



TRAINING MANUAL FOR YOUTH MENTORS

OF THE PILOT OF INTEGRATED SERVICES
FOR YOUTH NOT IN EDUCATION, EMPLOYMENT, OR TRAINING (NEET)

Disclaimer: This manual was commissioned by the UNICEF Thailand Country Office. While every effort has been made to ensure accuracy, UNICEF accepts no responsibility for errors.

Permission to reproduce, distribute, or use information from this publication is granted, provided that appropriate credit is given.

Suggested citation: UNICEF, *Training Manual for Youth Mentors of the Pilot of Integrated Services for Youth not in Education, Employment or Training (NEET)*. UNICEF, Bangkok, 2024

Front photo credit: UNICEF 2024/Seesai

Design and Layout: Tanat Supichayangkun

UNICEF Thailand
Phra Athit Road, Bangkok, Thailand 10200
Email: unicefthailand@unicef.org

TABLE OF CONTENTS

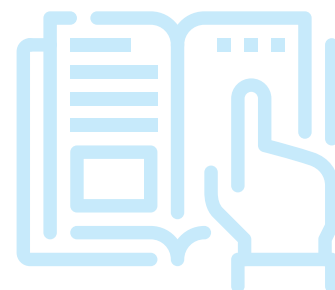
ABBREVIATIONS	4
INTRODUCTION TO THE MANUAL	5
Objectives	6
Manual Overview	6
How to Use this Manual	8
Key Definitions	8
MODULE 1: YOUNG PEOPLE IN THAILAND AND CHALLENGES FACED BY YOUTH IN NEET SITUATIONS	10
Session 1: Introduction to the Training	11
Session 2: Young People in Thailand	13
Session 3: Youth in NEET situations	15
Session 4: Challenges to Young People's Participation	18
Session 5: Child Safeguarding	20
MODULE 2: FRAMEWORK FOR THE DELIVERY OF INTEGRATED SERVICES TO ADDRESS YOUTH IN NEET SITUATIONS AND THE ROLE OF YOUTH MENTORS	24
Session 1: Four Steps for the Delivery of Integrated Services to Address Youth in NEET Situations	25
Session 2: The Role of Youth Mentors	28
MODULE 3: POSITIVE COMMUNICATION AND INTERGENERATIONAL FACILITATION SKILLS	31
Session 1: Positive Communication	32
Session 2: Building Positive Relationships and Trust with Young People	37
Session 3: Intergenerational Facilitation Skills	40
MODULE 4: POSITIVE YOUTH DEVELOPMENT AND MEANINGFUL PARTICIPATION	43
Session 1: Positive Youth Development	44
Session 2: Meaningful Participation	46
Session 3: Nine Basic Requirements for the Effective and Ethical Participation of Children	50
Session 4: Modes of Participation	53
Session 5: Young People's Participation and Collaboration Strategies with Adults	56
CONCLUSION	58
APPENDIX I: PRE-TRAINING QUESTIONNAIRE	60
APPENDIX II: POST-TRAINING QUESTIONNAIRE	62
APPENDIX III: RESOURCES	65
PowerPoint Presentation	65
Multimedia	65
Mapping Tools	65
APPENDIX IV: SAFEGUARDING CODE OF CONDUCT	66
APPENDIX V: CONSENT AND RELEASE FORM	68
REFERENCES	69



ABBREVIATIONS

CSO	Civil Society Organization
CSP	Child Safeguarding Policy
CYCT	Children and Youth Council of Thailand
EU	European Union
ILO	International Labour Organization
MICS	Multiple Indicator Cluster Survey
MoE	Ministry of Education
MoL	Ministry of Labour
NEET	Not in Education, Employment or Training
NESDC	National Economic and Social Development Council
NESDP	National Economic and Social Development Plan
NGO	Non-Governmental Organization
NSO	National Statistical Office of Thailand
OBEC	Office of the Basic Education Commission
PYD	Positive Youth Development
SDG	Sustainable Development Goals
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WHO	World Health Organization

INTRODUCTION TO THE MANUAL



Welcome to the ***Training Manual for Youth Mentors of the Pilot of Integrated Services for Youth Not in Education, Employment or Training (NEET)***.

This manual is part of a comprehensive package of materials developed to support the implementation of the **Pilot of Integrated Services for Youth not in Education, Employment or Training**. The pilot project is a collaboration between UNICEF Thailand, the Office of the National Economic and Social Development Council (NESDC), and the Ministry of Labour (MoL).

The manual is designed for trainers of youth mentors from national and local government bodies, non-governmental organizations (NGOs), civil society organizations (CSOs), community volunteers, and other relevant stakeholders. It aims to help trainers strengthen the skills and competencies needed to support youth in NEET situations. While no prior knowledge is required, previous experience working with vulnerable youth, including those in NEET situations, would be advantageous.

The manual is organized into **four main modules**:

1. Young People in Thailand and Challenges faced by Youth in NEET Situations (40–60 minutes)
2. Framework for the Delivery of Integrated Services to address Youth in NEET situations and the Role of Mentors (90–120 minutes)
3. Positive Communication and Intergenerational Facilitation Skills (90–120 minutes)
4. Positive Youth Development and Meaningful Participation (200–240 minutes)

The total duration of the training is 450–570 minutes.

The manual utilizes activity-based learning to actively engage participants, promoting a deeper understanding of the challenges faced by young people, as well as the concepts of integrated services, positive youth development, and meaningful participation.

Pre- and post-training questionnaires are included to collect participant feedback and formally evaluate the knowledge gained during the training.

Each session equips trainers with the technical knowledge, tools, and guidance needed to effectively train youth mentors. Trainers are encouraged to approach the material with enthusiasm and curiosity.

Objectives

The ***Training Manual for Youth Mentors of the Pilot for Integrated Services for Youth Not in Education, Employment, or Training (NEET)*** is designed to equip trainers with the essential tools, resources, and skills needed to build the capacity of service providers who will serve as mentors to youth in NEET situations.

The primary objectives of the manual are to:

- ▶ **Enhance Understanding of Youth in NEET situations:** Provide youth mentors with an understanding of the challenges faced by youth in NEET situations, including the social, economic, and psychological factors contributing to their disengagement from education, employment, or training.
- ▶ **Develop Mentorship Skills:** Equip youth mentors with practical tools and techniques to effectively guide and support youth in NEET situations through positive communication, individualized support, and pathways to reintegration.
- ▶ **Promote Meaningful Youth Participation:** Equip youth mentors with the skills to foster safe and meaningful participation for youth in NEET situations, and build their capacity to address barriers, engage youth in decision-making processes, and promote positive youth development.

Manual Overview

The Manual is divided into four main modules and fifteen sessions. A brief overview of each session is provided below.

Module	Session
Module 1: Young People in Thailand and Challenges faced by Youth in NEET situations	<p>This module consists of five sessions:</p> <ol style="list-style-type: none"> 1. Introduction to the Training. 2. Young People in Thailand. 3. Youth in NEET Situations. 4. Challenges to Young People's Participation. 5. Child Safeguarding. <p>The module provides a comprehensive understanding of the situations and challenges faced by young people in Thailand, particularly those in NEET situations. It examines the causes leading to NEET status and emphasizes the importance of supporting youth in transitioning out of their NEET situation. Additionally, the module explores barriers to young people's participation and covers child safeguarding principles, ensuring that all programmes and interactions with children and youth meet the highest safety standards to prevent harm and abuse.</p> <p>The module also includes ground rules for the training and a pre-training questionnaire.</p> <p>Duration: 40–60 minutes</p>

Module	Session
<p>Module 2: Framework for the Delivery of Integrated Services to Address Youth in NEET Situations and the Role of Youth Mentors</p>	<p>This module consists of two sessions:</p> <ol style="list-style-type: none"> 1. Four Steps for Delivering Integrated Services for Youth in NEET Situations. 2. The Role of Youth Mentors. <p>It outlines the four key steps for delivering integrated services designed to help young people transition out of NEET status, while highlighting the crucial role youth mentors play in this process. The module provides practical guidance for mentors, focusing on outreach, mentoring, coaching, and facilitating youth reintegration into education, training, or employment opportunities.</p> <p>Duration: 90–120 minutes</p>
<p>Module 3: Positive Communication and Intergenerational Facilitation Skills</p>	<p>This module consists of three sessions:</p> <ol style="list-style-type: none"> 1. Positive Communication. 2. Building Positive Relationships and Trust with Young People. 3. Intergenerational Facilitation Skills. <p>It focuses on techniques for positive communication and intergenerational facilitation, emphasizing strategies to build trust, understanding, and collaboration across age groups. The module covers methods such as active listening, empathy, and respectful dialogue to bridge generational divides and foster mutual respect. Participants will develop skills to create inclusive environments that encourage open communication, address conflicts constructively, and build meaningful connections between young people and adults. These skills are designed to enhance engagement across social, educational, and professional settings.</p> <p>Duration: 120–150 minutes</p>
<p>Module 4: Positive Youth Development and Meaningful Participation</p>	<p>This module consists of five sessions:</p> <ol style="list-style-type: none"> 1. Positive Youth Development (PYD). 2. Meaningful Participation. 3. Nine Basic Requirements for the Effective and Ethical Participation of Children. 4. Modes of Participation. 5. Young People’s Participation and Collaboration Strategies with Adults. <p>The module focuses on the key principles and techniques of positive youth development, emphasizing the empowerment of young people to actively engage in decision-making processes that affect their lives and communities. It highlights the importance of creating supportive environments where young people can freely express their views, develop leadership skills, and participate meaningfully in civic and social initiatives.</p> <p>Duration: 200–240 minutes</p>

How to Use this Manual

The manual contains instructions for delivering the training modules, discussion points, resources, and guidance on effectively using the training materials.

Although the manual is structured into flexible modules, it is strongly recommended to follow the order as presented to ensure a cohesive learning experience and the gradual development of key skills and concepts.

Tips for Trainers:

- ▶ Ensure that each participant group does not exceed 50 people. Trainers should be adequately prepared to facilitate active learning, discussions, and engagement, considering the availability of co-trainers and assistants.
- ▶ Review and adjust the agenda based on the specific needs and context of the audience.
- ▶ Adapt the training materials as necessary, incorporating region-specific examples where relevant.
- ▶ Familiarize yourself with the training structure, resources, and materials to ensure you are fully prepared for delivery.
- ▶ Confirm that all necessary equipment is available and tested for functionality before the training begins.
- ▶ Prepare all relevant materials (e.g., handouts, visuals) in advance and have them ready by the first day of training.
- ▶ Coordinate with organizers to identify priorities and context-specific issues that may influence the training content.

Key Definitions

Adolescence is defined as the period of life spanning between the ages of 10-19 (UNICEF, 2024a).

Child refers to a person or persons under the age of 18 (United Nations, 1989).

Child safeguarding principles include proactive measures to keep all children safe from harm, along with actions to prevent physical, sexual, and emotional abuse and maltreatment of children. Safeguarding also involves ensuring informed consent when engaging with children; clearly defining the roles and responsibilities of chaperones, facilitators and a child safeguarding focal point; and establishing referral mechanisms for psychosocial and other forms of support needed by children (UNICEF, 2020a).

Education is defined as “The processes by which societies deliberately transmit their accumulated information, knowledge, understanding, attitudes, values, skills, competencies, and behaviours across generations. It involves communication designed to bring about learning” (UNESCO, 2012). Education can take place through three distinct environments: (1) Formal education in education and training institutions; (2) Non-formal education in addition to or instead of formal education, which is typically conducted in community-based, workplace-based, or civil society-based settings; and (3) Informal contexts including daily life, the family unit, and any experience (International Labour Organization (ILO), 2016).

Employment is defined by the ILO as follows: “Persons in employment are defined as all those of working age who, during a short reference period, were engaged in any activity to produce goods or provide services for pay or profit. They comprise employed persons “at work,” i.e., persons who worked in a job for at least one hour; and employed persons “not at work” due to temporary absence from a job, or to working-time arrangements (such as shift work, flextime, and compensatory leave for overtime).” Based on this definition, persons engaged in economic activities leading to income generation can also be considered as employed (ILO, 2016).

Intergenerational facilitation is defined as the approach that promotes the direct incorporation of young people within negotiating delegations. This approach fosters open dialogue, understanding, mentoring, and collaboration among members of different age groups within the negotiating teams. It creates an environment where diverse perspectives and experiences are respectfully exchanged (Moaid-azm Peregrina, 2024).

Life skills refer to a set of cross-cutting, interconnected, and overlapping abilities, attitudes, and socioemotional competencies that enable individuals to learn, make informed decisions, and exercise rights to lead a healthy and productive life, covering four dimensions: learning, employability, personal empowerment, and active citizenship. These skills include creativity, problem-solving, negotiation, decision-making, communication, self-management empathy, respect for diversity, and participation (UNICEF, 2019).

Meaningful participation refers to participation that provides young people with: 1) Safe spaces and time to form and freely express themselves; 2) Appropriate information to inform their views and share their voice; 3) A respectful audience with the power and authority to take seriously the suggestions of young people and act on their views; and 4) Proper consideration of young people’s views, and timely feedback about the outcomes and extent of their influence (UNICEF, 2020b).

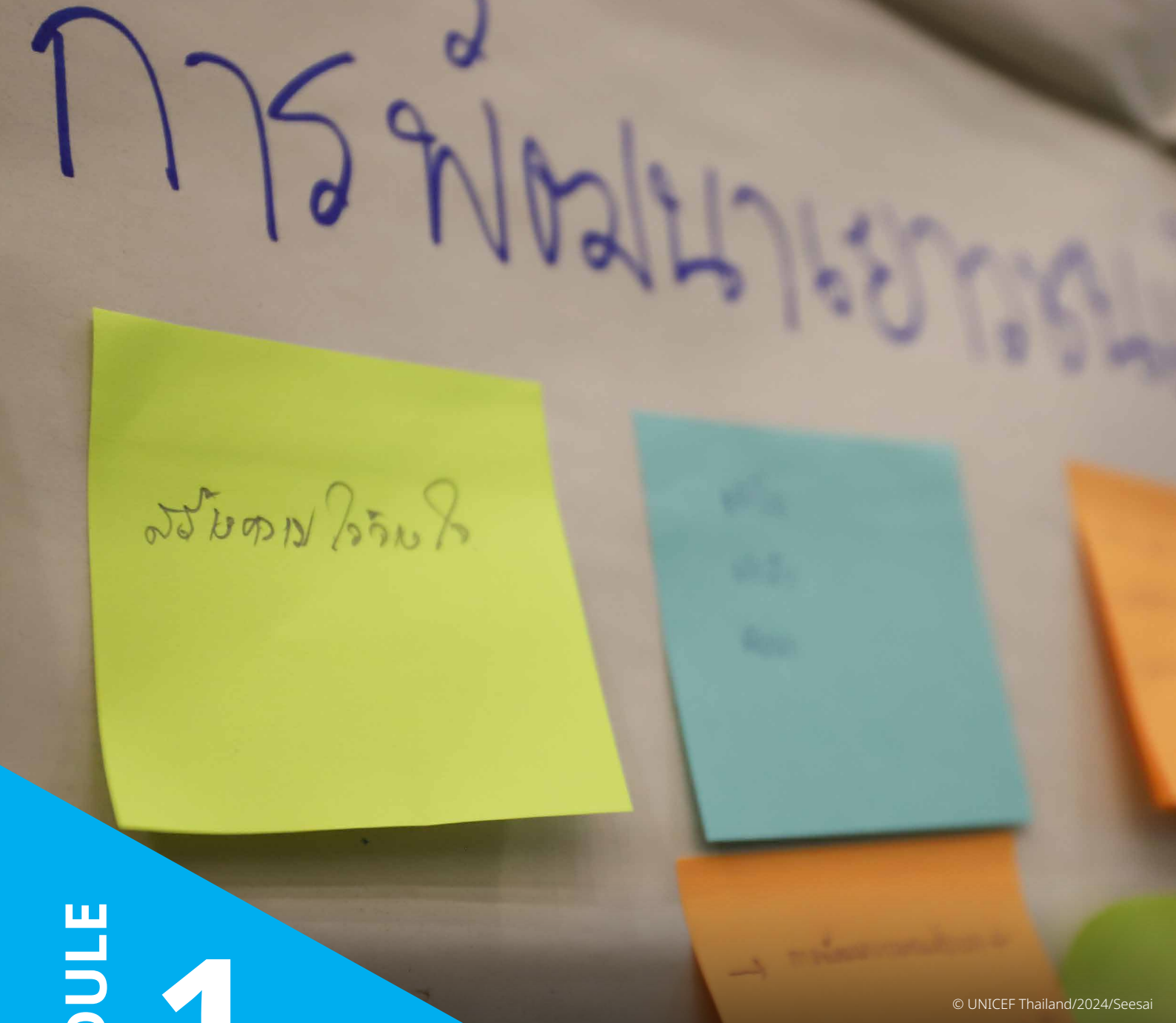
The Reinforced Youth Guarantee is a European Union (EU) initiative aimed at combating youth unemployment and inactivity, particularly targeting young people aged 15 to 29. Launched in 2013 and reinforced in 2020, this programme ensures that within four months of leaving formal education or becoming unemployed, young people receive a quality offer of employment, continued education, an apprenticeship, or a traineeship (European Commission, 2020).

Training can take place and be provided by a system of schools, colleges, universities, and other formal educational institutions, whereas non-formal training is defined as training provided by any organized and sustained learning activities that do not precisely correspond to the above definition. Training may include educational programmes to teach adult literacy, life skills, career skills, and general culture, depending on the country’s circumstances (UNESCO, 2022).

Youth refers to individuals between the ages of 15 and 24 years, though definitions may vary among Member States. It is best understood as a period of transition from the dependence of childhood to the independence of adulthood (United Nations, n.d.).

Youth NEET refers to youth aged 15-24 who are not in employment, education, or training. Youth NEET who are neither in employment nor in education or training are at risk of becoming socially excluded – individuals with income below the poverty line and lacking the skills to improve their economic situation (OECD, 2024).

Young people are individuals between the age range of 10 to 24 years (United Nations, n.d.).



MODULE
1

© UNICEF Thailand/2024/Seesai

YOUNG PEOPLE IN THAILAND AND CHALLENGES FACED BY YOUTH IN NEET SITUATIONS

Session 1: Introduction to the Training

Objectives

- ▶ Introduce the purpose and content of the training.
- ▶ Establish ground rules for the training.
- ▶ Conduct ice-breaking activities to help participants get acquainted.
- ▶ Administer a pre-training questionnaire to assess participants' prior knowledge.
- ▶ Provide an overview of the child safeguarding principles.

Duration

- ▶ 15–30 minutes

Materials

- ▶ Pre-Training Questionnaire (Appendix I)
- ▶ PowerPoint Presentation (Appendix III)
- ▶ Engagement Questions (Appendix III – Slido)

Equipment

- ▶ Projector
- ▶ Smart phone
- ▶ Internet access

Overview

This session outlines the purpose and content of the training, including ice-breaking activities to help participants get acquainted and establish ground rules. Setting these rules is crucial for fostering a respectful, safe, enjoyable, and inclusive learning environment. Additionally, the session includes a pre-training questionnaire, and an overview of the child safeguarding principles.

Step-by-step Guidance

STEP 1	<p>Introduce the Content of the Training</p> <ul style="list-style-type: none"> ▶ Begin by outlining the purpose and content of the training, which includes: <ul style="list-style-type: none"> • Understanding the situation of young people in Thailand and the challenges faced by youth in NEET (Not in Education, Employment, or Training) situations. • Familiarizing participants with the framework for delivering integrated services to support youth in NEET situations and understanding the role of mentors in this process. • Developing positive communication and intergenerational facilitation skills. • Exploring the concepts of Positive Youth Development (PYD) and meaningful participation.
STEP 2	<p>Administer the Pre-Training Questionnaire</p> <ul style="list-style-type: none"> ▶ Instruct participants to scan the QR code (See Appendix III – QR Code Generator Website) to access the pre-training questionnaire (or distribute paper-based questionnaires if necessary). ▶ Give participants 5 minutes to complete and submit their responses before moving on to the next activity.

Step-by-step Guidance

STEP 3

Establish Ground Rules for the Training

- ▶ Check participants' energy levels periodically as needed.
- ▶ Ask participants to raise one of their hands (left or right).
- ▶ Guide them in using hand signals to indicate their energy levels:
 - Extremely high energy = hand up + thumbs up
 - High energy = hand up + thumbs down
 - Low energy = hand down + thumbs up
 - Super low energy = hand down + thumbs down.
- ▶ Establish ground rules with participants. Example rules include:
 - Adhering to the schedule
 - Actively participating and contributing
 - Completing assignments on time
 - Allowing one person to speak at a time
 - Practising active listening
 - Avoiding side conversations
 - Refraining from using mobile phones during the session.

STEP 4

Ask Engagement Questions

- ▶ Ask participants to scan the QR code containing the following questions and submit their answers via an online form.

Sample Questions:

 - What is the definition of NEET?
 - If you could have a superpower, what would it be?
 - Are you familiar with approaches to working with young people?
 - Who are young people?
- ▶ Wait until participants begin submitting responses.
- ▶ Highlight or read a few interesting answers to the group to promote engagement.



Tips for Facilitators

- ▶ Take time to clearly explain the purpose of the training and ask follow-up questions to ensure participants understand the objectives.
- ▶ Clarify what participants can expect to learn and the desired outcomes of the training.
- ▶ If ground rules are set by the facilitator, ensure that participants agree to them, and that the learning environment is respectful, enjoyable, safe, and inclusive.
- ▶ Prepare the pre-training questionnaire (see Appendix I) and engagement questions using online platforms such as Google Forms, Slido, or others. If participants lack access to smartphones or the Internet, provide a paper-based survey.

Session 2: Young People in Thailand

Objectives

- ▶ Provide participants with an overview of the definitions of child, adolescent, youth, and young people.
- ▶ Enhance participants' understanding of the current situations and challenges faced by young people in Thailand.
- ▶ Promote awareness of the issues affecting young people and highlight the critical impact these challenges have on Thai society.

Duration

- ▶ 15 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)

Equipment

- ▶ Projector

Overview

The session provides an overview of key terminology, including definitions of “child,” “adolescent,” “youth,” and “young people.” This ensures participants have a clear understanding of these age categories and their distinctions, which is essential for effective communication and programme delivery when working with different groups of young people. The session also addresses the current situation of young people in Thailand, highlighting the key challenges they face, particularly within the context of an aging society.

A. Key Definitions

- ▶ The United Nations Convention on the Rights of the Child (UNCRC) defines a “child” as an individual under 18 unless national laws establish an earlier age of majority.
- ▶ In Thailand, the National Child and Youth Development Promotion Act defines a “child” as anyone under 18 years old and “youth” as individuals aged 18 to 25. The Thai Royal Institute Dictionary defines “adolescent” as individuals aged 13-19.
- ▶ According to Thailand’s Juvenile and Family Court Act, “child” refers to a person under 15 years old, while “youth” refers to someone aged 15 but not yet 18.
- ▶ The World Health Organization (WHO) defines “adolescents” as individuals aged 10-19, “youth” as those aged 15-24, and “young people” as those aged 10-24 (WHO, 2021).

B. The Situation of Young People in Thailand

In Thailand, there are 8,131,555 youth aged 15-24 (4,165,022 males and 3,966,533 females), accounting for 12.31 per cent of the total population (Board of Investment of Thailand, 2024). Youth face ongoing challenges, including inequitable access to services and employment, social and political exclusion, and persistent gender inequality.

Teenage pregnancy and early marriages remain significant issues, particularly among the poorest groups. Between 2019 and 2022, the adolescent birth rate dropped from 23 to 18 births per 1,000 women aged 15-19. However, among the poorest, the rate remains as high as 30 births per 1,000 women. Additionally, 17 per cent of young women were married before the age of 18, rising to 29 per cent among the poorest (Multiple Indicator Cluster Survey (MICS), 2022, as cited in UNICEF, 2024b).

Mental health disorders are another critical concern for young people in Thailand. According to the 2019 Global Burden of Disease Study, mental disorders and self-harm account for 15 per cent of the total disease burden among 10-19-year-olds, with suicide being the third leading cause of death for those aged 15-19 (UNICEF et al., 2022, as cited in UNICEF, 2024b).

Bullying, harassment, and violence also pose significant risks to young people’s mental health. In Thailand, 1 in 5 students (20.8 per cent) aged 13-17 reported being bullied at school, and 1 in 10 experienced bullying outside of school (Bureau of Health Promotion, 2021). Data from 2022 revealed that, in total, 35 per cent of 13-15-year-olds experienced bullying in the previous year (UNICEF, 2022a). Cyberbullying is also prevalent; 17 per cent of boys and 14 per cent of girls aged 13-17 reported experiencing cyberbullying in 2021. Violent discipline at home remains a concern, affecting 54 per cent of children (MICS, 2022, as cited in UNICEF, 2024b).

Although more young people are staying in school longer, dropout rates remain high, particularly at the upper secondary level. About 2 per cent of students leave the education system each year, with a net enrolment rate of 85 per cent at the lower secondary level, dropping to 74 per cent at the upper secondary level (MICS, 2022, as cited in UNICEF, 2024b).

In Thailand, about 1.2 million young people (12.5 per cent) are identified as NEET (ILOSTAT, 2024). Most of these youth in NEET situations, around 70 per cent, are female. Many of whom left schools due to pregnancy or caring responsibilities (UNICEF, 2023).

A 2023 UNICEF study found that 68.2 per cent of NEET youth were completely disengaged, showing little interest in developing skills or preparing for employment. Additionally, climate change and environmental degradation continue to affect young people’s physical and mental health (TDRI and UNICEF, 2022, as cited in UNICEF, 2024b).

Step-by-step Guidance	
STEP 1	<p>Introduce the Session</p> <ul style="list-style-type: none"> ▶ Begin the session by asking an open-ended question to engage participants, such as, “Who are young people?” or “Who are youth?” ▶ Allow several participants to share their thoughts.
STEP 2	<p>Describe and Summarize the Key Definitions of Child, Adolescent, Youth, and Young People</p> <ul style="list-style-type: none"> ▶ The United Nations Convention on the Rights of the Child (UNCRC) defines child as individuals under 18 unless national laws recognize an earlier age of majority.² ▶ According to the World Health Organization (WHO), young people are defined as individuals between the ages of 10 and 24 years. This age group is further subdivided into two categories: adolescents, who are aged 10-19 years, and youth, who are aged 15-24 years. The term “young people” encompasses both adolescents and youth, covering the full range from 10 to 24 years old. ▶ In Thailand, the National Child and Youth Development Promotion Act defines the word “child” as a person who is under 18 years old and “youth” as a person who is between 18 to 25 years old. ▶ The Thai Royal Institute Dictionary defines “adolescent” as individuals aged 13-19 years. ▶ According to Thailand’s Juvenile and Family Court Act, a “child” refers to a person under 15 years old, while “youth” refers to someone aged 15 but not yet 18.
STEP 3	<p>Conclude</p> <ul style="list-style-type: none"> ▶ Although definitions for “child”, “adolescent”, “youth” and “young people” exist, they can vary across countries and contexts due to differences in legal, cultural, and institutional frameworks. ▶ Young people in Thailand continue to face several challenges, including inequitable access to services and employment, social and political exclusion, persistent gender inequality, and mental health concerns such as high rates of bullying, suicide, and cyberbullying. These issues disproportionately affect vulnerable groups, particularly those in poverty.



© UNICEF Thailand/2024/Seesai

Session 3: Youth in NEET situations

Learning Objectives

- ▶ Provide participants with an understanding of the situation and challenges faced by youth in NEET situations, including region-specific issues and those affecting the target province.

Duration

- ▶ 15 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)

Equipment

- ▶ Projector

Overview

This session helps participants understand the definition of Youth NEET, and that causes of NEET status are complex and multifaceted. Factors such as gender, ethnicity, health, low educational attainment, lack of opportunities and support, poor socioeconomic conditions, and skill mismatch put young people at risk of becoming NEET.

The term youth NEET refers to young people, typically aged 15 to 24, who are Not in Education, Employment, or Training. This group includes individuals who are disengaged from formal education systems, the labour market, and vocational or skills development programmes. Youth in NEET situations often face various social, economic, and personal challenges that hinder their ability to pursue educational or employment opportunities, which can lead to long-term disadvantages in terms of financial stability, well-being, and social inclusion.

Currently, nearly 1.2 million (or 12.5 per cent) young people aged 15–24 years in Thailand are classified as NEET (ILOSTAT, 2024). A [UNICEF study](#) from 2023 revealed that the majority of youth NEET (around 68 per cent) lack the motivation to develop skills or seek employment due to a perceived lack of opportunities (UNICEF, 2023b). Notably, around 70 per cent of youth in NEET situations are female, most of whom dropped out of school due to pregnancy or caring responsibilities. The significant proportion of youth in NEET situations is a major concern for Thailand, especially as the country becomes one of the fastest-aging societies. It is important for adults to support these youth get back on track by providing access to quality education and skill training, preparing them for the job market, and helping them become contributing citizens in Thailand’s pursuit of prosperity and equality.

Step-by-step Guidance	
STEP 1	<p>Define Youth in NEET Situations</p> <ul style="list-style-type: none"> ▶ Begin the session by explaining the definition of Youth NEET (Youth Not in Education, Employment, or Training).
STEP 2	<p>Describe the Situation and Challenges Faced by Youth in NEET Situations in Thailand (Including in the Targeted Province/Region of the Training)</p> <ul style="list-style-type: none"> ▶ Current Situation: There are currently 1.2 million young people aged 15–24 in Thailand classified as NEET, accounting for 12.5 per cent of this age group. Be sure to include data specific to youth NEET in the target province/region. ▶ Complex Causes: The causes of NEET status are multifaceted and complex, including factors such as: <ul style="list-style-type: none"> • Gender disparities • Ethnicity • Health-related issues • Low educational attainment • Lack of opportunities and support • Poor socioeconomic conditions • Skill mismatch. ▶ Lack of Motivation: A significant 68 per cent of youth NEET lack the motivation to develop skills or seek employment due to a perceived lack of opportunities. ▶ Gender Disparities: Approximately 70 per cent of youth in NEET situations are female, with many having dropped out of school due to pregnancy or caregiving responsibilities. This highlights the gendered nature of NEET status, with young women disproportionately affected.

Step-by-step Guidance

Explain the Importance of Supporting Youth in NEET Situations

Supporting youth in NEET situations is crucial for several reasons:

1. **Mitigating the Impacts of an Aging Society:** In countries like Thailand, where the population is aging rapidly, supporting youth in NEET situations is especially important. As the working-age population shrinks, it becomes critical to ensure that young people are equipped to contribute to the labour market, ensuring the long-term sustainability of social and economic systems.
2. **Preventing Long-Term Social and Economic Exclusion:** Youth in NEET situations are at higher risk of long-term unemployment and social exclusion. Without intervention, they may face barriers to gaining the skills and experience needed for the job market, which can lead to persistent poverty, reliance on social welfare, and even intergenerational transmission of disadvantage.
3. **Addressing Mental Health and Well-Being:** Youth in NEET situations are more likely to experience poor mental health due to feelings of isolation, lack of purpose, and anxiety about their future. Supporting these young people through education, employment, or training opportunities can improve their self-esteem, sense of belonging, and overall mental well-being.
4. **Promoting Gender Equality:** In many regions, young women, especially those affected by early pregnancies or caregiving responsibilities, represent a large portion of the NEET population. The provision of targeted support, such as flexible learning or vocational opportunities, can help reduce gender disparities and empower young women to re-enter education or the workforce.
5. **Boosting Economic Growth:** Youth in NEET situations represent untapped potential. Investing in their skills development and reintegration into the workforce benefits not only the individuals but also the broader economy. A more skilled and active workforce leads to higher productivity and innovation, contributing to long-term economic growth and competitiveness.
6. **Reducing Social Inequality:** Youth in NEET situations often come from marginalized communities with limited access to quality education and employment opportunities. Supporting them helps reduce inequality by giving them the tools to participate fully in society and contribute to their communities.

Supporting youth in NEET situations not only helps individuals but also strengthens social cohesion, reduces inequality, and contributes to the overall development and stability of society.

STEP 3



Tips for Facilitators

- ▶ Facilitators should familiarize themselves with the local context and specific causes of NEET among youth in the target province or region before the training. Sharing this information during the session will help participants connect it to their own experiences.
- ▶ To enhance understanding, present a specific example of a youth in a NEET situation during the session, offering a tangible case study that participants can relate to and discuss.
- ▶ For more detailed information on youth in NEET situations in different provinces and regions, refer to UNICEF's [In-depth Research on Youth Not in Employment, Education or Training \(NEET\) in Thailand](#) (UNICEF, 2023b).

Session 4: Challenges to Young People's Participation

Learning Objectives

- ▶ Develop a deeper understanding of the challenges young people encounter when participating in social, economic, and political activities.
- ▶ Identify barriers to engagement and support both young people and adults in overcoming these obstacles to meaningful participation.
- ▶ Raise awareness and foster positive attitudes among all stakeholders, encouraging greater acceptance and support for young people's participation.

Duration

- ▶ 30 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)
- ▶ Markers/pens
- ▶ Post-it notes/paper

Equipment

- ▶ Projector

Overview

This session explores the challenges young people face in participating meaningfully and highlights the barriers that make it difficult for adults to initiate, encourage, or promote youth participation.

Many adults believe young people must first learn responsibility before they can meaningfully engage. Youth participation is often perceived as overly complicated or culturally unacceptable. Additionally, there are concerns that involving young people might expose them to risks or result in their ideas being dominated by adults' agendas.

Within the Children and Youth Council of Thailand (CYCT), members frequently lack involvement in planning and decision-making processes. Marginalized groups, such as younger children, out-of-school youth, and girls, are often denied opportunities to engage.

Intergenerational power dynamics further complicate efforts to achieve meaningful youth participation, with adults holding disproportionate influence.

During the session, participants will brainstorm examples of youth participation and identify potential challenges at the local level. Participants will be encouraged to create opportunities that allow young people to engage and share their ideas. Selected groups will then present their insights to the larger audience.

Step-by-step Guidance

STEP 1	<p>Introduce the Session</p> <ul style="list-style-type: none"> ▶ Begin the session by discussing the challenges young people face when participating in social, economic, and political activities. ▶ Encourage participants to share both positive and negative examples, such as beliefs that young people need to first demonstrate responsibility, perceptions that youth participation is too complex or not culturally embedded, or concerns that young people's engagement may expose them to risks or be overshadowed by adults. ▶ Pose an open-ended question to prompt further discussion on additional challenges to young people's participation.
STEP 2	<p>Ask Guiding Questions</p> <ul style="list-style-type: none"> ▶ Ask participants questions such as, “What concerns do you have about young people's participation?” or “Does fear hold you back from encouraging young people's participation, and if so, why?” ▶ Invite some participants to share their answers and ideas with the group.
STEP 3	<p>Explain Examples of Problems and Challenges Related to Young People's Participation</p> <ul style="list-style-type: none"> ▶ Young people's participation is often underfunded, tokenistic, and limited to a select few, largely due to social norms that view young people as immature and incapable of meaningful involvement. ▶ Key challenges include adults perceiving young people as lacking the ability and responsibility to participate, viewing their engagement as too complex or not culturally embedded, insufficient time dedicated to fostering youth participation, and concerns that involvement may expose young people to risks.
STEP 4	<p>Group Discussion</p> <ul style="list-style-type: none"> ▶ Divide participants into groups, ensuring the group size allows for meaningful discussion. ▶ Have them discuss the problems and challenges in fostering young people's participation. ▶ Invite a volunteer from 2-3 groups to share insights from their discussions with the larger group. ▶ Encourage participants who work as service providers, mentors, community volunteers, or leaders to share their firsthand experiences in engaging with young people.



Tips for Facilitators

- ▶ Ensure that the group size is suitable for effective discussion within the allotted time.
- ▶ During the group discussions, circulate among the groups, and note diverse examples of activities or situations to highlight later.
- ▶ Invite a volunteer from 2-3 groups to share key ideas from their discussions.
- ▶ For participants who do not get a chance to share, ask them to write down their thoughts and post them on a “parking lot” (a designated wall or flipchart).
- ▶ Encourage all participants to visit the parking lot and learn from other groups' ideas during breaks or lunchtime.

Session 5: Child Safeguarding

Learning Objectives

- ▶ Promote understanding of child safeguarding.
- ▶ Strengthen participants' ability to identify child safeguarding risks and implement effective prevention and response measures, ensuring a safe environment for young people in all activities.

Duration

- ▶ 35 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)
- ▶ Post-it notes
- ▶ Pens/markers
- ▶ Flip charts
- ▶ Slido questions
- ▶ Optional, for more creative approaches: cardboard, coloured paper, art/craft supplies, sticks.

Equipment

- ▶ Projector

Overview

This session explores the concept of child safeguarding. Participants will learn, review and discuss scenarios related to child safeguarding, exploring situations that may present risks to young people. The session also introduces the [Child Safeguarding Code of Conduct for all staff and volunteers engaged with UNICEF and Implementing Partners](#), focusing on proactive measures to minimize both direct and indirect risks of harm to children and young people. The session also highlights the need for service providers to obtain consent from young people before involving them in any activity.

Child Safeguarding

Child safeguarding is a fundamental responsibility for any organization working with or for children. According to UNICEF guidelines, child safeguarding refers to the policies, procedures, and practices designed to prevent harm, abuse, or exploitation of children within an organization's operations. This goes beyond simply protecting children from immediate threats and includes creating environments where they can thrive, grow, and develop free from any form of violence or neglect. Child safeguarding is not only a legal obligation but also a moral commitment to uphold children's rights and ensure their safety and well-being.

One of the core principles of child safeguarding is ensuring that organizations have strong policies and mechanisms in place to prevent, identify, and respond to potential risks. This includes comprehensive training for staff, volunteers, and partners on how to recognize signs of abuse, how to report concerns, and how to handle sensitive situations in a child-centered manner. UNICEF emphasizes the importance of a "do no harm" approach, which means that every action taken should prioritize the child's best interest, ensure their dignity, and minimize any further distress or harm.

Another critical aspect of child safeguarding is the establishment of safe recruitment practices. This involves screening potential employees and volunteers to ensure that they do not pose a risk to children, as well as continuous monitoring and assessment of staff behaviour. Creating a culture of accountability and openness is vital, where everyone in the organization feels empowered to speak up if they have concerns about a child's safety. UNICEF also encourages organizations to engage children themselves in safeguarding efforts, educating them on their rights and ensuring they have safe channels to report any concerns.

Ultimately, child safeguarding is about building a framework where children's voices are heard, their rights are respected, and every possible measure is taken to prevent harm. Organizations must continuously evaluate and adapt their safeguarding policies to meet evolving challenges, keeping child protection at the heart of all their operations.

Step-by-step Guidance

Introduce the session

STEP 1

- ▶ Begin by asking participants to scan a QR code (See Appendix III – QR Code Generator Website) to access six scenarios and submit their answers.
 - **Scenario 1:** Public teasing from strangers on the street or in public places, such as, “Whew, what do you say, little sister?” or “Where are you going, beautiful one?”
 - **Scenario 2:** Touching certain parts of the body or caressing using hands, legs, hips, etc.
 - **Scenario 3:** Teasing through words or making sexual jokes, whether direct or indirect, and considering it humour or familiarity.
 - **Scenario 4:** Making eye contact or facial expressions without physical contact, such as sticking out the tongue, or gazing at specific body parts.
 - **Scenario 5:** Sending flirtatious private messages or chats to public figures.
 - **Scenario 6:** A poor family accepting money or materials and promises to give their daughter in marriage when she grows up as repayment.
- ▶ Read each of the six scenarios aloud and ask participants to consider whether the scenario is harmful to young people and why. Encourage participants to share their opinions and emphasize that there are no right or wrong answers.
- ▶ Instruct participants to rate each scenario using the following criteria:
 - **Green** = Always acceptable
 - **Yellow** = Sometimes acceptable
 - **Red** = Always unacceptable

Describe the Concept of Child Safeguarding

STEP 2

- ▶ **Child Safeguarding** refers to the policies, procedures, and practices designed to prevent harm, abuse, or exploitation of children within an organization's operations.
- ▶ When working with young people, service providers must ensure several key elements to protect their well-being and uphold their rights:
 - **Safe and Protective Environments:** Service providers must create environments where young people are protected from harm, abuse, exploitation, and violence. This includes implementing policies and procedures that safeguard children and young people, ensuring that both physical and emotional spaces are safe.
 - **Ongoing Informed Consent:** Service providers must obtain and maintain the ongoing informed consent of young people. This involves clearly explaining the purpose of activities, the roles and expectations of the participants, any risks involved, and ensuring that young people can withdraw their consent at any time without pressure or negative repercussions.
 - **Training and Awareness:** All staff, volunteers, and partners working with young people must be trained in child safeguarding. They need to understand how to identify signs of harm, know the reporting procedures, and be aware of how to handle sensitive situations in a child-centered manner.

Step-by-step Guidance

STEP 2

- **Accountability and Transparency:** Service providers must have clear mechanisms for reporting concerns and responding to incidents of abuse or harm. These mechanisms should be easily accessible to young people, who should be informed of their rights and the available channels to report any issues confidentially.
- **Inclusive Participation:** Providers should ensure that young people are actively involved in decision-making processes that affect them. This includes respecting their perspectives and recognizing their evolving capacities to contribute meaningfully to the activities they participate in. Engaging young people in safeguarding efforts helps to create a culture of mutual respect and responsibility.
- **Confidentiality and Privacy:** Service providers must respect the confidentiality and privacy of young people, ensuring that any personal information is handled securely, and that young people's dignity is maintained throughout their participation in activities.

By adhering to these child safeguarding principles, service providers can ensure that they are not only protecting young people from harm but also promoting their rights and empowering them to engage in safe and meaningful ways.

STEP 3

Distribute and Collect Safeguarding Code of Conduct for Youth Mentors

- ▶ **Distribute the Code of Conduct (see Appendix IV):** Start by handing out a copy of the Code of Conduct to each participant. Ensure they have enough time to go through the document and encourage them to review it thoroughly. Let them know this document outlines the standards of behaviour and safeguarding principles they are expected to follow when working with children and young people.
- ▶ **Go Through the Code of Conduct:** After distributing the documents, take some time to go over the key sections together as a group. Highlight the most critical points, such as:
 - How to behave when interacting with children and young people.
 - Procedures for reporting concerns or incidents of abuse.
 - The importance of respecting privacy and confidentiality.
 - Their duty of care to protect young people from harm and promote a safe environment.
- ▶ **Encourage questions and clarify any points that might be unclear:** This is important to ensure everyone fully understands what they are committing to and what is expected of them in terms of safeguarding and professional conduct.
- ▶ **Sign the Code of Conduct:** Once participants have reviewed and discussed the Code of Conduct, ask them to sign it to formally acknowledge their commitment to upholding the safeguarding standards outlined. Explain that by signing, they agree to abide by the principles in the Code and recognize their role in ensuring the safety and well-being of children and young people.
- ▶ **Collect Signed Copies:** Make sure to collect all signed copies of the Code of Conduct before the session ends. These will serve as a record that each participant understands and agrees to the organization's safeguarding principles and guidelines.

By following these steps, you ensure that all participants are not only informed but fully engaged in the process of committing to child safeguarding.

Step-by-step Guidance

STEP 4

Distribute and Collect Consent Form

- ▶ **Distribute the Consent Form (see Appendix V):** Start by handing out a copy of the Consent Form to each participant. Ensure they have enough time to go through the document and encourage them to review it thoroughly.
- ▶ **Go Through the Consent Form:** After distributing the documents, take some time to go over the key sections together as a group. Highlight the most critical points, such as:
 - A consent form in child safeguarding is a document used to obtain formal permission from a child's parent or guardian (and sometimes the child themselves, if they are above the age of 18) before involving the child in any activity, programme, or process. It is a key tool in ensuring the child's safety and protection and is an essential part of safeguarding protocols.
 - The form outlines the details of the activity or programme, what the child's participation will involve, and how any data or personal information related to the child will be collected, used, and stored.
 - In child safeguarding, consent forms ensure that:
 - Parents or guardians are informed: They have a clear understanding of what their child will be involved in and can give permission accordingly.
 - The child's rights are respected: Consent forms give children, especially older children, the opportunity to participate or opt out based on informed decision-making.
 - Safeguarding measures are transparent: The form explains any safeguarding procedures in place, ensuring the child's well-being throughout the activity.
 - Legal protection: It helps organizations protect themselves by ensuring they have formal permission to engage with the child, reducing potential legal risks.
- ▶ Encourage questions and clarify any points that might be unclear.

STEP 5

Activity

- ▶ Distribute Post-it notes to the participants.
- ▶ Ask them to identify ideas, activities, or strategies that promote a safe space for young people using the prompt: **"What do we need to do to create a safe space for young people?"**
- ▶ Give participants 2-3 minutes to reflect and write their ideas on the Post-it notes, then have them post their notes on a flip chart.
- ▶ After the brainstorming session, review their ideas and provide feedback.



Tips for Facilitators

- ▶ Encourage participants to actively engage in the discussion and share their opinions.
- ▶ During group discussions, circulate among the groups and highlight diverse examples of activities or situations for sharing.
- ▶ For participants who don't get a chance to share, ask them to write down their ideas and post them in a "parking lot" (a wall or flipchart). Encourage others to visit the parking lot and learn from different groups during coffee breaks or lunchtime.
- ▶ Ask participants to take photos of the ideas shared during the group activity for future reference.



© UNICEF Thailand/2024/Seesai

MODULE 2

FRAMEWORK FOR THE DELIVERY OF INTEGRATED SERVICES TO ADDRESS YOUTH IN NEET SITUATIONS AND THE ROLE OF YOUTH MENTORS

Session 1: Four Steps for the Delivery of Integrated Services to Address Youth in NEET Situations

Objectives

- ▶ Promote understanding of the four steps for the delivery of integrated services to address youth in NEET situations.
- ▶ Develop the skills of youth mentors to engage with youth in NEET situations, providing mentoring, coaching, and facilitating their reintegration into education, training, apprenticeship programmes, or employment opportunities.

Duration

- ▶ 60 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)
- ▶ Flip charts
- ▶ Markers/pens
- ▶ [Na Phu Sub-District Model](#)
- ▶ Optional for more creative approaches: coloured paper, art/craft supplies, sticks, string, etc.

Equipment

- ▶ Projector

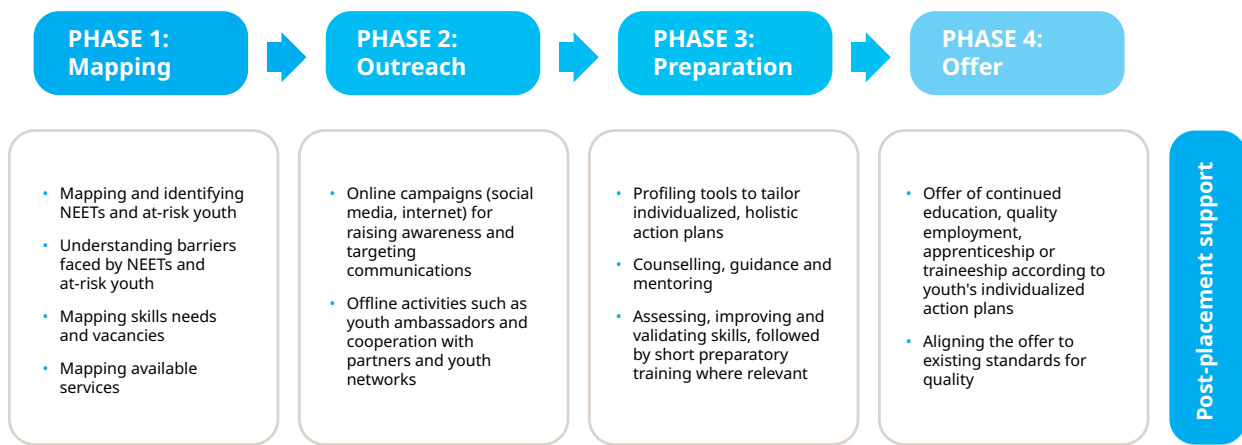
Overview

This session focuses on the **four steps of integrated services** designed to support youth in overcoming NEET status. The integrated approach includes the following phases (see Figure 1):

1. **Mapping**
2. **Outreach**
3. **Preparation**
4. **Offer**

Participants will learn how to serve as mentors for youth NEET, conducting outreach, providing mentoring and coaching, and facilitating their reintegration into education, training, or employment.

The four-step integrated service model is adapted from the European Union's (EU) [Reinforced Youth Guarantee Scheme](#). This initiative aims to ensure that all young people up to 29 years old receive a quality offer of employment, continued education, apprenticeship, or traineeship within four months of becoming unemployed or leaving education. The reinforced Youth Guarantee emphasizes **tailored, individualized approaches** to meet the specific needs of each young person (European Commission, 2020).

Figure 1: The Four Steps of Integrated Services

Mapping: Identifying the Target Group, Available Services and Skills Need

In the **mapping** phase, youth in NEET situations or those at risk of becoming NEET are identified. This includes temporary NEETs impacted by immediate circumstances such as economic recessions, pandemics, or other crises, as well as long-term NEETs who may belong to vulnerable groups. Additionally, a mapping of available services for various support needs is conducted, alongside an analysis of local skills forecasts (e.g., using big data labour market intelligence) to determine the skills in demand, with attention to labour market specifics. After identification, data are gathered on the youth backgrounds, reasons for being NEET, and other relevant information to better understand their profiles.

Outreach: Raising Awareness and Targeted Communication

In the **outreach** phase, modern, youth-friendly communication channels – both online and offline – are used to raise awareness among temporary and long-term NEETs. Local information channels and youth organizations are engaged to ensure effective outreach. Special efforts are made to reach long-term NEETs, particularly those from vulnerable groups, including youth with disabilities. This involves using trained mediators and complementary strategies like youth work to connect with these groups.

The goal is to attract and engage NEETs and at-risk youth in motivational and ice-breaking activities that help them open their minds to new opportunities. These activities encourage youth to recognize their potential, abilities, and aspirations, and begin reflecting on their life goals.

Preparation: Profiling, Coaching and Development of Individualized Action Plans

The **preparation** phase focuses on matching the needs of youth in NEET situations and/or those at-risk of becoming NEET with appropriate responses. Profiling tools are used to develop individualized action plans for each young person, considering their preferences, motivation, barriers, and the reasons behind their unemployment or inactivity.

During this phase, holistic counselling, mentoring, and coaching from trained personnel are delivered to support youth in understanding the evolving nature of work, whether through career advice or entrepreneurship support. One-on-one support, motivational activities, advocacy, and peer support are especially important for long-term NEETs. Based on individual assessments and skill levels, youth are then referred to relevant partners (e.g., educational institutions, training centres, social services, and youth organizations) to help them overcome barriers to education or employment.

Offer: Reintegrating into Education, Employment or Training

In the **offer** phase, youth are presented with employment, continued education, apprenticeship, or traineeship opportunities. At this point, they are no longer considered NEET. However, continued follow-up and monitoring are crucial, as they may return to NEET status if they leave their employment, education, or training. Periodic follow-up is essential to ensure they stay on track and to assess the long-term sustainability of interventions.

Many interventions are not fully adapted to the needs of those facing multiple barriers, such as poverty, social exclusion, disability, or discrimination. These youth may require longer periods of support and multiple interventions before they are ready to accept an offer. It is important to provide flexibility in support, rather than imposing rigid timelines, to ensure a successful transition to education, training, or employment.

Step-by-step Guidance	
STEP 1	<p>Explain the Four Phases for the Delivery of Integrated Services to Address Youth in NEET Situations</p> <ul style="list-style-type: none"> ▶ Begin the session by explaining the details of each phase: Mapping, Outreach, Preparation, and Offer. ▶ Highlight two additional “hidden” steps, which occur before Mapping and after Offer. <ul style="list-style-type: none"> • Before Mapping involves preparing and building the capacity of service providers to understand and effectively work with youth. It also includes establishing local teams or working groups and conducting a survey of available resources and supporting organizations at the local level. • After Offer refers to monitoring and providing continuous support to youth after their reintegration into education, employment or training, with follow-up at least every three months.
STEP 2	<p>Showcase Project Example</p> <ul style="list-style-type: none"> ▶ After explaining each phase of addressing youth in NEET situations, present a video showcasing the project implementation in Udon Thani Province (Na Phu Sub-District Model). The video highlights the project’s background, key interventions, results, and lessons learned.
STEP 3	<p>Group Discussion</p> <ul style="list-style-type: none"> ▶ Divide the participants into four groups and assign each group one of the following phases: 1) Mapping, 2) Outreach, 3) Preparation, and 4) Offer. ▶ Ask each group to work together to identify ideas, activities, or strategies specific to their assigned phase. ▶ Allow 10–15 minutes for brainstorming, with ideas recorded on flip charts. ▶ After the brainstorming session, ask each group to present their ideas, followed by feedback from the facilitators.



Tips for Facilitators

- ▶ Circulate among the groups during the brainstorming session to offer guidance and support.
- ▶ Continuously ask thought-provoking questions to stimulate discussion and provide recommendations when necessary.
- ▶ Encourage participants to visibly write down all ideas, promoting transparency and collaborative thinking.
- ▶ Foster teamwork by motivating participants to build on and expand each other’s ideas.

Session 2: The Role of Youth Mentors

Learning Objectives

- ▶ Enhance participants' understanding and build their capacity to effectively work as youth mentors, specifically within the context of the Pilot of Integrated Services for Youth NEET.

Duration

- ▶ 30 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)

Equipment

- ▶ Projector

Overview

Youth mentors act as a bridge between vulnerable youth and the opportunities that the NEET pilot offers, ensuring that the outreach phase is not only about contact, but also about building pathways for meaningful engagement and support.

This session guides participants in becoming mentors for youth in NEET situations. It focuses on conducting outreach, providing mentoring, and coaching, and facilitating youth reintegration into education, training or apprenticeship, or employment.

Roles of Youth Mentors

Youth mentors play a pivotal role in identifying and connecting with young people who are not engaged in education, employment, or training. Their responsibilities include:

In the **Mapping Phase**:

- ▶ **Resource Identification:** Youth mentors help map existing services, opportunities, and programmes that can support youth in NEET situations, such as local education centres, vocational training programmes, employment opportunities, and community-based support services.
- ▶ **Community Engagement:** Mentors engage with local organizations, government bodies, and youth networks to gather information on the current landscape of youth services. This helps identify areas where youth in NEET situations might be underserved or disconnected from available resources.
- ▶ **Needs Assessment:** Youth mentors conduct surveys or interviews with youth in NEET situations and other stakeholders to understand the specific needs, challenges, and barriers young people face. This data is critical for tailoring interventions and ensuring that the pilot addresses the real issues affecting the target group.
- ▶ **Collaborating with Local Teams:** Mentors work alongside local teams or working groups to share insights and data gathered from their interactions with youth in NEET situations. This collaboration helps ensure that the mapping phase is comprehensive and reflects the realities of the community.
- ▶ **Data Collection for Targeted Outreach:** The information collected during the mapping phase helps inform the outreach strategies that follow. Youth mentors help identify priority groups, such as the most vulnerable youth in NEET situations, ensuring the outreach phase targets the right populations effectively.

In the **Outreach Phase:**

- ▶ **Building Trust:** Youth mentors establish rapport with youth in NEET situations, gaining their trust and understanding their specific challenges and motivations.
- ▶ **Raising Awareness:** Mentors use youth-friendly communication channels, both online and offline, to raise awareness of the opportunities available to youth in NEET situations. This outreach often involves collaborating with local youth organizations and community leaders to effectively reach the target groups.
- ▶ **Identifying Vulnerable Youth:** Mentors place a special focus on identifying the most vulnerable youth, such as those with disabilities or those facing significant socio-economic barriers. They ensure that these groups are not left behind during the outreach process.
- ▶ **Engaging and Motivating:** A key role of mentors during this phase is to engage and motivate youth to participate in the pilot programme by highlighting the benefits of education, training, or employment opportunities, and addressing their concerns.
- ▶ **Data Collection and Profiling:** Mentors gather information through interviews and profiling to better understand the individual needs of the youth. This helps to create personalized support plans that are tailored to each young person's situation, considering factors like gender, personal motivations, and the reasons why they may have entered a NEET situation.

In the **Preparation Phase:**

- ▶ **Providing Psychosocial Support:** Many youth in NEET situations face emotional and psychological challenges, such as low self-esteem, anxiety, or a lack of motivation. Youth mentors offer psychosocial support to help them overcome these barriers and build resilience for their future endeavours.
- ▶ **Linking with Support Services:** Youth mentors act as a bridge between young people and various support services, such as mental health counseling, career guidance, and social services. By linking youth to these resources, mentors ensure they are fully supported throughout the preparation process.

In the **Offer Phase:**

Once a young person has chosen an opportunity, mentors should:

- ▶ Help youth with the practical steps needed to move forward, such as submitting applications, attending interviews, or preparing for the first day of training or work.
- ▶ Check in regularly to ensure youth feel confident and supported throughout the process.
- ▶ Be available for any follow-up or troubleshooting that may be required if challenges arise.

Step-by-step Guidance	
STEP 1	<p>Explain Why Youth Mentors are Important</p> <ul style="list-style-type: none"> ▶ Highlight that mentors are key to helping young people realize their potential and engage meaningfully in society, including education, training, or employment. ▶ Emphasize that for some youth in NEET situations, the mentor may be the only reliable source of guidance and support they can turn to. ▶ Highlight that support for youth in NEET situations must be flexible and adaptable to their personal challenges and circumstances.
STEP 2	<p>Explain the Role of Youth Mentors in the Pilot of Integrated Services for Youth NEET</p> <ul style="list-style-type: none"> ▶ Review or summarize the specific responsibilities of youth mentors in the four phases of the pilot, including their role in providing guidance, support, and opportunities for youth reintegration into education, employment or training.
STEP 3	<p>Provide Useful Tips</p> <ul style="list-style-type: none"> ▶ Encourage mentors to use modern, youth-friendly communication channels to raise awareness and engage with young people effectively, both online and offline. ▶ Stress the importance of prioritizing efforts to reach the most vulnerable youth in NEET situations, including those with disabilities or other significant barriers. ▶ Emphasize the need for mentors to continuously refine their tools and practices, particularly in interviewing and profiling youth, to offer tailored and effective support. ▶ Reinforce the importance of providing ongoing support to youth even after they transition out of NEET status to ensure long-term success and stability.



Tips for Facilitators

- ▶ Invite participants to share their opinions after the session, drawing from their perspectives or experiences as mentors or in similar roles.
- ▶ Encourage participants to share past experiences where they worked with or supported youth in NEET situations to foster group learning and exchange of best practices.



© UNICEF Thailand/2024/Seesai

MODULE 3

POSITIVE COMMUNICATION AND INTERGENERATIONAL FACILITATION SKILLS

Session 1: Positive Communication

Learning Objectives

- ▶ Enhance participants' understanding and skills in positive communication techniques, trust-building methods, and intergenerational facilitation skills.

Duration

- ▶ 60 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)
- ▶ Paper
- ▶ Markers/pens

Equipment

- ▶ Projector

Overview

This session focuses on positive communication techniques which are constructive, effective, and supportive, fostering positive emotions in interactions. Key components include positive intentionality, taking initiative, adapting communication to the interlocutor, empathetic listening, and providing social support. This approach encourages the active involvement of young people in the negotiation process, empowering them to engage meaningfully.

Positive Communication

Positive communication is a creative form of interaction that enables individuals to effectively express their thoughts, emotions, and feelings, fostering positive relationships. It helps improve behaviour, reduce conflicts, and create motivation for cooperation. The three main components of positive communication are:

1. Self-understanding and understanding differences.
2. Active listening.
3. Creative use of language to convey messages (Ketumarn, 2008, as cited in UNICEF, 2024b).

Effective communication involves using a variety of communication skills, both verbal and non-verbal, tailored to the age and understanding of the young person. This facilitates the exchange of information between individuals, groups, or organizations. By fostering confidence, building trust, and encouraging cooperation, effective communication nurtures positive relationships and enhances mutual understanding (Sawadsaringarn, 2020, as cited in UNICEF, 2024b).

Positive Communication Techniques include the following:

1. Positive Communication that Fosters Good Relationships:

- ▶ **Cultivate a positive attitude toward young people.** Your positive outlook promotes trust, cooperation, openness, and acceptance.
- ▶ **Create a conducive environment for conversations** by ensuring the setting is private, quiet, and relaxing, encouraging open communication.

- ▶ **Establish good rapport from the beginning** by greeting young people gently and warmly, using their names instead of pronouns. Start conversations by highlighting their strengths, which helps set a positive tone and boosts their confidence and self-esteem.
- ▶ **Practise intentional listening** by showing genuine interest in what young people share, making them feel valued and reassured that you are truly invested in their story.

2. Positive Communication through Asking Questions, Observing Young People's Responses and Reflecting:

- ▶ Avoid using questions that start with "Why?" to prevent defensiveness and promote more open communication.
- ▶ Explore the problem by observing the young person's attitude, cooperation, information disclosure, and any concerns, while emphasizing confidentiality.
- ▶ Encourage the expression of thoughts, feelings, and needs to foster emotional openness.
- ▶ Ask about and reflect on feelings, which helps provide mental support, makes young people feel understood, and fosters stronger relationships, which can alleviate the situation.
- ▶ Ask about and reflect on thoughts as a technique for showing genuine interest and respect for young people's ideas.
- ▶ Encourage storytelling to allow young people to share their experiences in their own way.
- ▶ When giving a warning, do so privately to avoid embarrassment and maintain trust.
- ▶ Encourage self-reflection to help youth gain insight into their actions and feelings.
- ▶ Support emotions by acknowledging and validating how young people feel.
- ▶ Use "I" message phrasing (e.g., "I feel...") more than "You" message (e.g., "You always...") to take ownership of feelings. Avoid blaming and promote friendly communication.

3. I-Message Communication:

Guidelines for developing I-Message Communication include:

- ▶ Start by being an attentive listener.
- ▶ Recognize and acknowledge your own feelings and have the courage to express them to the other person.
- ▶ Adjust your communication to maintain a gentle tone and avoid placing blame on the person you are addressing.
- ▶ Respect the feelings and rights of others, ensuring your words do not infringe upon or intentionally hurt their emotions.
- ▶ Communicate clearly and precisely, avoiding blame and the use of metaphorical language to ensure your message is easily understood.

Step-by-step Guidance

Activity 1: Positive Communication

STEP 1	<p>Group Activity</p> <p>Task 1:</p> <ul style="list-style-type: none"> ▶ Begin by asking participants to walk around the room and engage in light exercise. ▶ Signal them to pair up with another participant. ▶ Ask one partner to introduce themselves within a two-minute time limit, while the other partner listens without speaking. ▶ After two minutes, signal participants to walk around and pair up with a different partner. ▶ Repeat this process for a few rounds. <p>Task 2:</p> <ul style="list-style-type: none"> ▶ Ask participants to continue walking around the room. ▶ Signal them to pair up again with a new partner. ▶ Ask one partner to share something they are most proud of, allowing three minutes for the story, while the other partner listens silently. ▶ After the story is shared, the listening partner should reflect and share the most impressive part or strengths of the story. ▶ Invite some pairs to share their impressions with the whole group, discussing how they felt during the exercise and what they learned from it.
STEP 2	<p>Explain Positive Communication: Meaning and Techniques</p> <ul style="list-style-type: none"> ▶ Define the meaning of positive communication. ▶ Provide an overview of positive communication techniques.
STEP 3	<p>Conclude</p> <ul style="list-style-type: none"> ▶ Summarize the “I-Message” approach before transitioning to the next session. <p>An I-Message approach or “I” statement is a style of communication that emphasizes the feelings or beliefs of the speaker rather than attributing thoughts and characteristics to the listener.</p> <p>For example, instead of demanding “Why are you never home on time?”, the I-Message approach would say “I feel worried when you consistently come home late”.</p>

Step-by-step Guidance

Activity 2: I-Message

STEP 1	<p>I-Message Test</p> <ul style="list-style-type: none"> ▶ Start the session by showing the following list of sentences to the participants. <ul style="list-style-type: none"> • I want you to be on time. • I will be very happy when you arrive on time. • I would like to understand the reason for your lateness. • I am concerned that you are not arriving on time for class. • I would like you to cut your hair neatly. • I prefer that you do not do this. ▶ Ask the participants to decide whether the sentence is “Thought,” “Feeling,” “Need,” or “Expectation.”
STEP 2	<p>Changing You-Messages to I-Messages</p> <ul style="list-style-type: none"> ▶ Ask participants to practice transforming “You-Messages” into “I-Messages” to emphasize personal responsibility and avoid placing blame. ▶ Have them categorize each sentence as a “Thought,” “Feeling,” “Need,” or “Expectation”. ▶ Encourage participants to reflect on how the shift to “I-Messages” impacts the tone and nature of the conversation. <p>Examples:</p> <ul style="list-style-type: none"> • “What have you been doing until now?” → Could be reframed as: “I feel concerned because I haven’t seen much progress and would like to understand what’s been happening.” • “Why didn’t you do your homework?” → Could be reframed as: “I feel concerned when homework is not completed because it affects your progress.” • “You’ll never graduate if you study like this.” → Could be reframed as: “I am worried that this study approach might not help you graduate.” • “You did not submit your assignments on time, and you will not be graded.” → Could be reframed as: “I need assignments submitted on time so they can be graded.” • “I do not understand why you didn’t ask for help and did it yourself, but you made mistakes.” → Could be reframed as: “I am concerned because it seems like you didn’t ask for help when you needed it, which led to some mistakes.” • “Why are you doing this again?” → Could be reframed as: “I am concerned that this behavior is recurring, and I’d like to understand what’s happening.” • “Do you think it is appropriate to dress like this?” → Could be reframed as: “I feel this outfit may not meet the guidelines we discussed.”

Step-by-step Guidance

STEP 3

Explain the Principles of Positive Communication

- ▶ Listen attentively, with willingness and enthusiasm, to show genuine interest in what the other person is saying.
- ▶ Practise reflective listening by paraphrasing or summarizing what the speaker said to demonstrate understanding and empathy.
- ▶ Speak clearly and directly, ensuring your message is easy to understand and free from ambiguity.
- ▶ Avoid using bribery or manipulation to influence behaviour; instead, focus on mutual respect and understanding.
- ▶ Describe your feelings openly to foster transparency and emotional connection in the conversation.
- ▶ Use “notice” statements to point out observations without passing judgment (e.g., “I noticed you haven’t submitted your assignment” rather than “You never turn things in on time”).
- ▶ Engage in fun activities together to build rapport and trust, which can enhance communication.
- ▶ Focus on behaviours, not personal attributes, to address actions rather than criticizing the individual (e.g., “I’m concerned about your recent absence” rather than “You’re unreliable”).
- ▶ Lead by example in both communication and actions to model the positive behaviours and attitudes you wish to see in others.

STEP 4

Conclude

- ▶ Positive communication with young people provides a creative and constructive approach that fosters mutual understanding and builds strong relationships.
- ▶ It involves asking thoughtful, positive questions, observing responses, reflecting on what is shared, and being a positive role model.
- ▶ This approach helps young people feel understood, accepted, and supported.
- ▶ Positive communication is essential for promoting collaboration, which ultimately leads to better support for the needs of young people.



Tips for Facilitators

- ▶ Invite volunteers from 2-3 groups to share their ideas from the group discussion with the whole audience.
- ▶ For participants who don’t get a chance to share, ask them to write down their ideas and post them on a “parking lot” (a wall or flip chart). Encourage others to visit the parking lot during breaks to learn from the contributions of other groups.
- ▶ Ensure that the group discussion size and format are appropriate for the time allowed to keep the session focused and efficient.

Session 2: Building Positive Relationships and Trust with Young People

Learning Objectives

- ▶ Enhance participants' knowledge and skills in building relationships and trust with young people.

Duration

- ▶ 30 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)
- ▶ Video – Pae Arak – Listening and how it changes the rest of his life
- ▶ Paper
- ▶ Markers/pens
- ▶ Worksheet

Equipment

- ▶ Projector

Overview

This session focuses on techniques for building positive relationships and trust with young people, including: 1) Learning to listen, 2) Trust-building skills, and 3) Relationship-building techniques. It also includes a positive communication activity that encourages participants to share their opinions with the group, fostering a collaborative learning environment.

Step-by-step Guidance

Activity 1: Learning to Listen

STEP 1	<h4>Learning to Listen</h4> <ul style="list-style-type: none"> ▶ Begin the session by showing the video “Pae Arak – Listening and how it changes the rest of his life” (or see Appendix III). ▶ After the video, invite participants to share how they felt and what they learned from the story.
STEP 2	<h4>Positive Communication Practice</h4> <ul style="list-style-type: none"> ▶ Ask participants to pair up into groups of two. ▶ Present three scenarios (either on a projector or printed on paper) and ask each pair to select one scenario. <ul style="list-style-type: none"> • Scenario 1: A young person who is bullied, stressed, isolated, has no friends, and refuses to go to school. • Scenario 2: A young person who loves riding motorcycles with friends at night, causing trouble for neighbours. • Scenario 3: A young person who loves to sing, but their family is poor and cannot afford singing lessons. ▶ Allow participants to discuss the situation, consider positive communication techniques for talking to the young person in the chosen scenario, and write down their approaches. ▶ Invite volunteers to share their opinions or experiences with the entire group through a brief interview or presentation.

Step-by-step Guidance

STEP 3	<p>Explain Trust-Building Skills</p> <ul style="list-style-type: none"> ▶ Explain the principles of self-disclosure and mutual trust-building. ▶ Self-disclosure: “Share your feelings or reactions to an incident with others.” ▶ Benefits of self-disclosure: <ul style="list-style-type: none"> • Helps others understand you better, increasing the likelihood of connection and familiarity. • Facilitates the ability to engage in shared activities. • Allows you to verify your perceptions with others. • Assists in managing stress and discomfort by providing clarity through sharing your experiences.
STEP 4	<p>Conclude</p> <ul style="list-style-type: none"> ▶ Building trust is essential for fostering strong interpersonal relationships. The greatest threat to relationships is a lack of mutual trust. ▶ Behaviours that undermine trust include: <ul style="list-style-type: none"> • Rejecting, ridiculing, or disrespecting someone when they share personal feelings or experiences. • Failing to reciprocate openness when others are being vulnerable. • Withholding your own thoughts and feelings when the other person is open and cooperative.

Step-by-step Guidance

Activity 2: Relationship-Building Techniques

STEP 1	<p>Explain the Guidelines for Building Relationships</p> <ul style="list-style-type: none"> ▶ Take a positive approach. Reflect positive thoughts and always demonstrate enthusiasm. ▶ Be a role model. Act positively and share good values that young people can learn from. ▶ Show respect. Make young people feel valued and respected, creating a space of trust. ▶ Be patient and flexible. Understand that things may not always go according to plan. ▶ Have backup ideas and activities prepared. If things don't go as expected, use humour and stay adaptable. Most importantly, listen attentively to what young people are trying to express.
STEP 2	<p>Explain the Guidelines for Listening and Speaking with Young People</p> <ul style="list-style-type: none"> ▶ Listen actively. Take the time to listen carefully to young people and their stories. Pay attention not only to their words but also to their silence and body language, which can also be revealing. ▶ Treat young people with respect. Sit with them during activities, ask questions, and learn about their thoughts, roles, and contributions to their family and community. ▶ Observe their body language. Pay attention to non-verbal cues such as shaking, being loud, aggressive, shy, or quiet. These can offer insights into how young people are feeling during the activity. ▶ Reflect on your attitude. Recognize that your own opinions and prejudices, shaped by your experiences and culture, can influence how you interpret others' stories. Be mindful of this when engaging with young people.

Step-by-step Guidance

STEP 3

Explain the Guidelines for Working Effectively with Young People

- ▶ **Build relationships.** Make young people feel important, valued, and respected.
- ▶ **Understand their values.** Take the time to learn and appreciate young people's values and perspectives.
- ▶ **Discover their interests and goals.** Engage in discussions about their interests and career aspirations.
- ▶ **Encourage self-awareness.** Help young people recognize their strengths and unique advantages.
- ▶ **Highlight communication skills.** Emphasize the value of effective communication in personal and professional growth.
- ▶ **Create opportunities for sharing.** Allow young people to share their knowledge and experiences openly.
- ▶ **Be principled yet flexible.** Maintain clear principles while adapting to individual needs and circumstances.
- ▶ **Promote a global mindset.** Encourage young people to think globally and understand diverse cultures and viewpoints.
- ▶ **Build confidence.** Support young people in fully accepting and embracing their values and identity.
- ▶ **Celebrate success.** Recognize and reflect on the positive outcomes of working with others.



Tips for Facilitators

- ▶ Invite volunteers from 2-3 groups to share their ideas from the group discussion.
- ▶ For participants who did not get a chance to share, ask them to write down their ideas and post them on a “parking lot” (a designated wall or flipchart). Encourage others to visit the parking lot during the coffee break or lunchtime to learn from the ideas of other groups.
- ▶ Ensure that the group discussion size and format are appropriate for the time allowed to keep the session focused and efficient.



© UNICEF Thailand/2024/Seesai

Session 3: Intergenerational Facilitation Skills

Objectives

- ▶ Promote understanding of the principles of intergenerational facilitation skills, including the definition and characteristics of different generations, the dynamics between them, and how biases and values influence intergenerational collaboration and cooperation.
- ▶ Provide opportunities for participants to practise intergenerational facilitation skills through hands-on activities, role-play exercises, and real-life scenarios to enhance learning and skill application.
- ▶ Enhance awareness and foster positive attitudes among participants toward young people's meaningful participation by encouraging open dialogue, mutual respect, and collaboration across generations.

Duration

- ▶ 45 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)
- ▶ [Generation Gap Video \(Thai version\)](#)
- ▶ [Generation Gap Video \(English version\)](#)
- ▶ Paper
- ▶ Markers/pens

Equipment

- ▶ Projector

Overview

Intergenerational facilitation is defined as an approach that promotes the direct inclusion of young people in negotiation delegations. This method fosters open dialogue, understanding, mentorship, and collaboration among members of different age groups within negotiation teams. It creates an environment where diverse perspectives and experiences are respectfully exchanged, ensuring that all voices are heard and valued (Moaid-azm Peregrina, 2024, as cited in UNICEF, 2024b).

This session introduces the principles of intergenerational facilitation skills, covering the definition and differences among generations, including the Silent Generation, Boomers, Gen X, Millennials, Gen Z, and Gen Alpha. It explores intergenerational cooperation and encourages self-awareness of biases and values that influence collaboration across generations. The session emphasizes the importance of these skills when working with diverse age groups and promoting effective intergenerational collaboration.

During the session, participants will engage in intergenerational dialogue, learning how people from different ages, genders, and backgrounds can work together effectively, express their views, promote young people's meaningful participation, and strengthen relationships.

Step-by-step Guidance

STEP 1

Introduce the Definitions of Intergenerational Cooperation, Intergenerational Facilitation Skills, and Differences Between Generations

- ▶ Begin the session by playing two videos on intergenerational relationships:
 - [Generation Gap Video \(Thai version\)](#)
 - [Generation Gap Video \(English version\)](#)
- ▶ Explain the definitions of intergenerational cooperation and intergenerational facilitation skills:
 - **Intergenerational cooperation** refers to the collaborative efforts and relationships between different age groups, especially between younger and older generations. This concept highlights the significance of sharing knowledge, skills, and resources to foster mutual understanding and respect. It can be observed in various contexts, including family dynamics, community projects, and workplace environments.
 - **Intergenerational facilitation skills** refer to the abilities and techniques used to effectively engage and manage interactions between different age groups, promoting communication, understanding, and collaboration.
- ▶ Highlight that generational gaps and differences exist, including biases and values, which we may not always be fully aware of. These differences can shape how each generation communicates, collaborates, and perceives the world, making self-awareness and openness crucial for effective intergenerational facilitation.

Step-by-step Guidance

STEP 2	<p>Role Play Activity</p> <ul style="list-style-type: none"> ▶ Divide participants into groups of three. ▶ Ask them to engage in an intergenerational dialogue. ▶ Each group member will take on one of the following roles: mentor, young person, or village leader: <ul style="list-style-type: none"> • Mentor: A young and active service provider who supports young people, connects them with the community, and collaborates with community members. • Young Person: A 15-year-old who has dropped out of school, spends time with friends involved in drug use, and wants to use TikTok as a tool to work with the community to address the issue. • Village Leader: A 60-year-old community leader with decades of experience, who prefers working with adults, has never collaborated with youth, and only uses Line, not TikTok, to solve community problems. ▶ The group engages in a conversation where the young person and mentor are challenged to convince the village leader to collaborate in addressing the community's drug problem. The solution must involve and promote young people's participation.
STEP 3	<p>Conclude</p> <ul style="list-style-type: none"> ▶ Conclude the session by explaining key guidelines that enable participants and young people from diverse ages, genders, and backgrounds to collaborate effectively. These guidelines include strategies to express views, promote meaningful youth participation, and strengthen relationships. Examples include: <ul style="list-style-type: none"> • Building positive relationships based on mutual respect and trust. • Practising active listening to fully understand others' perspectives. • Asking open-ended questions to encourage deeper dialogue and exploration of ideas. • Embracing differences by acknowledging and valuing diverse experiences and viewpoints. • Supporting youth groups to ensure young people have the platforms they need to engage meaningfully.



Tips for Facilitators

- ▶ Circulate among the groups, observe the discussions, and provide support as needed.
- ▶ Encourage participants to actively engage in the discussion and share their opinions.
- ▶ After the role play, if time permits, invite participants to reflect on what they have learned about intergenerational dynamics and how they can apply these skills in real-life situations.
- ▶ Adapt the intergenerational dialogue role play to reflect specific issues relevant to each locality. The facilitator can revise the scenarios and group discussions to better align with the participants' context.



© UNICEF Thailand/2024/Seesai

MODULE 4

POSITIVE YOUTH DEVELOPMENT AND MEANINGFUL PARTICIPATION

Session 1: Positive Youth Development

Learning Objectives

- ▶ Introduce the principles of Positive Youth Development (PYD) to the participants.
- ▶ Enhance awareness and promote positive attitudes of the participants towards PYD.

Duration

- ▶ 30 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)
- ▶ Post-it notes
- ▶ Markers/pens
- ▶ Flip Charts
- ▶ Optional for more creative approaches: coloured paper, art/craft supplies, sticks, string, etc.

Equipment

- ▶ Projector

Overview

This session introduces the principles of Positive Youth Development (PYD) and explains the importance of promoting PYD in fostering young people's growth, skills, and well-being. Participants will then engage in a brainstorming activity where they are challenged to identify ideas or strategies for fostering positive youth development within their own communities or contexts.

Positive Youth Development (PYD)

PYD is a framework that emphasizes the potential and developmental plasticity of youth. While various attempts have been made to articulate the core concepts in the PYD field, its key principles can be summarized as follows:

1. All youth have the inherent capacity for positive growth and development.
2. A positive developmental trajectory is enabled when youth are embedded in nurturing relationships, contexts, and environments.
3. Positive development is further promoted when youth participate in multiple, enriching relationships and contexts that support their growth.
4. Community serves as a vital "delivery system" for PYD, playing a critical role in nurturing youth potential.
5. Youth are active agents in their own development, taking responsibility for their growth and contributions to society (Benson, 2007, as cited in UNICEF, 2024b).

Service providers play a significant role in PYD. By enhancing services tailored to the needs of young people, they contribute to advancing child protection efforts, eliminating discrimination, promoting positive development and capabilities, facilitating effective communication with youth, and serving as role models within their communities.

Step-by-step Guidance

STEP 1	<p>Introduce the Principles of Positive Youth Development (PYD)</p> <ul style="list-style-type: none"> ▶ Begin the session by explaining the principles of PYD and highlighting its importance in fostering young people's growth, skills, and overall well-being. ▶ Emphasize the significant role service providers play in enhancing services for young people. They contribute by: <ul style="list-style-type: none"> • Advancing child protection efforts • Eliminating discrimination • Promoting positive development and capabilities • Facilitating effective communication with young people • Serving as role models within their communities.
STEP 2	<p>Brainstorming Activity</p> <ul style="list-style-type: none"> ▶ Distribute Post-it notes to the participants. ▶ Ask participants to think of ideas or strategies they could use to promote PYD in their own communities or contexts. ▶ Encourage all participants to share their opinions, emphasizing that there are no right or wrong answers. ▶ Ask participants to write their ideas or strategies on the Post-it notes and place them on a flip chart. ▶ Once all participants have posted their notes, the facilitator will group and summarize the ideas, offering additional comments and insights as needed.
STEP 3	<p>Conclude</p> <ul style="list-style-type: none"> ▶ Reaffirm that: <ul style="list-style-type: none"> • PYD provides opportunities to enhance young people's capacities, equipping them with the skills and tools necessary for growth. • This approach helps youth develop skills, connect with society, and reach their full potential. ▶ Summarize the five key components of PYD: <ol style="list-style-type: none"> 1. All youth have an inherent capacity for positive growth and development. 2. A positive developmental trajectory is fostered when youth are supported by relationships, environments, and communities that nurture their growth. 3. Positive development is further promoted when youth engage in multiple, enriching relationships and environments. 4. Communities play a vital role as a delivery system for PYD. 5. Youth are key agents in their own development, taking responsibility for their growth and contributing to society.



Tips for Facilitators

- ▶ Encourage participants to generate as many ideas or strategies as possible, emphasizing that there are no right or wrong answers.
- ▶ Use the meta-planning technique: ask participants to write their ideas or keywords on Post-it notes and then collectively arrange them into sub-groups on a flipchart.
- ▶ Once all the notes are on the board, group similar ideas together and add a subheading for each category. This method ensures that everyone's contributions are included in the shortest amount of time, helping the group reach quick conclusions.
- ▶ Remind participants to think broadly, emphasizing creativity and inclusivity in their ideas.



© UNICEF Thailand/2024/Seesai

Session 2: Meaningful Participation

Learning Objectives

- ▶ Introduce the features of meaningful participation.
- ▶ Develop participants' skills to promote meaningful participation.
- ▶ Raise awareness and foster positive attitudes among participants toward meaningful participation.

Duration

- ▶ 60 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)

Equipment

- ▶ Projector

Overview

This session introduces the key features of meaningful participation and explains its importance. It begins with an overview of these features, followed by group discussions. The session provides insights into the 'why,' 'what,' and 'how' of promoting meaningful participation among young people.

Participants are divided into groups and tasked with identifying activities or situations where meaningful participation can be encouraged at the local level. Each group then presents their findings to the larger group.

The Right to Participation

The right of children to participate in decision-making on matters that affect their lives is a well-established legal principle. Involving children and young people in these decisions significantly strengthens a country's social, economic, and political development, while also helping them build resilience and realize their full potential. Additionally, it plays a key role in addressing intergenerational conflict (UNICEF, 2024a).

Since 1989, the UNCRC has provided a powerful framework for understanding child participation. The UNCRC enshrines the right of children to have their opinions considered in matters that affect them. In particular, Article 12 states:

- ▶ State Parties shall ensure that a child capable of forming their own views has the right to freely express those views in all matters affecting them, with due weight given to the child's opinion in accordance with their age and maturity.
- ▶ To this end, the child must be given the opportunity to be heard in any judicial and administrative proceedings affecting them, either directly or through a representative or appropriate body, in a manner consistent with national law and procedural rules.

Thailand ratified the UNCRC on 27 March 1992. However, the full implementation of children's right to participate in society has yet to be fully realized. Thailand's conservative culture upholds traditions of respect, obedience, and deference toward seniority and elders. The phrase "children should be seen but not heard" remains common in Thai society, where "good" children are often expected to be obedient and grateful. In this context, children tend to occupy the lowest position in a hierarchical society, and "the Thai word for child itself seems to refer to a hierarchical status rather than a stage of development" (Save the Children, 2021, as cited in UNICEF, 2024a).

Far too often, children and young people continue to be excluded from decision-making processes. Social norms often prohibit them from being recognized as full participants in society, and decision-makers often lack the capacity and mechanisms to allow full and meaningful participation from children and young people in society (Coppock and Phillips, 2013, as cited in UNICEF, 2024a).

At the same time, Thai children are often doted on by caring parents and caregivers to such an extent that they struggle to develop independence and personal viewpoints on matters important to them (Yotanyamaneewong, Rothenburg, and Tapanya, 2021, as cited in UNICEF, 2024a; Thanapornsanguth and Panarat, 2022, as cited in UNICEF, 2024a). Consequently, young people's access to their basic right of participation, particularly in terms of assertiveness and decision-making, often conflicts with the expectations of a conservative society.

A lack of data on children's participation remains one of the biggest obstacles to evidence-based planning, analysis and monitoring of policies and reforms related to participation in Thailand.

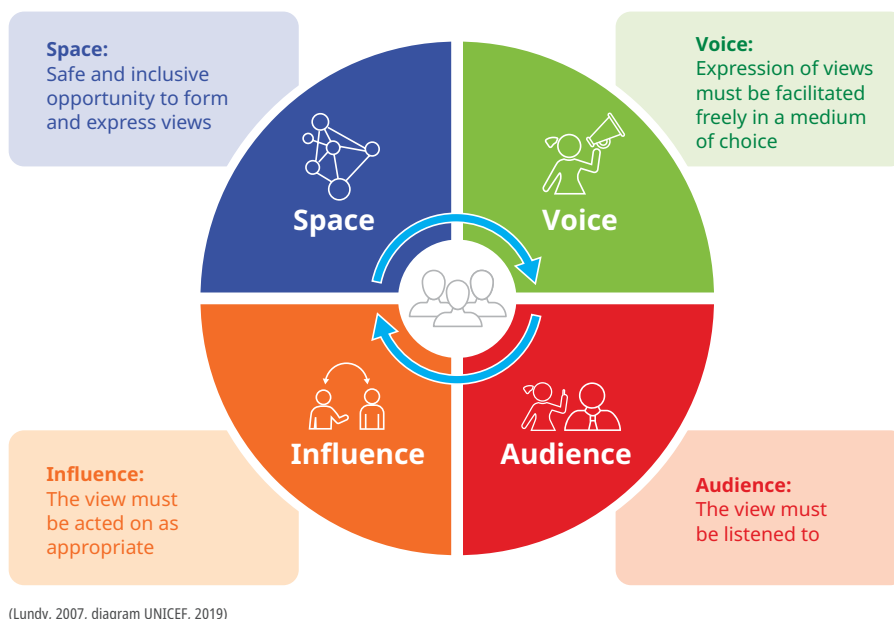
What is Child Participation?

UNICEF defines participation as an individual or collective act whereby people "**form and express their views and influence matters that concern them directly and indirectly**" (UNICEF, 2018).

To build on this, UNICEF emphasizes that participation is multi-faceted and is more than just having a voice. It is about being informed, engaged, and having an influence in decisions and matters that affect one's life – in private and public spheres, in the home, in alternative care settings, at school, in the workplace, in the community, in social media and in broader governance processes.

The **Lundy Model of Child Participation** (Figure 2) is a framework that emphasizes four key elements (space, voice, audience, and influence) ensuring that children are provided with a safe and inclusive environment (**space**) to express their views (**voice**), that those views are actively listened to by relevant stakeholders (**audience**), and that they have a tangible impact on decision-making processes (**influence**).

Figure 2: Lundy Model of Child Participation



The conceptual framework considers young people as part of an overall life course, where circumstances in one phase of life influence later phases.

Step-by-step Guidance	
STEP 1	<p>Introduce the Lundy Model of Child Participation</p> <ul style="list-style-type: none"> ▶ Begin the session by explaining the Lundy Model of Child Participation. ▶ Emphasize that meaningful participation is a fundamental aspect of child rights, encompassing the right to survival, protection, development, and participation. ▶ Meaningful participation involves four key components: <ul style="list-style-type: none"> • Space: Children should be provided with safe and inclusive opportunities to form and express their views. • Voice: Children should be supported in expressing their views. • Audience: Children views should be actively listened to. • Influence: Children’s views should be considered and acted upon, as appropriate.
STEP 2	<p>True or False Activity</p> <ul style="list-style-type: none"> ▶ Read each statement and ask participants to determine whether it is true or false, encouraging them to explain their reasoning: <ul style="list-style-type: none"> • Participation can involve both adults and young people. • Organizations responsible for young people’s participation should allocate a budget to support it. • Young people should be allowed to register and manage their own associations or clubs. • Human rights organizations should work directly with young people to understand their concerns. • Intergenerational dialogues within families, communities, and societies tend to promote meaningful young people’s participation. • Most adults possess the necessary skills to promote and support young people’s participation. • Teaching participation skills and citizenship to young people must only be done in formal settings, such as classrooms, online lectures, or courses. • Participation must be adapted to accommodate young people with intellectual and physical disabilities.

Step-by-step Guidance

STEP 3	<p>Provide Examples of Young People's Participation</p> <ul style="list-style-type: none"> ▶ Provide successful examples of young people's participation: <ul style="list-style-type: none"> • Greta Thunberg, a Swedish environmental activist, is known for challenging world leaders to take immediate action to mitigate the effects of climate change caused by human activity. • Nicha, a Thai student, is recognized for advocating for child rights, starting with a call to improve classroom facilities, and successfully campaigning for better educational rights for her peers. • Student groups in Ubon Ratchathani collaborated with Warin Chamrap Municipality to find solutions to local flood issues.
STEP 4	<p>Brainstorming Activity</p> <ul style="list-style-type: none"> ▶ Divide participants into groups. ▶ Ask each group to identify activities or situations where young people's meaningful participation can be promoted at the local level, including any they have previously organized or engaged in with young people. ▶ Encourage groups to consider all four components of meaningful participation: Space, Voice, Audience, and Influence. ▶ Foster active discussion, allowing participants to express their opinions freely. ▶ Emphasize that there are no right or wrong answers. ▶ Invite some groups to share their ideas, depending on the time available. ▶ The facilitator will then summarize the ideas and provide additional comments as needed.
STEP 5	<p>Conclude</p> <ul style="list-style-type: none"> ▶ Reaffirm that meaningful participation is a fundamental right for all young people. It enhances processes for working with youth, promotes their protection, reduces discrimination, builds their capacity, creates opportunities for engagement and communication, empowers them to serve as role models, and fosters good governance. ▶ Highlight that although meaningful participation can be challenging or complex at first, it is an approach that ensures safe and inclusive opportunities for young people, enabling them to engage effectively and contribute to decision-making processes.



Tips for Facilitators

- ▶ Encourage participants to actively engage in the discussion and express their opinions.
- ▶ During group discussions, move around the room to observe and select a variety of examples of activities or situations that can be shared with the entire group to enrich the conversation.
- ▶ The facilitator can also draw on successful examples of youth participation from the local context, offering insights to further support and enhance the discussion.



© UNICEF Thailand/2024/Seesai

Session 3: Nine Basic Requirements for the Effective and Ethical Participation of Children

Learning Objectives

- ▶ Introduce the Nine Basic Requirements for the Effective and Ethical Participation of Children.
- ▶ Develop participants' skills in fostering meaningful, effective, and ethical participation of young people at the local level.

Duration

- ▶ 30 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)
- ▶ Sheet containing the Nine Basic Requirements for the Effective and Ethical Participation of Children
- ▶ Paper handout containing the 18 questions.

Equipment

- ▶ Projector

Overview

The **Nine Basic Requirements for the Effective and Ethical Participation of Children** provide a framework to ensure that children's participation is meaningful, respectful, and rights-based. These principles are essential for guiding organizations, governments, and communities in engaging children in decision-making processes. The nine requirements are:

1. **Transparent and informative.** Full, accessible, diversity-sensitive and age-appropriate information about children's right to express their view and the purpose and scope of the opportunities available for participation should be provided.
2. **Voluntary.** Children should never be coerced into expressing their views, and they need to be informed that they can stop participating at any point.
3. **Respectful.** Adults need to acknowledge, respect and support children's ideas, actions and contributions to their families, schools, cultures and work environments.
4. **Relevant.** Children should have the opportunity to draw on their knowledge, skills and abilities and to express their views on issues that have meaning to them.
5. **Child- and youth-friendly.** Environments and working methods need to reflect the evolving capacity and interests of adolescents.
6. **Inclusive.** Opportunities to participate need to include marginalized children of different age groups, genders, abilities and backgrounds.
7. **Supported by training.** Adults and children should be able to access training and mentoring in facilitating adolescent participation, so they can serve as trainers and facilitators.
8. **Safe and sensitive to risk.** Children need to be supported in risk assessment and mitigation and know where to go for help if needed.
9. **Accountable.** Children need to receive clear feedback on how their participation has influenced outcomes and should be supported to share their feedback with their peers.

Step-by-step Guidance

Introduce the Nine Basic Requirements for the Effective and Ethical Participation of Children

STEP 1

- ▶ Begin the session by explaining each of the nine basic requirements:
 - Transparent and Informative
 - Voluntary
 - Respectful
 - Relevant
 - Child-friendly
 - Inclusive
 - Supported by Training
 - Safe and Sensitive to Risk
 - Accountable.

Step-by-step Guidance

Matching the Nine Basic Requirements for Effective and Ethical Children's Participation Activity

- ▶ Distribute a handout listing the Nine Basic Requirements for Effective and Ethical Children's Participation (UNICEF, 2024b) along with the following sample questions.
- ▶ Read each question aloud and ask participants to match them to the appropriate requirement.

Sample questions include:

1. Is information provided in an accessible, diverse, and age-appropriate format and language that children or young people can understand?
 2. Is information given to parents or guardians to obtain informed consent and encourage gender-neutral participation?
 3. Are young people informed that they could withdraw from participation at any time if they wish?
 4. For young people already involved in their own projects, are they interested in participating in this process?
 5. Are young people's personal responsibilities (e.g., study, work, play) respected when planning and scheduling activities?
 6. Are strategies and activities designed to recognize and respect young people's skills, competencies, interests, and initiatives, while promoting positive practices and respect for diverse perspectives?
 7. Are adult partners responsive to young people's suggestions and initiatives?
 8. Are opportunities provided for young people to raise concerns and address the issues that are important to them?
 9. Are facilities adapted to be accessible for young people with different abilities, ages, and gender identities?
 10. Are young people encouraged to explore issues using their preferred communication methods, including creative participatory tools?
 11. Do young people from different genders, ages, abilities, and backgrounds have opportunities to express opinions that influence decision-making?
 12. Are spaces, rhythms, and roles in activities adapted to accommodate young people with varying limitations, ensuring accessibility for all?
 13. Do staff and volunteers have sufficient knowledge, confidence, and skills to conduct ethical and effective participation processes for young people?
 14. Are young people's contributions valued, and are they kept informed about how their input is being used?
 15. Are young people encouraged to take leadership roles in activities, giving them a chance to influence the outcome?
 16. Are there opportunities for young people to be involved in decision-making processes at various stages, from planning to implementation?
 17. Is there a clear feedback mechanism in place to ensure young people know how their participation has impacted decisions?
 18. Are the activities designed in a way that respects young people's cultural backgrounds and promotes inclusivity?
- ▶ Encourage participants to share their ideas and explain the reasoning behind their choices.
 - ▶ Allow time for discussion before moving on to the next statement.
 - ▶ At the end of the activity, provide the correct answers for each statement.

Conclude

- ▶ By adhering to the Nine Basic Requirements for Children's Effective and Ethical Participation, participants can create an environment where young people feel respected, valued, and empowered to make meaningful contributions.
- ▶ This approach benefits young people by nurturing their development and encouraging their active participation.

STEP 2

STEP 3

Session 4: Modes of Participation

Learning Objectives

- ▶ Promote understanding of the different modes of participation.
- ▶ Develop participants' skills in fostering meaningful youth participation through various modes of engagement.

Duration

- ▶ 45 minutes

Materials

- ▶ PowerPoint Presentation (Appendix III)
- ▶ Paper
- ▶ Markers/pens
- ▶ [Social Innovation for Creative Society - SIY Thailand](#)

Equipment

- ▶ Projector

Overview

This session introduces the different modes of participation (see Figure 3), which include:

1. **No participation** or **unethical** participation
2. **Consultative** participation
3. **Collaborative** participation
4. **Youth-led** participation.

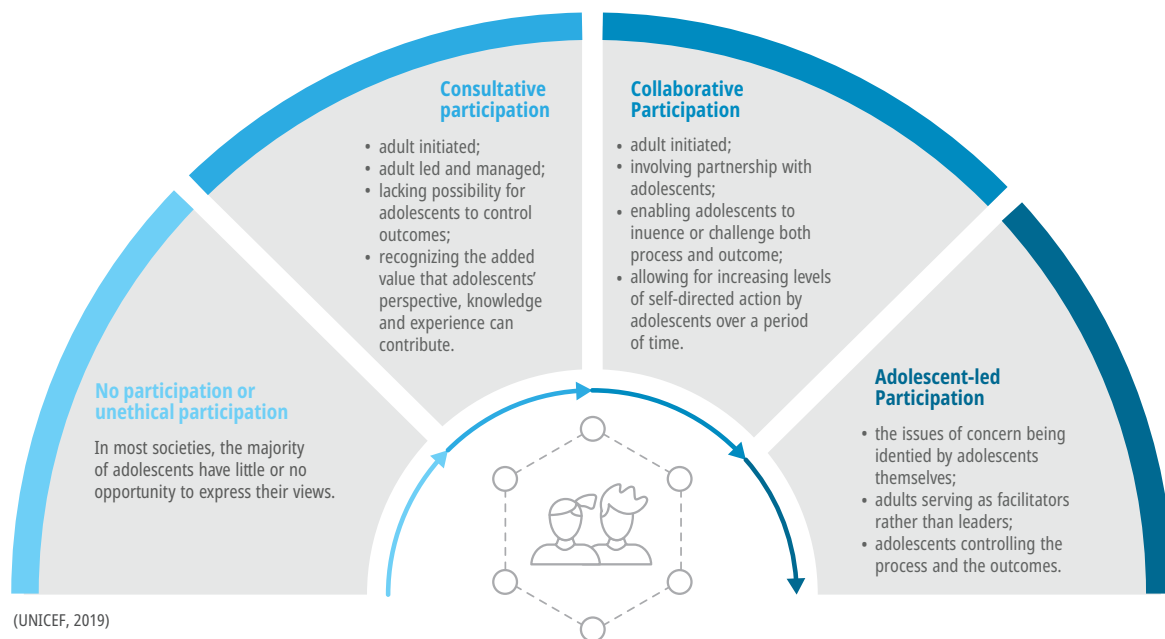
These modes differ based on the level of young people's engagement and influence in decision-making (UNICEF, 2024b).

Participants will discuss and identify the most appropriate modes of participation for various situations within their local context, while exploring the importance of promoting meaningful participation for young people.

Some programmes and projects may combine different modes of participation, allowing young people to lead certain aspects while also being consulted or given the opportunity to collaborate on others. Moreover, a process that starts as consultative may evolve into a more collaborative model or lead to youth-led initiatives.

The appropriate mode of participation depends on the context. While longer-term interactive processes can help young people build valuable skills, knowledge, and confidence, they may also face the 'burden of participation' if required to engage in lengthy processes to access benefits or services.

Figure 3: Modes of Participation



Step-by-step Guidance

STEP 1

Introduce the Session

- ▶ Begin the session by asking participants to imagine they are 18 years old.
- ▶ Read the scenarios aloud and ask participants, from the perspective of an 18-year-old, to share their thoughts on whether young people were meaningfully engaged, and why.
 - **Scenario 1:** A community leader asked you to represent the community at an upcoming City Council meeting. The meeting topics are youth unemployment and skills development. You did your own research and prepared information. However, on the day of the meeting, the community leader handed you a pre-written speech and asked you to read it from the community's perspective.
 - **Scenario 2:** You were selected as a keynote speaker for an international conference bringing together hundreds of young people to discuss the future of agribusiness. You spent weeks drafting your speech and gathering input from your network. At the event, you delivered a great speech, but were not invited to the follow-up discussion, which was reserved for older agricultural experts. The meeting ended with a group photo.
 - **Scenario 3:** You participated in a small, annual local youth conference aimed at preparing a youth statement on agreed-upon issues. You signed up and were assigned the topic of "Literacy of Children and Youth." You collected data from interviews, online sources, and local newspapers. The meeting was youth-led, with all participants having equal opportunities to talk, discuss, and interact. The final youth statement was submitted to local government officials.
- ▶ Encourage participants to express their ideas and perspectives.
- ▶ Remind them that there are no right or wrong answers.

Step-by-step Guidance

STEP 2

Describe the Modes of Participation

- ▶ Explain each mode of participation to the participants:
 - **No participation or unethical participation:** In many societies, the majority of young people have little to no opportunity to express their views, and their involvement may be tokenistic or manipulated.
 - **Consultative participation:** Adult-initiated and led, with limited opportunities for young people to influence outcomes. There is minimal recognition of the unique value that young people's perspectives, knowledge, and experiences can contribute.
 - **Collaborative participation:** Adult-initiated but formed as a partnership with young people, allowing them to influence or challenge both the process and the outcomes. Over time, young people can take on more self-directed roles.
 - **Youth-led participation:** Young people identify issues of concern themselves, with adults serving as facilitators rather than leaders. Young people control both the process and the outcomes.

STEP 3

Group Discussion

- ▶ Divide participants into groups of three.
- ▶ Ask each group to identify an incident or situation where young people were meaningfully engaged; it could be an activity they have implemented in the past.
- ▶ Encourage the groups to discuss and determine the mode of participation for the incident or situation, along with their supporting reasons.
- ▶ Circulate among the groups to observe and offer support as needed.
- ▶ After the discussion, invite 2-3 groups to share their ideas with the whole group.
- ▶ Conclude the session by showing the video [Social Innovation for Creative Society - SIY Thailand](#), which showcases a successful model of young people's participation and highlights the importance of participants as mentors.

Session 5: Young People’s Participation and Collaboration Strategies with Adults

Learning Objectives

- ▶ Promote understanding of effective strategies to enhance young people’s participation and foster stronger collaboration between young people and adults.
- ▶ Raise awareness and cultivate positive attitudes among participants regarding the importance of young people’s active participation and their role in collaborative processes.
- ▶ Identify strategies that support both young people and adults in strengthening participation and fostering meaningful collaboration in shared initiatives.

Duration

- ▶ 20 minutes

Materials

- ▶ PPT (Appendix III: Resources)

Equipment

- ▶ Projector

Overview

This session focuses on strategies for enhancing young people’s participation and collaboration, particularly within the context of Thai society. It addresses key challenges that young people face, such as cultural norms that discourage questioning or challenging adults, which can limit their involvement in decision-making processes. The session emphasizes the crucial role that adults can play in promoting young people’s participation by embracing new knowledge and communication skills that foster meaningful engagement. By creating opportunities for young people to contribute as change-makers, adults can help break down these barriers and encourage a more inclusive, participatory environment for all generations.

Step-by-step Guidance

Introduce the Session

- ▶ Start the session by explaining that young people in Thai society still face many barriers that limit their involvement in decision-making processes, such as cultural barriers where young people are discouraged from questioning adults.
- ▶ Introduce the list of guidelines below that help adults promote young people’s participation and collaboration:

STEP 1

ADVOCATE FOR LAWS, POLICIES PRACTICES AND BUDGETS

ENHANCE POSITIVE SOCIAL NORMS AND ATTITUDES

BUILD THE AWARENESS, SKILLS CAPACITIES OF ADULTS

BUILD THE AWARENESS, SKILLS CAPACITIES OF ADOLESCENTS

CREATE AND SUSTAIN PLATFORMS FOR ADOLESCENT PARTICIPATION AND CIVIC ENGAGEMENT

Step-by-step Guidance

STEP 1

- Support the development of enabling policies, resources, and guidelines that facilitate young people's participation.
- Promote positive attitudes toward young people's involvement in decision-making and collaborative processes.
- Enhance adults' awareness, skills, and capacities to effectively promote and support young people's participation.
- Strengthen young people's understanding, skills, and capacities to engage in meaningful participation and leadership roles.
- Create spaces or platforms that foster young people's participation and encourage responsible citizenship.

STEP 2

Describe strategies for enhancing young people's participation and collaboration with adults

- ▶ Involve influential figures in promoting young people's participation. Engage local leaders, religious figures, and social influencers to advocate for and uphold standards of youth participation in local community meetings.
- ▶ Encourage intergenerational dialogue when working with young people. Fostering conversations across generations within families, communities, and public spaces can strengthen relationships and establish norms that encourage the participation of youth from diverse ages, genders, and backgrounds. Positive parenting practices can further support this dialogue.
- ▶ Develop strategic partnerships among relevant stakeholders to build the capacities of young people. This includes engaging professionals, government officials, and collaborating with training institutes, universities, children's organizations, and ministries to create standard training programmes, resources, manuals, and online materials for both adults and young people, along with expert facilitation.
- ▶ Strengthen institutional structures at the school level to promote youth participation. Establishing clubs, unions, and similar platforms in schools can help advance young people's participation and uphold child rights.
- ▶ Incorporate young people's voices in laws and policies at all levels (national, regional, and international). Actively listen to their opinions and perspectives and ensure ongoing follow-up and monitoring to make sure youth participation is meaningful and impactful.



Tips for Facilitators

- ▶ If time permits, the facilitator can invite participants to share their ideas and experiences or work together to develop strategies for promoting young people's participation and collaboration within their local context.



CONCLUSION

The conclusion session offers participants the opportunity to complete the post-training questionnaire, share comments and recommendations, and download the training materials for future reference.

Step-by-step Guidance	
STEP 1	<p>Administer the Post-Training Questionnaire (Appendix II)</p> <ul style="list-style-type: none"> ▶ Ask participants to scan the provided QR code (See Appendix III – QR Code generator website and instruction). ▶ Allow 3-5 minutes for participants to submit their answers. <p>Note: Ensure the post-training questionnaire is uploaded on online platforms (Google Forms, Microsoft Forms, SurveyMonkey, or other similar online survey platforms) and the QR code is prepared before the training session.</p>
STEP 2	<p>Ask Team Motivation Question</p> <ul style="list-style-type: none"> ▶ Ask participants to scan the provided QR code from the Slido website. ▶ Encourage them to submit a motivational message for everyone working to support young people. ▶ Allow 3-5 minutes for participants to submit their responses. ▶ Once all participants have submitted their responses, read and share some of the messages with the group to further inspire and motivate everyone involved. <p>Note: Make sure the question is uploaded to the Slido website and the QR code is prepared in advance to ensure a smooth and efficient activity.</p>
STEP 3	<p>Share Training Documents</p> <ul style="list-style-type: none"> ▶ Ask participants to scan the QR code or take a photo of it for future reference. ▶ Encourage participants to share the resources with their communities and networks. <p>Note: Ensure the materials are uploaded to Google Drive and the QR code is prepared before the training session.</p>



© UNICEF Thailand/2024/Seesai

▶ APPENDIX

APPENDIX I: PRE-TRAINING QUESTIONNAIRE

Instructions

Thank you for participating in this training. We kindly ask you to take a few minutes to complete a brief, anonymous survey about your training expectations. Your responses will be combined with those of other participants to provide us with valuable insights into the effectiveness of the training.

Section A: Participants' Profile

1. What kind of organization do you work for?
 - Government organization
 - Non-governmental organization
 - Private sector
 - Other (please specify: _____)
2. What is your role in relation to youth, particularly those in NEET situations?
 - Policy maker
 - Service provider (direct or indirect responsibilities)
 - Volunteer
 - CYCT Member
 - Other (please specify: _____)
3. Gender
 - Male
 - Female
 - Other
 - Prefer not to answer

Section B: Participants Feedback

Please answer the following questions about the overall training, on a scale of 1 (lowest) to 5 (highest).

Questions	1	2	3	4	5
How would you rate your level of understanding of the limitations and challenges young people face in your area?					
How would you rate your level of understanding of youth in NEET situations?					
How would you rate your level of confidence in conducting outreach and interacting with young people?					
How would you rate your level of confidence in mentoring and guiding young people?					
How would you rate your level of confidence in assisting young people to address prejudice, stereotypes, and gender norms?					

Could you briefly describe your role in relation to young people, whether directly or indirectly involved?

What are your expectations for this training?

APPENDIX II: POST-TRAINING QUESTIONNAIRE

Instructions

Thank you for participating in this training. We would appreciate it if you could take a few minutes to fill out a quick survey about your training experience. The survey is anonymous, and your responses will be analyzed along with those of other participants to provide the team with general information about the training's effectiveness.

Section A: Participants' Profile

1. What kind of organization do you work for?
 - Government organization
 - Non-governmental organization
 - Private sector
 - Other (please specify: _____)
2. What is your role in relation to youth, particularly those in NEET situations?
 - Policy maker
 - Service provider (direct or indirect responsibility)
 - Volunteer
 - CYCT Member
 - Other (please specify: _____)
3. Gender
 - Male
 - Female
 - Other
 - Prefer not to answer

Section B: Participants' Feedback

Please answer the following questions about the overall training, on a scale of 1 (lowest) to 5 (highest).

Questions	1	2	3	4	5
How would you rate your level of understanding of the limitations and challenges young people face in your area?					
How would you rate your level of understanding of youth in NEET situations?					
How would you rate your level of confidence in conducting outreach and interacting with young people?					
How would you rate your level of confidence in mentoring and guiding young people?					
How would you rate your level of confidence in assisting young people to address prejudice, stereotypes, and gender norms?					
How confident do you feel in applying the concepts from this training in your future work?					
What is the likelihood that you would recommend this course to your peers?					
How would you rate the overall quality of the course?					
How would you rate the overall quality of the trainers?					
How would you rate the appropriateness of the duration of the course?					

What did you like about the training and the module? (For example, a specific session, activity, or new learning methodology)?

In your opinion, what could improve the quality of the training for future participants? (Was there something you needed that wasn't covered in the training?)

Any other recommendations or suggestions?

APPENDIX III: RESOURCES

PowerPoint Presentation

- ▶ [Main PowerPoint Presentation](#)
- ▶ [Engagement Questions \(Slido\)](#)
- ▶ [QR Code Generator Website](#)
 - Create online platforms (Google Forms, Microsoft Forms, SurveyMonkey, or other similar online survey platforms).
 - Copy the link from online platforms and place on QR code generator website to generate the QR code.
 - Copy the QR code for the training.

Multimedia

- ▶ [Video – Na Phu Sub-District Model](#)
- ▶ [Video – Generation Gap \(THA\)](#)
- ▶ [Video – Generation Gap \(Eng\)](#)
- ▶ [Video – Social Innovation for Creative Society - SIY Thailand](#)
- ▶ [Pae Arak – Listening and how it changes the rest of his life](#)

Mapping Tools

1. [Example of Service Mapping in Udon Thani Province \(Phen District\)](#)
2. [Example of Service Mapping in Nakhon Ratchasima Province \(Lam Thamenchai District\)](#)
3. [Example of Service Mapping in Narathiwat Province](#)
4. [Example of Service Mapping in Pattani Province](#)
5. [Example of Service Mapping in Yala Province](#)
6. [Example of Service Mapping in Songkhla Province](#)

APPENDIX IV: SAFEGUARDING CODE OF CONDUCT

For Youth Mentors who participate in the Pilot of Integrated Services for Youth Not in Education, Employment or Training (NEET)

Date _____

The project team is committed to child rights, including the safety and well-being of the children and young people it serves. The highest standard of behaviour of all persons in contact with children and young people is expected. You should carefully read, sign, and submit a signed copy of this code of conduct.

By signing this code of conduct, I agree that I will always:

- Place the best interest of the child/young person above all other considerations.
- Follow UNICEF child safeguarding instructions and guidance.
- Attend relevant project's briefings and meetings.
- Treat all children and young people with equal respect regardless of race, gender, religion, sexual identity or other characteristics (e.g. disability) and avoid behaviour that reinforces stereotypes.
- Treat children and young people in a way that considers their vulnerability and is appropriate to their age and maturity.
- Respect the child or young person's rights to express their views freely and to be heard and to create an environment in which those rights can be fully exercised.
- Wear a visible official ID and identify myself when interacting with children and young people.
- Immediately report safeguarding concerns, regardless of the alleged perpetrator, following the activity/event reporting protocol.
- Comply with safeguarding related investigations and make available any documentary or other information necessary for the completion of the investigation.

By signing this code of conduct, I agree that, during this event, I will never:

- Engage in any form of sexual exploitation or abuse. This includes any form of sexual contact with a child or young person regardless of the age of majority or consent locally.
- Engage in any form of physical abuse. This includes beating, hitting, kicking, punching, biting, and maiming.
- Engage in any form of corporal or humiliating punishments. This includes spanking, slapping, pinching, pulling ears, caning, punching, hitting, smacking, abuse, belittling, and ridiculing.
- Engage in any form of emotional or psychological abuse. This includes verbal abuse, yelling, screaming, insulting, humiliating, bullying, blackmailing, deceiving, threatening, and using discriminatory or culturally inappropriate language.

- Engage in any form of economic exploitation of children which includes child labour and online commercial exploitation.
- Violate the privacy of a child or young person. This includes asking children to share private information about themselves (e.g., last names, addresses, school location) or actively seek disclosure or details of trauma or abuse.
- Attempt, solicit, encourage, or assist other persons in any of the above-mentioned forms of abuse, neglect, or exploitation against children.
- Give cigarettes, cigars, alcohol or recreational or illegal drugs to children/young people or encourage a child/young person to smoke, vape, consume alcohol, or use recreational or illegal drugs.
- Consume alcohol or recreational drugs while I am responsible for supervising children or young people.
- Take children or young people to places designed to be adult-only (e.g., nightclubs).
- Engage children or young people in unsafe activities.
- Give a gift, directly or indirectly, to a child or young person, or to the child/young person's family or caregivers, outside documented channels. Gifts can be items, money, or services.
- Accept a gift, from or on behalf of a child/young person, or from their family or caregivers. In exceptional and limited circumstances, a gift which is nominal in value (e.g., a drawing) can be accepted.
- Continue the interaction, seek, initiate, or entertain online contact with those children or young people outside official project activities or platforms. Online contact includes friendships request, sharing messages, pictures, or videos through social media.
- Stay silent, cover up, or enable known or suspected child rights violations or violations of this code of conduct.

I have read, understood, and agree to this code of conduct. I will adhere to this code of conduct, and I understand the project team might suspend or terminate my participation in an event, visit or activity if I breach this code of conduct. I understand the project team may report any illegal or criminal behaviour to local authorities. I understand that the project team will retain a signed copy of this document in accordance with its Policy on Personal Data Protection.

Full name: _____

Date: _____

Signature: _____

APPENDIX V: CONSENT AND RELEASE FORM

Consent and Release Form

I (insert name) _____ acknowledge and consent to participate in the **Pilot of Integrated Services for Youth Not in Education, Employment or Training (NEET)***, and I consent to:

- ▶ Answer questions regarding myself, my family and my community.
- ▶ Give permission for the project team to record the conversations.
- ▶ Give permission for the project team to take photographs and video footage of myself.
- ▶ Give permission for the project team and its authorised partners to use, reproduce and distribute all or part of the interview, photographs and footage on any traditional or electronic media format for awareness raising and for fundraising.

I acknowledge that I have been duly informed regarding the processes surrounding the collection, utilization, and preservation of data related to this activity. I am aware of the specifics of the activity and programme, including the expectations related to my participation.

I understand that my name and identity will be withheld if I wish to remain anonymous. Should I have concerns or questions during the interview and/or activity, I have the right to ask and request for additional information. Should I become uncomfortable and do not wish to continue, I have the right to not answer any questions and ask to stop the interview, photo and footage shooting.

Signature _____ **Date** _____

For Guardian, if participant is under 18

Guardian	I confirm I am the legal guardian of the child named above and grant permission for the release of information and materials on their behalf.	
Name		
Relationship to child		
Signature		Date

*The Pilot Integrated Services for Youth Not in Education, Employment or Training (NEET) aims to support young people in vulnerable situations, namely those who are not in education, employment or training, to get back into education, training or employment, while helping them simultaneously to address different types of barriers and building up their self-confidence and motivation. Through their participation in the project, youth will be engaged in the following key activities:

Outreach which involves awareness raising activities and targeted communication aimed at attracting and engaging youth in motivational and ice-breaking activities that help them open their minds to new opportunities, encourage them to recognize their potential, abilities, and aspirations, and to begin reflecting on their life goals.

Preparation which involves profiling, coaching and development of individualized action plans for each youth. Participating youth will be offered holistic counselling, mentoring, and coaching from trained personnel to motivate and help them understand the evolving nature of work, whether through career advice or entrepreneurship support. Based on individual assessments and skill levels, youth participants will be referred to relevant partners (e.g., educational institutions, training centres, social services, and youth organizations) to help them overcome barriers to education or employment.

REFERENCES

- Board of Investment of Thailand. (2024). Thailand in Brief: Demographic Information. Retrieved from <https://www.boi.go.th/index.php?page=demographic>
- Bureau of Health Promotion. (2021). Global School-Based Student Health Survey. Retrieved from <https://extranet.who.int/ncdsmicrodata/index.php/catalog/946>
- European Commission. (2020). Youth Employment Support. Retrieved from <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1594047420340&uri=CELEX%3A52020DC0276>
- International Labour Organization. (2016). Employment. Retrieved from <https://www.ilo.org/resource/employment-1>
- International Labour Organization. (2022). Glossary of Statistical Terms. Retrieved from <https://ilostat.ilo.org/resources/concepts-and-definitions/glossary/#E>
- International Labour Organization. (2024). [ILOSTAT Data Explorer](#)
- Lundy, L. (2007). 'Voice' is not enough: Conceptualizing Article 12 of the United Nations Convention on the Rights of the Child. Retrieved from <http://dx.doi.org/10.1080/01411920701657033>
- Moaid-azm Peregrina, J. (2024). Meaningful inclusion? Enhancing the youth, peace and security agenda in Euro-mediterranean conflict resolution. Retrieved from <https://www.euromesco.net/wp-content/uploads/2024/01/Policy-Brief-N°137.pdf>
- OECD. (2024). Youth not in employment, education, or training (NEET). Retrieved from https://www.oecd-ilibrary.org/education/youth-not-in-employment-education-or-training-neet/indicator/english_72d1033a-en
- UNESCO. (2012). International Standard Classification of Education (ISCED) 2011. Retrieved from <https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>
- UNESCO. (2022). Global Report on Adult Learning and Education (GRALE). Retrieved from https://www.uil.unesco.org/sites/default/files/medias/fichiers/2022/06/GRALE5_EN_FullReport15June2022.pdf
- UNICEF. (2018). Conceptual Framework for Measuring Outcomes of Adolescent Participation. Retrieved from <https://www.unicef.org/media/59006/file>
- UNICEF. (2019). Comprehensive Life Skills Framework. Retrieved from <https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>
- UNICEF. (2020a). Guidance for Civil Society Organizations on Partnership with UNICEF. Retrieved from <https://>

supportagency.unpartnerportal.org/hc/article_attachments/7050724407959/Guidance_for_CSOs_on_Partnership_with_UNICEF.pdf

UNICEF. (2020b). ENGAGED AND HEARD! Guidelines on Adolescent Participation and Civic Engagement. Retrieved from <https://www.unicef.org/documents/engaged-and-heard-guidelines-adolescent-participation-and-civic-engagement>

UNICEF. (2022a). UNICEF Child Rights Schools Toolkit – Child Participation. Retrieved from https://www.unicef.ie/app/uploads/2022/11/CRS_Child_Participation_Toolkit-rev-1.pdf

UNICEF. (2022b). Young people and the social contract. Retrieved from <https://www.unicef.org/innocenti/media/886/file/UNICEF-Global-Insight-Issue%20brief-Youth-and-the-social-contract.pdf>

UNICEF. (2023a). Building a shared understanding of adolescent participation in decision-making in East Asia Pacific: A Curriculum Building on UNICEF's Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement. Training Modules. Retrieved from <https://www.unicef.org/eap/reports/building-shared-understanding-adolescentparticipation-decision-making-east-asia-pacific>

UNICEF & College of Population Studies, Social Research Institute, Chula Unisearch (2023b). In-depth Research on Youth Not in Employment, Education or Training (NEET) in Thailand. Retrieved from <https://www.unicef.org/thailand/reports/depth-research-youth-not-employment-education-or-training-neet-thailand>

UNICEF. (2024a). Connected, Engaged and Empowered? – A Landscape Analysis of Young People's Participation in Thailand. Retrieved from <https://www.unicef.org/thailand/reports/connected-engaged-and-empowered>

UNICEF. (2024b). Youth Work Occupational Standards. Retrieved from <https://www.unicef.org/thailand/media/12896/file/Youth%20Work%20Occupational%20Standards%20EN.pdf>

United Nations. (n.d.). Youth: Definition and Core Indicators. Retrieved from <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>

World Health Organization. (2021). Adolescent Health. Retrieved from https://cdn.who.int/media/docs/default-source/searo/adolescent-health/joint-un-statement-strengthening-education-school-health-nutrition.pdf?sfvrsn=e0461245_3



CONTACT US

UNICEF Thailand

19 Phra Atit Road
Pranakorn, Bangkok 10200
Thailand

Telephone: +66 2 356 9499
Email: thailandao@unicef.org