastie, Tanvi Jain, Marina Komarecki Joanna Lai, Chantelle Booysen, Maria Emilia Numer, Massimiliano Sani, and Amy Wickham. Edited by Amy Souza.

TIP SHEET FOR ADULTS ON ADOLESCENT AND YOUTH* PARTICIPATION IN AN ADVISORY GROUP

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adults to support safe and meaningful participation of adolescents and youth in advisory groups. A complementary tip sheet for adolescents and youth participating in advisory groups is also available. An advisory group is a collection of individuals who bring unique knowledge and skills to inform an initiative.

This tip sheet is one of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines for adolescent participation and

civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE an adolescent advisory group is formed

✓ Before establishing an adolescent advisory group ensure organizational buy-in. Take time with senior leadership to:

- Discuss motivation for establishing an advisory group. Ensure clarity about the scope, purpose, and role adolescents will play (ensuring it is meaningful and not tokenistic).
- Determine where this group will sit within larger structures, ensuring the "hierarchy" of communication and interaction with adult-led bodies is clear, and include mechanisms for feedback.
- Identify and secure sufficient human, financial, and material resources to run the advisory group for the agreed time-frame; including ensuring one person is designated as a liaison and 'champion' for the group (and has sufficient skills and time to do so).
- Agree on how adolescents' contributions will be valued. This includes the option of providing financial compensation and/or other incentives, such as the provision of capacity building.
- Consider how to involve adolescents in planning the design and functioning of the advisory group, as appropriate.
- Discuss how the nine basic requirements for effective and ethical participation of adolescents can be used as a planning tool when establishing and running the advisory group.

✓ Adequately budget for adolescent participation, including but not limited to costs of preparatory and follow-up meetings, information-sharing, adolescent group-led programmes/activities, translation costs, in-person transport or chaperone-related costs, accommodation, and support costs (e.g., for additional needs of adolescents, such as those with disabilities, and costs of mobile airtime and internet data). Ensure provisions for expenses/funds

to be paid upfront to adolescents.

✓ Prepare and capacity-build adults to provide a safe and respectful space for adolescents to participate meaningfully as equal partners, ensuring attitudes and language (verbal and body language) that demonstrate readiness to listen to adolescents and to take their views seriously. This also includes ensuring any designated adult have the skills to support respectful interactions among and between adolescents.

✓ Ensure inclusive, equitable selection processes of adolescent representatives:

- Engage adolescents themselves in designing the selection process and in its steps, including the evaluation and selection of representatives, as appropriate.
- Support representation and participation of adolescents of different genders, ages, abilities, ethnicities, geographies, and backgrounds, with proactive efforts to include adolescents from marginalized groups.
- Encourage adolescents to nominate and elect representatives from their networks and/or consider creative ways to connect with and engage harder-to-reach and/or marginalized adolescents.

✓ Develop written terms-of-reference (TOR) for the advisory group. This includes information on objectives, expectations, mechanisms for functioning, details about the communication platforms used, flexibility regarding the times when meetings will happen and inputs are requested, and/or how group decisions are taken. Workshop the TOR with adolescent representatives if possible.

✓ **Develop and share information in a transparent manner.** Try to keep information easy-to-read. This includes information on:

- The broader organisation/programme/initiative (consider developing a glossary of organisational jargon and acronyms!)
- The background of the intended advisory group, the objective, the level of effort that is expected from adolescents, the intended role of adolescent representatives, how information will be used, how adolescents will liaise with others involved in the initiative, and how relevant costs will be covered (e.g., adolescents' transport, food, refreshment, phone and internet access costs).
- Whether or not there will be compensation (financial or otherwise) for adolescents' time and effort. Even if there will be no compensation, this is an important topic to address early on and in a transparent manner.
- How decisions will be made, including how information and suggestions of adolescents will be taken for consideration, and how feedback will be provided to the advisory group members.

✓ **Share information** in clear, accessible formats and local languages that participating adolescents and their parents/guardians can understand. Make sure the documents are in an easy-to-read format and add visuals where possible. Remember communication styles may need to be adjusted depending on the age and abilities of participants (i.e., adolescents aged 10-14 years may require different communication styles compared to older youth aged 18-25 years).

✓ **Provide training and/or support for adolescents' preparation** as advisory group members, allowing space for them to

identify topics themselves, and increasing relevant skills and knowledge to support their involvement (e.g. building capacity on communication and negotiation skills).

✓ **Ensure participation is safe and sensitive to risk.** In collaboration with adolescents, assess and minimize risks and ensure child safeguarding policies and procedures are systematically applied. This includes attention to:

- Ensuring voluntary participation, with informed assent from adolescents and informed consent from parents/guardians, and ensuring individuals are aware they can opt out if they change their mind.
- Collecting necessary medical information about adolescents (e.g., about asthma, EpiPen needs, or COVID needs/expectations) if relevant, and ensuring protection of personal information.
- Assessing risks associated with all potential activities and planning ways to reduce risks.
- Setting realistic expectations and ensuring adolescents are prepared for some disappointment if the planned changes are not gained within expected time frames.
- Allocating a child safeguarding focal point and preparing with adult chaperones for any in person activities.
- Providing logistics and reimbursement for safe travel and ensuring accessible and safe venue arrangements.
- Ensuring adolescents know their rights and know who to report to if they feel uncomfortable, unsafe or unwell.

DURING the advisory group meetings, convenings, etc

✓ **Ensure accountable and respectful participation.** This includes:

- Encouraging adults to be respectful, patient, open-minded and appreciative of adolescents' contributions during meetings/interactions.
- Ensuring effective facilitation so that individual advisory group members can freely express their own views and ensure respect for the diversity of adolescents' experiences and perspectives.
- Creating space and modalities for adults to respond to adolescents' questions and recommendations. Be transparent with adolescents about which decisions they are and are not able to influence (and which may be uncertain!).
- Making sure all parties agree on expectations and next steps.

✓ **Ensure sufficient logistic and administrative support.** Ensure adolescents know who their liaison is for any queries.

✓ **Respect adolescents' own time commitments to study, work, family/household duties, leisure, etc., and plan advisory group meetings and activities at times that suit them.** Discuss and identify ways to overcome logistical challenges, especially when establishing an international adolescent advisory group that requires work across different time zones and languages.

✓ **Ensure clear communication about timelines** of agreed-upon tasks, and don't hesitate to send friendly reminders.

✓ **Use easy to understand language and avoid organisational jargon and acronyms.**

✓ **Establish positive ground-rules.** Encourage advisory group members to discuss and agree their own positive ground-rules to guide respectful and safe ways of working. This also includes ground-rules for any posting on social media about the advisory group.

✓ **Be clear which sessions are optional.** Point out the most critical sessions that advisory group members are expected to participate in, and be clear which sessions are optional, in case they need a break.

✓ **Use flexible mechanisms for reporting, feedback and communication.** Ask the group what works best for them, and try different methods (i.e., communication on messaging/other social media apps and other approaches). Some members may prefer to give written feedback and other spoken. Allow for flexibility.

✓ **Allow time for (ongoing) trust-building.** Quality participation requires time and opportunities to develop relationships and trust with other adolescent participants as well as any adults facilitating group.

✓ **Support adolescent participation in concrete activities and decisions** (e.g. deciding priority strategies/ activities, planning and running an advocacy campaign, reviewing and contributing to practical guidance etc.)

- ✓ **Ensure that adolescents meet with the “right” people to influence decisions.** Explain which people have power to influence decisions on matters that affect adolescents, and ensure they engage strategically with those who are the decision-makers.
- ✓ **Identify ways to support networking and exchange among adolescent representatives and with their broader networks** (see *tip sheet on networking*).

- ✓ **Prioritize safeguarding** and decision-making that is informed by the views and best interests of adolescents (see *previous considerations to ensure participation is safe and sensitive to risk*).

AFTER the advisory group meetings to enhance accountable participation

- ✓ **Reflect and learn**, on a regular basis, with adolescents about their participation in the advisory group and its impact. Debrief together after meetings and activities to explore how they are feeling. What is going successfully? What isn't unsuccessful? What can be adjusted and what could be done differently next time? How can their engagement be more impactful?
- ✓ **Ensure managers share feedback with adolescents** about the extent to which they have acted upon their insights and advice. This requires follow-up meetings, emails, calls, and/or SMS.
- ✓ **Support follow-up action.** Wherever possible, explore opportunities for longer-term follow-up and investment in collaborative and adolescent-led work. Even a short feedback session can be helpful. Consider questions such as: What were the key points that came out of the work/sessions? How is this applicable to the lives and work of adolescents? How can adolescents use this information to create change in their local context?

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TIP SHEET FOR ADOLESCENTS AND YOUTH* ON PARTICIPATION IN AN ADVISORY GROUP

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adolescents and youth to support their safe and meaningful participation in advisory groups. A complementary tip sheet for adults supporting adolescent and youth participation in advisory groups is also available. An advisory group is a collection of individuals who bring unique knowledge and skills to inform an initiative.

This tip sheet is one of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines

for adolescent participation and civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the Committee on the Rights of the Child (2009) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE joining an advisory group

✓ Identify if the issues discussed by the advisory group are relevant and important to you. Ask questions to find out more:

- If you are invited to be a member of an advisory group, ask questions to better understand the purpose of the group and to consider if the purpose is relevant to you and your interests.
- Make sure you have clear information about the potential roles of adolescents and the scope of your influence in decision-making to inform your voluntary participation.
- Ask who/identify the focal point to speak to about your role and expected contributions, safeguarding measures, upcoming meeting agendas, speaker opportunities etc.
- Ask who/identify the focal point to speak to for any logistical arrangements during the process (for example, how are adolescents' travel costs, internet or mobile phone costs covered?)
- Ask whether any materials, funds or training will be provided to support the work of advisory group members.

✓ Identify ways to support inclusive participation, involving adolescents who are most affected by the issues being discussed in the advisory group. Suggest ways to reach adolescents of different genders, ages, abilities, geographies, and backgrounds. You may want to consider:

- Encouraging the organizers to invite representatives from other marginalized groups and adolescent-led organizations (especially those who represent different abilities, identities and groups).
- Suggesting alternative ways to create inclusion (e.g., via video messaging or online participation).

- Consulting with your wider network and/or other adolescents from different backgrounds to help bring different perspectives.
- Considering a mentoring plan for more experienced adolescents to work with less experienced ones and help widen the group of those who are actively involved.

✓ Share your ideas and suggestions to help inform the advisory groups' design and processes in ways that respond to adolescents' interests and needs. For example, discuss topics in advance such as:

- Developing a written agreement (sometimes known as terms-of-reference) about the purpose of the advisory group, and the roles and responsibilities of group members. The document can include clear expectations of adolescents, general time commitment required, when and how you will meet, how costs will be covered, and other topics.
- How adolescents can bring topics/ issues that are of interest to them and their peers to the meetings, so agenda items are 'two-way' and not directed by adult organizers.
- How meetings and activities can be planned with flexibility at times that suit them, respecting adolescents' existing commitments to study, family/household duties, work, leisure, etc.
- How the group can ensure clear communication about timelines of agreed-upon tasks.
- How the group can discuss and identify ways to overcome logistical challenges, especially when establishing an international group that requires work across different time zones and languages.

- How to use creative methods or cultural art forms to express views, ideas, and priority messages.
- ✔ **Respect the views and contributions of other advisory group members.** Encourage everyone to share their ideas, questions and suggestions. Be open to learn from your peers, to respect differences, and to cooperate with one another to have a stronger presence and impactful voice.
- ✔ **Use opportunities to gather views from your peers to be a better representative.** You should feel free to ask for support in setting up adolescent-only meetings to help gather and share feedback.
- ✔ **Seek support and/or capacity building for advisory group roles and activities** (if needed). For example, you may request training on communication and negotiation skills (*see other tip sheets in this series*).
- ✔ **Ask if there are any specific videos/online content you can watch/read to get a better understanding of the work being discussed.** If any of the information is unclear, ask the liaison focal point to explain.
- ✔ **In collaboration with organizers, assess potential risks and discuss and prioritize ways to remain safe.** Make sure that you:
 - Receive information about the advisory group and that it is shared with your parents/guardian, if appropriate. If you are under 18 years old, you will need informed consent from your parent/guardian to participate.
 - Assess risks associated with your participation in the advisory group, and plan ways to reduce risks.
 - Have realistic expectations and be prepared for some disappointment if the planned changes are not gained within expected time frames.
 - Know your rights, and know who to report to if you feel uncomfortable, unsafe or unwell.
 - Have safe ways to travel to and from advisory group meetings.
 - Have considered safety for offline and online engagement (*see tip sheet on online engagement*).
 - Carry contact details of the liaison and emergency services if you are away from home.

DURING advisory group meetings

- ✔ **Take time to get to know other advisory group members and collectively develop and follow positive agreements** to help create a respectful and safe environment where individuals can freely express their views and be heard.
- ✔ **Make sure the information is clear.** If the information shared is not clear, ask questions to help everyone understand the information.
- ✔ **Get actively involved in tasks and activities that are most interesting and relevant to you.**
- ✔ **Be specific and ask for what you want.** Tell adults the specific changes you recommend to improve the policy or practice. Explain why you care about the issue and how the proposed changes will improve people's lives in your community/country.
- ✔ **Listen to others carefully.** Sometimes people may have different views than you. For constructive meetings it is important to respect different views and experiences, and to try to identify points that you agree on.
- ✔ **Ask adults to share feedback** with you to be accountable to you and your peers. Try to influence and be clear about the final agreed-upon points, and next steps from the advisory group meeting.
- ✔ **Identify additional ways to support informal spaces for dialogue between adolescent representatives and influential adults.**
- ✔ **Prioritize efforts to stay safe and well.** Inform a trusted adult if you feel uncomfortable, unsafe or unwell. (*For online safety, see tip sheet on online engagement*.)

AFTER the advisory group meetings (ongoing, or one time)

- ✔ **Follow up and ask relevant, influential adults for feedback** regarding how they have responded to your suggestions.
- ✔ **Share feedback with peers** about the main points discussed in the advisory groups (while ensuring confidentiality of any issues that are not for wider sharing).
- ✔ **Reflect and learn** from your participation in the advisory group. What is successful/going well? What is challenging and/or not going well? What could be done differently next time? Why? How can you use this experience to positively influence ways of working and issues that are important to you and your peers?
- ✔ **Discuss and seek support for follow-up activities.** Discuss ideas with your peers and share concrete follow-up ideas with adults to see if they can support your initiatives.

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