YES
Youth Engagement Self-Assessment Toolkit

Strong Youth for Strong National Societies and Safe and Resilient communities. Youth doing more, doing better, and reaching further.

www.ifrc.org
Saving lives, changing minds.
The International Federation of Red Cross and Red Crescent Societies (IFRC) is the world's largest volunteer-based humanitarian network. With our 190 member National Red Cross and Red Crescent Societies worldwide, we are in every community reaching 160.7 million people annually through long-term services and development programmes as well as 110 million people through disaster response and early recovery programmes. We act before, during and after disasters and health emergencies to meet the needs and improve the lives of vulnerable people. We do so with impartiality as to nationality, race, gender, religious beliefs, class and political opinions. Guided by Strategy 2020 – our collective plan of action to tackle the major humanitarian and development challenges of this decade – we are committed to saving lives and changing minds. Our strength lies in our volunteer network, our community-based expertise and our independence and neutrality. We work to improve humanitarian standards, as partners in development, and in response to disasters. We persuade decision-makers to act at all times in the interests of vulnerable people. The result: we enable healthy and safe communities, reduce vulnerabilities, strengthen resilience and foster a culture of peace around the world.

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1.1 Introduction to the YES Toolkit

Young people are a potent force in the International Red Cross and Red Crescent Movement, representing approximately 50% of volunteers and numbering almost seven million. Young people, however, are also disproportionately affected by the rapid and significant changes occurring in the world around them; urbanization, violence, substance abuse, mental health issues, unemployment and the global economic downturn, with the increasing complexity and range of health, environmental and social issues, all present challenges to our youth at a time in their lives when they are often less equipped to deal with them than adults.

In the face of these multiple challenges, some young people also have unprecedented opportunities before them. Increasing access to information, rapid technological advancements, improved mobility and entrepreneurship offer opportunities to excel. Recent events around the world have delivered powerful examples of the potential of young people to mobilize, to engage in social, economic, and political issues and to drive the change they want to see around them.

IFRC Youth Policy (2017) adaptation and Youth Engagement Strategy (2013) implementation across the Secretariat and National Societies are critical as more than half of Red Cross and Red Crescent (RCRC) volunteers are under 30 and represent the driving force behind the RCRC mandate. The IFRC YES represents our global and unifying strategic framework for facilitating the meaningful engagement of youth as today’s and tomorrow’s leaders, volunteers and members of affected communities.
To support young people to do more, do better and reach further in their local communities and beyond, the YES brings together three perspectives of meaningful youth engagement within the RCRC – Youth as Leaders, Youth as Volunteers, and Youth as Members of Affected Communities (MoACs) – with the IFRC 3Es framework – RCRC Youth Education, Youth Empowerment and Creating Enabling environments for Youth. The Strategic Directions of the YES are two-fold. Firstly, they reflect the current realities of youth engagement within diverse National Society (NS) contexts. Secondly, they are presented as aspirations for youth development in the years to come that are intended to be translated into tangible actions at the National Society level.

However, it is necessary to foster the effective use of the Strategy at the National Society level. Therefore, the IFRC Youth Commission prioritized the development of the IFRC YES Implementation Toolkit. It aims to support sustainable and peer-learning approaches in the operationalization of the IFRC YES by National Societies. As part of the Toolkit, the National Society Youth Engagement Self-Assessment Tool is specifically designed to allow National Societies to understand where they are in terms of meaningful youth engagement and to identify priority areas and actions for development, success and growth.

For further information, you can access the following documents using this link:

1.2 Why are we doing this self-assessment?

We believe that every National Society has huge potential within their youth groups and that, by doing this self-assessment, you will establish ways to unlock it.

We understand that every National Society works differently and that no one understands that better than you. This is why we are providing you with the tools and resources to conduct the assessment yourself and prioritize your own goals within your own context and on your own scale. This will assist you in creating your own Development Plan which will help you champion YES implementation in your National Society.

It is expected that by implementing your Development Plan, you will be contributing to strengthening your National Society and thus the International Red Cross and Red Crescent Movement in diverse areas, including but not limited to:

- Volunteer retention
- Increased resources
- Stronger, more resilient communities
- Succession planning
- An inclusive organisation
- Increased capacity to reach out to affected communities
- Increased capacity to act on the Humanitarian Mandate
- Youth-led innovation and development
- Institutionalising a culture that fosters meaningful youth engagement

Here is what you will establish over the course of the assessment process:

1. Where you are now
2. Where you want to be in the future
3. How you can get there
1.3 Scoring methodology of the self-assessment

The self-assessment is designed to measure levels of youth engagement within your own National Society’s context through various questionnaires. These questionnaires have a list of value statements grouped according to three engagement pathways for Youth. You will be asked to give a score for each of the value statements while considering Practice, Policy and Potential (scoring criteria). For example, you are asked to give a score for the following statement: “Young People in the National Society participate in decision-making.” Before deciding on the score, ask yourself:

**What practices** do you have relating to this issue in your National Society? (e.g. young people are represented in the NS’s governance structure; young people are not part of the NS’s management)

**What policies** do you have in place in your National Society on this issue? (e.g. youth policy, constitutional text, youth statute)

**Are you reaching your potential** in this area? (e.g. young people represent more than 50% of the NS’s volunteers, although they are only represented in governance in a few local branches and only have one seat on the national board)

With these questions, you are now ready to make an informed decision on the score. The figure below illustrates the connection between the YES and the scoring system.
1.4 Self-assessment overview / Flow Chart
IFRC / YES - Youth Engagement Strategy

Self-assessment report from each facilitator including: scoring consensus, agreed focus area, key discussion points and facilitator comments and observations.

Compare

Tool:
Results Comparison Template
Identify differences in scores and low scores
Agree on Priority Areas

Youth results

Adults results

Complete development plan

NB. It is recommended to use this flowchart to navigate the whole process.
2. PREPARING FOR THE SELF-ASSESSMENT

For the preparation stage, ensure you have a good understanding of your National Society programmes and services at all levels as well as a good understanding of youth-related policies, strategies and structures within your National Society.

Make sure that, before you kick off the self-assessment process, you have carefully read the whole document and have a good understanding of the steps you need to follow.
Please bear in mind throughout the project that gender balance and representation of all parts of the National Society are key to the success of the self-assessment and Development Plan implementation.

Below is some guidance on how to prepare for the self-assessment:

- Define the scale of your self-assessment
- Define your coordination team
- Define your focus groups
- Select the self-assessment facilitators
- Define your focus group participants
We understand that different National Societies operate in different ways and have access to varying levels of resources. This is why you have the flexibility of choosing the scale of your self-assessment. Even though this document refers mainly to the NS level (scope and scale), it is also applicable on a smaller scale.

Consider the following when defining the scale:

- How much time and what resources do you have available to allocate to the self-assessment?
- Could you establish partnerships, including with other RCRC NSs, to conduct the self-assessment?
- Have you done something similar to this assessment that you can build on?
- Do you have the support of your NS leadership?
2.2 Defining your coordination team

The coordination team has overall responsibility for the self-assessment. Depending on the scope and scale of your self-assessment, the roles of individuals in this team may vary. The coordination team should be led by one key member with an influential position within the National Society. The team should include at least one representative from each of the four assessment groups (Youth as Leaders, Youth as Volunteers, Youth as Members of Affected Communities and Adults). These representatives will assume the role of “lead facilitators” for their peer facilitators if they are not members of the coordination team.

When choosing the coordination team members, consider whether they:

- Have access to and knowledge of NS documentation, such as the NS constitution, the NS youth statute, the NS strategy, the Youth Policy and the Youth Engagement Strategy
- Have extensive knowledge of and experience in NS activities and operations
- Have influence in decision-making
- Have the ability to coordinate and facilitate the self-assessment process
- Are able to liaise with all relevant stakeholder groups
- Have the authority to collate and interpret assessment results into meaningful strategic directions for development
- Are able to monitor, implement and review the self-assessment process as defined in the Project Plan (Annex 1)
- Are able to ensure the incorporation of the Development Plan into the NS’s wider objectives
- Are able to communicate and advocate developments in the self-assessment process horizontally and vertically across the National Society.

It may be useful to have some places reserved for focus group participants, should there be an interest. The focus group facilitators will introduce this opportunity to the focus group participants.

2.3 Selecting the self-assessment facilitators

According to your project scale, create a pool of facilitators to run the focus groups with their peers (Youth as Leaders, Youth as Volunteers, Youth as Members of Affected Communities and Adults). The number of facilitators may vary.

TIP!

Having difficulty identifying experienced facilitators from among the Members of Affected Communities group? That’s not a problem; you can also have a young volunteer facilitator to perform the role.

The neutrality of facilitators should be taken into consideration, as the participants’ perception that the facilitators have a position or power or the presence of high-ranking personnel could discourage them from openly sharing their points of view.
These facilitators will run focus group activities, facilitate individual questionnaires, conduct group discussion amongst their peers and fill in the focus group report. All the instructions and templates for each of the four focus groups are available in the next section “Conducting the assessment”.

The facilitators should be supported in their responsibilities by the coordination team and have the opportunity to attend preparatory training/meetings prior to the commencement of their role.

Note: The facilitators may benefit from working with and being trained by more experienced volunteers/leaders in conducting their facilitation responsibilities.

When selecting the facilitators, make sure that they have (or will acquire) the following skills:

- Strong facilitation skills
- Strong communication skills
- Strong analytical skills to interpret the focus group results

2.4 Coordination team orientation session

It is imperative for the coordination team members to set aside sufficient time to understand the philosophy behind the IFRC YES and the details of the Self-Assessment Project, as they will oversee and guide the whole process. As adults may have other commitments, it is advisable to consider organizing the coordination team orientation session outside of the RCRC office. It is also important to ensure participation by all coordination team members throughout the whole orientation session.

The coordination team conducts the focus group discussions, fills in individual questionnaires and completes the Focus Group Report, using the Adult Pack. It is up to the coordination team to self-organize this activity and ensure that all facilitators are ready for implementation. The facilitator may use the “Facilitator's guide to understanding the value statements” Annex 2 to better understand the substance behind the value statements and to be able to offer additional explanations to participants, if required.

While the report of the coordination team will not be analysed with the whole project, this activity aims to pilot the process and train the facilitators.

This is an opportunity for the facilitators (or at least the “lead facilitators”) to observe group facilitation and methodology so that they will be able to conduct their own peer-to-peer focus groups in the next stages. If not all the facilitators are members of the coordination team, then it will be the responsibility of the “lead facilitator” to ensure proper training for his/her peers. The coordination team should make the relevant packs available to all facilitators. Each facilitator group will have its own pack to use during the whole process.

At the end of the all focus group activities, the coordination team meets again and discusses the outcomes of the focus group sessions and collectively identifies the Agreed Priorities that will become the pillars of the Development Plan.
2.5 Defining focus group participants

We divide youth groups into three distinct age categories: children (aged 5–11), adolescents (12–17) and young adults (18–30). To gain accurate feedback on their levels of engagement, we suggest you conduct the assessment across a variety of individuals representing all areas of work within your National Society. This could be across departments, across programmes engaging and helping young people and within communities benefiting from the work the National Society does. When recording feedback, you should ensure that the provenance of the young person is recorded so that their input can be directly related to departments and projects they have been involved in. We recommend that each focus group should have between 10 and 12 members.

Youth as MoACs

Young MoACs are the children, adolescents and young adults who participate in, benefit from and/or are empowered by RCRC programmes and services. They are not passive receivers of aid. On the contrary, young beneficiaries are involved in the planning, design, delivery and review of the RCRC programmes and services aimed at them. The RCRC supports young MoACs in each age category, providing them with opportunities to advance their personal and professional development so they can achieve their aspirations and give back to their communities.

Adults

Adults are individuals over 30 years of age, who work with and for young people and/or have influence on youth engagement in the NS. This could include staff, volunteers, governance, decision-makers and influencers in decision-making on youth engagement.

Youth as Leaders

In the RCRC, youth can take the lead in their capacity as volunteers, members and staff. However, RCRC youth leadership is not exclusively about the title and position. It also entails and refers to the specific abilities or unique qualities that enable young people to inspire and influence positive change in others through their own actions.

Youth as Volunteers

In the RCRC, young volunteers engage in the planning, design, delivery and review of programmes and services. Standard RCRC volunteering policies, schemes and approaches are applicable to young volunteers, unless additional specific needs have been identified.
3. CONDUCTING THE ASSESSMENT

3.1 YOUNG LEADERS – FOCUS GROUP SESSION, FACILITATOR’S INSTRUCTIONS

In this section you will find comprehensive packages for conducting focus group sessions with young leaders, young volunteers, young members of affected communities and adults.

The facilitators of each group can go directly to a package prepared for their respective group of participants where they will find step-by-step instructions for guiding the groups through the series of activities, including useful facilitation hints and tips.

Once again, creating a safe and enabling environment in the focus groups is key to success. Make sure that all inputs during the focus group session remain anonymous.
Welcome and getting to know each other

Welcome the participants and thank them for joining the session. Brief them about the duration and next steps and introduce an interactive ice-breaker activity to help them get to know each other.

Introduction

Introduce the YES (you can refer to the YES ppt) and explain the objective of the focus group and how its contribution will feed into the process as a whole. Introduce the ways in which the group will learn about the “final output”.

Activity 0 / Ground rules

To ensure a safe and enabling environment, ask the group to come up with five ground rules that will be observed during the activity. Write these ground rules on a flipchart and refer to them during the activities, if needed.

Activity 1 / Leadership skills

Brainstorm about the capabilities (knowledge, skills, attitudes and values) that make a good leader (e.g. she/he inspires others). Then help the group discuss the identified qualities and their meaning. Consider displaying a thematic image such as the picture of the RCRC volunteers below.

Activity 2 / Supporting young leaders

Prepare each of the statements below on a separate sheet of A4 paper and hang them up. Ask participants to individually identify a maximum of three statements that are most important in helping them become better young leaders (participants can mark each individually selected statement with an asterisk). Identify the statements that have the highest and lowest scores and discuss the reasons why.

- Learn new skills to develop professionally and personally
- Access tools and education within your National Society
- Work with and learn from senior leaders
- Be a representative elected by young people
- Become an RCRC advocate for vulnerable groups and their needs
- Work alongside young people affected by issues in your communities
- Learn more about what the Red Cross does and how you can get involved
- Get involved in decision-making within your National Society
- Learn leadership skills from youth peers
- Engage vulnerable individuals in voluntary RCRC activities
**Activity 3: 3Ps**

Introduce the 3Ps (Practice, Policy and Potential) as a “reality check” mechanism which is very important in helping individuals and the whole group decide on a fair score for each value statement. For example, participants are asked to give a score to the following statement: “Young People in the National Society participate in decision-making.” Before deciding on the score, participants should consider the following:

- What **practices** do you have relating to this issue in your National Society? (e.g. young people are represented in the NS’s governance structure; young people are not part of the NS’s management)
- What **policies** do you have in place in your National Society on this issue? (e.g. youth policy, constitutional text, youth statute)
- Are you reaching your **potential** in this area? (e.g. young people represent more than 50% of the NS’s volunteers, although they are only represented in governance in a few local branches and only have one seat on the national board)

With these questions, participants are ready to make an informed decision on the score, which means the original score might go up or come down.

**TIP!**

Check with the participants about a break. It is recommended to have at least one break every 90 minutes. Also, remind yourself and participants of the objective of each activity.

**Activity 4: Individual questionnaires**

Distribute the **individual questionnaire** to each participant, explain the purpose of this activity and inform the group that the questionnaire is designed to measure levels of youth engagement within your National Society.

There are five value statements, and participants are asked to give a score to each of them individually using information from their group activities and their personal experience. The scoring scale is from 1 to 5. Explain to the participants that they are being asked to express how much they agree with each statement. Invite participants to use the space below the statements to write any additional thoughts and comments. Inform the participants that information from the individual questionnaires will be used in the next activity.

**HINT!**

To be well prepared for this session, we recommend you refer to the “**Facilitator’s guide to understanding the value statements**” to better understand the substance behind the value statements and to be able to offer additional explanations to participants, if required.
Activity 5: Group discussion

As a facilitator, and with the help of the co-facilitator, you will run this activity using the Focus Group Report form. It will help you structure the discussion and capture its outputs. Below are instructions on how to facilitate the journey from individual score-sharing to a group score consensus.

- After completion of the individual questionnaires, bring the group together and introduce the objective of the group discussion, which is to reach a consensus.
- Recall the ground rules in an effort to ensure that discussions are conducted in a respectful way to arrive at a score consensus on all value statements.
- After the group has agreed on the score consensus for each of the value statements, invite it to identify the top two Agreed Focus Areas (from M1 to M5) that need priority attention.
- Use the Focus Group Report to capture the outputs from this activity.
- It is suggested that the group have no more than two Agreed Focus Areas.
- Then initiate discussion on the actions that need to be taken within each Agreed Focus Area to make the change happen. Capture these in the Focus Group Report under Key actions to support change.
- Debrief the participants and conclude the meeting, ensuring that you submit the Focus Group Report to your coordination team.

In order to help you and the participants to successfully complete this activity, below you will find some information on consensus building. Please remember that, during the group discussion, the aim is to arrive at a score consensus for each value statement. Some participants may feel that agreeing on a consensus score that is different from the scores in their individual questionnaire would mean, in practical terms, that their experience and reality had not been validated. Please address this issue by recalling the aim of the activity and the overall scale and scope of the Self-Assessment Project, as defined by the coordination team.

Building consensus is more than just making a mathematical calculation (mean and average) as it allows for discussion which will reveal extremely important realities to be captured in the Focus Group Report. Should the consensus building not work because of individual holdouts and people making demands and cementing positions, use the mathematical average to identify the group score and note this in your report.

Consensus which does not mean unanimity (source, 23 November 2018)

It is important that consensus be the product of a good-faith effort to meet the interests and represent the views of all the stakeholders. The key indicator of having reached a consensus is that everyone agrees they can live with the final proposal, that is, after every effort has been made to meet any outstanding interests. Thus, consensus requires someone to frame a proposal after listening carefully to everyone’s interests. Interests, by the way, are not the same as positions or demands. While demands and positions are what people say they must have, interests are the underlying needs or reasons that explain why they take the positions that they do.

Activity 6: Conclusion

After the completion of the group discussion, express sincere gratitude to the participants as their inputs will help improve the meaningful engagement of young people in the National Society. Ask the participants to debrief on their experience and reiterate how you will keep the group up to date on how the overall project is progressing under the stewardship of the coordination team.

Lastly, in consultation with the coordination team, introduce the opportunity for participants to contribute to the work of the coordination team; there is a limited number of places available.
From the volunteering opportunities identified in the previous exercise, choose one of the most popular (ideally a volunteering opportunity that participants are very familiar with). Then ask the group to describe what it is that makes this volunteering opportunity/modality popular among young volunteers. Continue by asking participants to think about how this volunteering opportunity could be improved. Initiate the discussion with questions such as:

- How much training do you need to do prior to joining this volunteering opportunity?
- Does it offer any flexibility?
- How youth-friendly is it?
- Does it allow young people to study or have other interests and hobbies?
- How you think it can be improved to be more attractive to young people in this fast-changing world?
- How much time do you need to devote to it?
- How formal is it?
- How relevant is it to the everyday lives of young people?
- Does it help address the needs and/or vulnerabilities of a specific group?
Activity 3: Share your powerful story

Ask at least one willing volunteer from the group to share her or his powerful volunteering story, describing the impact of her/his action. After the story has been shared, have the group discuss it and compare and contrast opinions around the following questions:

- What do you think is the biggest achievement in the story told?
- What support (if any) do you think your fellow volunteer needed from the National Society to achieve success?
- If you were in charge of the National Society, what would you do to show your appreciation for this volunteer’s work?
- Can you think of any similar success stories in your National Society?
- What does your National Society do to recognize and celebrate success achieved by young volunteers?
- What would you do to make sure that young volunteers stayed in your National Society?

Tip: Check with the participants about a break. It is recommended to have at least one break every 90 minutes. Also, remind yourself and participants of the objective of each activity.

Activity 4: 3Ps

Introduce the 3Ps (Practice, Policy and Potential) as a “reality check” mechanism which is very important in helping individuals and the whole group decide on a fair score for each value statement. For example, participants are asked to give a score to the following statement: “Young People in the National Society participate in decision-making.” Before deciding on the score, participants should consider the following:

- What practices do you have relating to this issue in your National Society? (e.g. young people are represented in the NS’s governance structure; young people are not part of the NS’s management)
- What policies do you have in place in your National Society on this issue? (e.g. youth policy, constitutional text, youth statute)
- Are you reaching your potential in this area? (e.g. young people represent more than 50% of the NS’s volunteers, although they are only represented in governance in a few local branches and only have one seat on the national board)

With these questions, participants are ready to make an informed decision on the score, which means the original score might go up or come down.
Activity 5: Individual questionnaires

Distribute the individual questionnaire to each participant, explain the purpose of this activity and inform the group that the questionnaire is designed to measure levels of youth engagement within your National Society.

There are five value statements, and participants are asked to give a score to each of them individually using information from their group activities and their personal experience. The scoring scale is from 1 to 5. Explain to the participants that they are being asked to express how much they agree with each statement. Invite participants to use the space below the statements to write any additional thoughts and comments. Inform the participants that information from the individual questionnaires will be used in the next activity.

HINT!

To be well prepared for this session, we recommend you refer to the "Facilitator’s guide to understanding the value statements" to better understand the substance behind the value statements and to be able to offer additional explanations to participants, if required.

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- After the group has agreed on the score consensus for each of the value statements, invite it to identify the top two Agreed Focus Areas (from M1 to M5) that need priority attention.
- Use the Focus Group Report to capture the outputs from this activity.
- It is suggested that the group have no more than two Agreed Focus Areas.
- Then initiate discussion on the actions that need to be taken within each Agreed Focus Area to make the change happen. Capture these in the Focus Group Report under Key actions to support change.

Debrief the participants and conclude the meeting, ensuring that you submit the Focus Group Report to your coordination team.

In order to help you and the participants to successfully complete this activity, below you will find some information on consensus building. Please remember that, during the group discussion, the aim is to arrive at a score consensus for each value statement. Some participants may feel that agreeing on a consensus score that is different from the scores in their individual questionnaire would mean, in practical terms, that their experience and reality had not been validated. Please address this issue by recalling the aim of the activity and the overall scale and scope of the Self-Assessment Project, as defined by the coordination team.

Building consensus is more than just making a mathematical calculation (mean and average) as it allows for discussion which will reveal extremely important realities to be captured in the Focus Group Report. Should the consensus building not work because of individual holdouts and people making demands and cementing positions, use the mathematical average to identify the group score and note this in your report.
After the completion of the group discussion, express sincere gratitude to the participants as their inputs will help improve the meaningful engagement of young people in the National Society. Ask the participants to debrief on their experience and reiterate how you will keep the group up to date on how the overall project is progressing under the stewardship of the coordination team.

Lastly, in consultation with the coordination team, introduce the opportunity for participants to contribute to the work of the coordination team; there is a limited number of places available.

Consensus which does not mean unanimity (source, 23 November 2018)

It is important that consensus be the product of a good-faith effort to meet the interests and represent the views of all stakeholders. The key indicator of having reached a consensus is that everyone agrees they can live with the final proposal, that is, after every effort has been made to meet any outstanding interests.

Thus, consensus requires someone to frame a proposal after listening carefully to everyone’s interests. Interests, by the way, are not the same as positions or demands. While demands and positions are what people say they must have, interests are the underlying needs or reasons that explain why they take the positions that they do.

Activity 7: Conclusion
3.3 YOUNG MoACs – FOCUS GROUP SESSION, FACILITATOR’S INSTRUCTIONS

Introduction

Introduce the National Society’s activities and services, the YES (you can refer to the YES ppt) and the objective of the focus group and explain how its contribution will feed into the process as a whole. Introduce the ways in which the group will learn about the “final output”.

Activity 0 / Ground rules

To ensure a safe and enabling environment, ask the group to come up with five ground rules that will be observed during the activity. Write these ground rules on a flipchart and refer to them during the activities, if needed.

Activity 1 / 7 FPs

Introduce an interactive activity about the seven Fundamental Principles. You can draw inspiration from the YABC toolkit, etc. The aim of this activity is to help young people from affected communities to familiarize themselves with the principles that guide RCRC work.

Activity 2 / RCRC projects in your community

Ask the participants to brainstorm about projects that the RCRC has implemented in their community. Then discuss which activity they found most important and which most interesting to join and how these activities changed their community. Invite participants to indicate if they have personally learnt anything important from the RCRC projects that they participated in and, if so, what it was.
Activity 3: 3Ps

Introduce the 3Ps (Practice, Policy and Potential) as a “reality check” mechanism which is very important in helping individuals and the whole group to decide on a fair score for each value statement. For example, participants are asked to give a score to the following statement: “Young People in the National Society participate in decision-making.” Before deciding on the score, participants should consider the following:

- What practices do you have relating to this issue in your National Society? (e.g. young people are represented in the NS’s governance structure; young people are not part of the NS’s management)
- What policies do you have in place in your National Society on this issue? (e.g. youth policy, constitutional text, youth statute)
- Are you reaching your potential in this area? (e.g. young people represent more than 50% of the NS’s volunteers, although they are only represented in governance in a few local branches and only have one seat on the national board)

With these questions, participants are ready to make an informed decision on the score, which means the original score might go up or come down.

TIP!
Check with the participants about a break. It is recommended to have at least one break every 90 minutes. Also, remind yourself and participants of the objective of each activity.

Activity 4: Individual questionnaires

Distribute the individual questionnaire to each participant, explain the purpose of this activity and inform the group that the questionnaire is designed to measure levels of youth engagement within your National Society.

There are five value statements, and participants are asked to give a score to each of them individually using information from their group activities and their personal experience. The scoring scale is from 1 to 5. Explain to the participants that they are being asked to express how much they agree with each statement. Invite participants to use the space below the statements to write any additional thoughts and comments. Inform the participants that information from the individual questionnaires will be used in the next activity.
To be well prepared for this session, we recommend you refer to the “Facilitator’s guide to understanding the value statements” to better understand the substance behind the value statements and to be able to offer additional explanations to participants, if required.

HINT!

Activity 5: Group discussion

As a facilitator, and with the help of the co-facilitator, you will run this activity using the Focus Group Report form. It will help you structure the discussion and capture its outputs. Below are instructions on how to facilitate the journey from individual score-sharing to a group score consensus.

- After completion of the individual questionnaires, bring the group together and introduce the objective of the group discussion, which is to reach a consensus.
- Recall the ground rules in an effort to ensure that discussions are conducted in a respectful way to arrive at a score consensus on all value statements.
- After the group has agreed on the score consensus for each of the value statements, invite it to identify the top two Agreed Focus Areas (from M1 to M5) that need priority attention.
- Use the Focus Group Report to capture the outputs from this activity.
- It is suggested that the group have no more than two Agreed Focus Areas.
- Then initiate discussion on the actions that need to be taken within each Agreed Focus Area to make the change happen. Capture these in the Focus Group Report under Key actions to support change.
- Debrief the participants and conclude the meeting, ensuring that you submit the Focus Group Report to your coordination team.

In order to help you and the participants to successfully complete this activity, below you will find some information on consensus building. Please remember that, during the group discussion, the aim is to arrive at a score consensus for each value statement. Some participants may feel that agreeing on a consensus score that is different from the scores in their individual questionnaire would mean, in practical terms, that their experience and reality had not been validated. Please address this issue by recalling the aim of the activity and the overall scale and scope of the Self-Assessment Project, as defined by the coordination team.

Building consensus is more than just making a mathematical calculation (mean and average) as it allows for discussion which will reveal extremely important realities to be captured in the Focus Group Report. Should the consensus building not work because of individual holdouts and people making demands and cementing positions, use the mathematical average to identify the group score and note this in your report.
After the completion of the group discussion, express sincere gratitude to the participants as their inputs will help improve the meaningful engagement of young people in the National Society. Ask the participants to debrief on their experience and reiterate how you will keep the group up to date on how the overall project is progressing under the stewardship of the coordination team.

Lastly, in consultation with the coordination team, introduce the opportunity for participants to contribute to the work of the coordination team; there is a limited number of places available.

**Activity 6: Conclusion**

Consensus which does not mean unanimity (source, 23 November 2018)

It is important that consensus be the product of a good-faith effort to meet the interests and represent the views of all stakeholders. The key indicator of having reached a consensus is that everyone agrees they can live with the final proposal, that is, after every effort has been made to meet any outstanding interests.

Thus, consensus requires that someone frame a proposal after listening carefully to everyone’s interests. Interests, by the way, are not the same as positions or demands. While demands and positions are what people say they must have, interests are the underlying needs or reasons that explain why they take the positions that they do.
3.4 ADULT – FOCUS GROUP SESSION, FACILITATOR’S INSTRUCTIONS

**Welcome and getting to know each other**

Welcome the participants and thank them for joining this session. Brief them about the duration and next steps and introduce an interactive ice-breaker activity to help them get to know each other.

**Introduction**

Introduce the YES (you can refer to the YES ppt) and the objective of the focus group and explain how its contribution will feed into the process as a whole. Introduce the ways in which the group will learn about the “final output”.

**Activity 0 / Ground rules**

To ensure a safe and enabling environment, ask the group to come up with five ground rules that will be observed during the activity. Write these ground rules on a flipchart and refer to them during the activities, if needed.

**Activity 1 / Volunteering opportunities**

Ask the participants to brainstorm about projects that the RCRC implements for children, adolescents and young adults. Then discuss which activity they find most important and which most interesting for the target audience and how these activities changed the community where the young people lived. Invite participants to discuss how the National Society involves young members from affected communities in the design, implementation and evaluation of RCRC projects.

**Activity 2 / Volunteering for youth**

Ask the participants to brainstorm about specific ways young people can volunteer with your National Society. Capture these volunteering opportunities on a flipchart and discuss the value added that young people bring to RCRC programmes and services.
Activity 3 / Supporting young leaders

Prepare each of the statements below on a separate sheet of A4 paper and hang them up. Ask participants to individually identify a maximum of three statements that are most important for young people to become great leaders (participants can mark each individually selected statement with an asterisk). Identify the statements that have the highest and lowest scores and discuss the reasons why.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Max Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn new skills to develop professionally and personally</td>
<td>20 MIN</td>
</tr>
<tr>
<td>Access tools and education within your National Society</td>
<td>20 MIN</td>
</tr>
<tr>
<td>Work with and learn from senior leaders</td>
<td>20 MIN</td>
</tr>
<tr>
<td>Be a representative elected by young people</td>
<td>20 MIN</td>
</tr>
<tr>
<td>Become an RCRC advocate for vulnerable groups and their needs</td>
<td>20 MIN</td>
</tr>
<tr>
<td>Work alongside young people affected by issues in your community</td>
<td>20 MIN</td>
</tr>
<tr>
<td>Learn more about what the Red Cross does and how you can get involved</td>
<td>20 MIN</td>
</tr>
<tr>
<td>Get involved in decision-making within your National Society</td>
<td>20 MIN</td>
</tr>
<tr>
<td>Learn leadership skills from youth peers</td>
<td>20 MIN</td>
</tr>
<tr>
<td>Engage vulnerable individuals in voluntary RCRC activities</td>
<td>20 MIN</td>
</tr>
</tbody>
</table>

TIP!

Check with the participants about a break. It is recommended to have at least one break every 90 minutes. Also, remind yourself and participants of the objective of each activity.

Activity 4: 3Ps

Introduce the 3Ps (Practice, Policy and Potential) as a “reality check” mechanism which is very important in helping individuals and the whole group to decide on a fair score for each value statement. For example, participants are asked to give a score to the following statement: “Young People in the National Society participate in decision-making.” Before deciding on the score, participants should consider the following:

- **What practices do you have relating to this issue in your National Society?** (e.g. young people are represented in the NS’s governance structure; young people are not part of the NS’s management)
- **What policies do you have in place in your National Society on this issue?** (e.g. youth policy, constitutional text, youth statute)
- **Are you reaching your potential in this area?** (e.g. young people represent more than 50% of the NS’s volunteers, although they are only represented in governance in a few local branches and only have one seat on the national board)

With these questions, participants are ready to make an informed decision on the score, which means the original score might go up or come down.
Activity 6: Group discussion

As a facilitator, and with the help of the co-facilitator, you will run this activity using the Focus Group Report form (Annex 3). It will help you structure the discussion and capture its outputs. Below are instructions on how to facilitate the journey from individual score-sharing to a group score consensus.

- After completion of the individual questionnaires, bring the group together and introduce the objective of the group discussion, which is to reach a consensus.
- Recall the ground rules in an effort to ensure that discussions are conducted in a respectful way to arrive at a score consensus on all value statements.
- After the group has agreed on the score consensus for each of the value statements, invite it to identify the top two Agreed Focus Areas (from M1 to M5) that need priority attention.
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- It is suggested that the group have no more than two Agreed Focus Areas.
- Then initiate discussion on the actions that need to be taken within each Agreed Focus Area to make the change happen. Capture these in the Focus Group Report under Key actions to support change.
- Debrief the participants and conclude the meeting, ensuring that you submit the Focus Group Report to your coordination team.

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Lastly, in consultation with the coordination team, introduce the opportunity for participants to contribute to the work of the coordination team; there is a limited number of places available.

Consensus which does not mean unanimity (source, 23 November 2018)

It is important that consensus be the product of a good-faith effort to meet the interests and represent the views of all stakeholders. The key indicator of having reached a consensus is that everyone agrees they can live with the final proposal, that is, after every effort has been made to meet any outstanding interests.

Thus, consensus requires someone to frame a proposal after listening carefully to everyone’s interests. Interests, by the way, are not the same as positions or demands. While demands and positions are what people say they must have, interests are the underlying needs or reasons that explain why they take the positions that they do.

Activity 7: Conclusion

After the completion of the group discussion, express sincere gratitude to the participants as their inputs will help improve the meaningful engagement of young people in the National Society. Ask the participants to debrief on their experience and reiterate how you will keep the group up to date on how the overall project is progressing under the stewardship of the coordination team.
The coordination team receives all the Focus Group Reports from the facilitators in order to analyse the data. Using the “Results Comparison Template” (Annex 4), record the scores of the youth groups (Youth voice) and the adult group (Adult voice) for each value statement. If, for example, the coordination team receives three Focus Group Reports from three different groups of youth volunteers, the final score to be recorded should be the average of them. Facilitators representing the respective groups in the coordination team add substantive information captured in their Focus Group Report.

The coordination team then reflects on the differences and similarities in scoring between the youth and adult voices. Pay particular attention to the value statements with low scores and/or those with considerable differences in the scoring. Ultimately, the aim is to identify areas which both the youth and adults see as problematic (value statements with low scores from both youth and adults) or areas where the score indicates a steep difference between youth and adult perspectives (value statements that indicate a significant gap in intergenerational perspectives).

After a substantive discussion, the coordination team identifies two Agreed Priorities per Engagement Pathway. These will be the building blocks of the Development Plan. It is highly recommended for the coordination team to cross-check and validate the selection of the Agreed Priorities by reviewing the Focus Group Reports and, especially, the frequency with which the different value statements were put forward as Agreed Focus Areas. The Focus Group Reports are also of high substantive value to the coordination team for its section “List of key actions to support change” which effectively informs the Development Plan.

After the validation stage, it is recommended to conduct a SWOT analysis on the Agreed Priorities mainly to map the potential risks. In addition, the outcome of the SWOT can help prioritize elements of the Development Plan. An overview on how to conduct a SWOT session can be found here.

**Tip:** The completed Results Comparison Template (Annex 4) can be used as a baseline to monitor growth and improvements as per the identified priority areas, especially if the self-assessment is to be repeated in the future.
5. PLANNING YOUR DEVELOPMENT

5.1 Creating a Developing Plan

Building on the Results Comparison Template (Annex 4), the coordination team uses the Agreed Priorities and creates its Development Plan. See the template in Annex 5. As with any development plan, it is imperative to ensure that it is actionable and leads to positive change. Each priority area needs to have a comprehensive plan of action. Please consider the following questions when creating your plan and feel free to use your National Society’s usual planning tool.

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>What is the planned scope and scale of the Self-Assessment Project as a whole?</td>
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<tr>
<td>Are there changes foreseen at the policy level?</td>
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<td>Are there elements that will require governance decisions?</td>
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<td>What is achievable with our resources and capacity?</td>
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<td>Who are the key stakeholders? (assign who is Accountable, Responsible, Consulted and Informed)</td>
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<td>How can we engage these stakeholders to help achieve the shared goals?</td>
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<tr>
<td>What is a realistic timeframe to achieve these goals?</td>
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<tr>
<td>How will we monitor progress in implementing the Plan?</td>
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<tr>
<td>How can we visualize the goals and how do we make sure that everyone knows about and can see the impact we are making?</td>
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</tbody>
</table>

5.2 Project evaluation

It is suggested that the coordination team conduct an evaluation of this project as a whole using the original Project Plan. Consider what worked well and what could be improved if the assessment were to be repeated in the future.
ANNEXES
Before completing the project plan below, please ensure that you have read and understood the whole self-assessment process.

**Coordination Team members:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Team Member Role</th>
<th>Contact details</th>
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**Focus group Title**
- **Number of Focus Group**
- **Estimated number of participants**
- **Focus group location**
- **Name of Facilitator(s)**

<table>
<thead>
<tr>
<th>Focus group Title</th>
<th>Number of Focus Group</th>
<th>Estimated number of participants</th>
<th>Focus group location</th>
<th>Name of Facilitator(s)</th>
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<tbody>
<tr>
<td>Youth as Leader</td>
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<td>Youth as Volunteer</td>
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<td>Youth as MoACs</td>
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<td>Total</td>
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**Note:** When completing this table, think about the feasibility of the project and the time and resources needed. For instance, the number of expected/planned participants also determines the number of questionnaires that need to be analysed.
## ANNEX 1
### Project plan template

<table>
<thead>
<tr>
<th>Assessment Stage</th>
<th>Action</th>
<th>Person in charge</th>
<th>Timeline in weeks</th>
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<tbody>
<tr>
<td>Preparing for the assessment</td>
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<td>Conducting the assessment</td>
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<td>Analysing data</td>
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<td>Planning your development</td>
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**Project starting date:**

**Project Expected Ending Date:**

**Timeline in weeks:**

<table>
<thead>
<tr>
<th>W1</th>
<th>W2</th>
<th>W3</th>
<th>W4</th>
<th>W5</th>
<th>W6</th>
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*W1 to W8 represent weeks.*
To what extent do young people participate in decision-making at all levels of management, governance and service delivery?

Points to Consider:
- Do you work in an environment that recognizes and utilizes the leadership skills of young people?
- Have young people elected representatives who can give voice to issues in the National Society governance structures?
- Do you have consultations within the National Society so that you can add value to activities?
- Does your National Society make you feel deeply connected to a range of youth communities?

Do young people play an increasingly strong leading role in connecting with and advocating for members of affected communities?

Points to Consider:
- Do you have access to educational opportunities and tools that ensure you can:
  - Embrace humanitarian values?
  - Effectively advocate for the National Society?
  - Develop your interpersonal skills to better serve diverse communities?
  - Engage with and support your peers in marginalized communities?
Points to Consider:

- Do you have official youth representative(s) in the decision-making structure of the National Society?
- Can the youth voice be heard in the higher decision-making bodies of the National Society?
- Is the youth representative(s) elected by the young people of the National Society?
- Is the youth decision-making structure included in the legal base documents (e.g. constitution, youth statute) of the National Society?

Points to Consider:

- Do you have access to educational opportunities that help you to get and progress in leadership roles?
- Do you have opportunities to learn from senior leadership and ensure a smooth transition into senior roles?
- Do you have formal and informal mentoring systems to enhance your development?
- Do you have communication platforms where all members of the National Society can take an interest in and act upon youth opinion?

Points to Consider:

- Are young people supported in participating in networking platforms and fora, such as the Youth Council, national youth alliances and thematic conferences?
- Are young people nominated and supported in representing your National Society across various networks, such as the regional youth network?
- Are young people appointed to participate in different fora (events, conferences, regional and global meetings, etc.) and networks through a fair and transparent mechanism?
Do young people have access to meaningful volunteering opportunities in the National Society?

Points to Consider:
- Are young volunteers offered opportunities that are varied enough to meet their interests and availability? (flexible, short-term, part-time, informal, formal, traditional, unconventional, episodic or online volunteering)

How well does the National Society motivate, engage and retain young volunteers?

Points to Consider:
- Do young volunteers feel that their past volunteering efforts at the National Society were recognized and celebrated?
- Do young volunteers feel that they developed leadership skills whilst volunteering with the National Society?
- Do young volunteers have access to development opportunities, such as training or career coaching, to increase their employability?
- Do young volunteers have the opportunity to volunteer in different programmes/departments? If so, do they feel prepared for the transition and supported in the move?
How does your National Society promote the social value that young volunteers bring?

Points to Consider:

- Do young volunteers feel empowered to become ambassadors of the humanitarian work your National Society carries out?
- Are young volunteers aware of inspiring practices and approaches used by other young volunteers?

How well does your National Society recognize young volunteers as contributors to innovation and inspire others to follow their example.

Points to Consider:

- Are young volunteers encouraged to propose and pilot projects and approaches to address the needs of affected communities?

How well does your National Society protect youth volunteers in areas such as insurance, protection equipment and psychosocial support?

Points to Consider:

- Are young volunteers insured while on duty for your National Society?
- Do young volunteers receive training on protection measures and benefit from psychosocial support?
How well does the National Society engage young members of affected communities in the services and programmes they benefit from?

Points to Consider:

Does the National Society:

- Promote the RCRC’s Fundamental Principles and underpinning values among young people from affected communities?
- Provide both formal and informal methods of spreading these principles through peer-to-peer engagement?
- Engage young members of affected communities in the planning, implementation and evaluation phases of the programmes they benefit from?
- Does the National Society engage young people from affected communities as key advocates and agents of change in their communities?

How well does the National Society strengthen the personal capacities of young people from affected communities to make them more resilient?

Points to Consider:

Does the National Society:

- Integrate psychosocial support into all programmes involving young people from affected communities?
- Integrate life skills training into all programmes engaging young people from affected communities?
- Promote the personal competencies that young people acquire whilst engaging with the RCRC?
- Involve young people from affected communities of all ages in the design, implementation, monitoring and evaluation of the programmes they participate in?
Points to Consider:

Does the National Society:

- Recognize young beneficiaries as key stakeholders in all RCRC community development programmes in order to keep their needs at the forefront of actions?

- Apply peer-to-peer mechanisms for young beneficiaries to be empowered in current and future decision-making processes?

How well does the National Society prepare the members of affected communities to volunteer with the National Society?

Points to Consider:

Does the National Society:

- Provide information about volunteering with the National Society to the young members of affected communities during programme implementation and at service centres?

- Encourage the beneficiaries to take active roles in programme implementation?

How well does the National Society adapt to the changing needs of young people from affected communities and marginalized youth groups?

Points to Consider:

Does the National Society:

- Communicate with our youth communities to ensure we are prioritizing their most relevant needs?

- Include regular self-assessments for our outreach to young beneficiaries, including beneficiary feedback?

- Have internal procedures to ensure the voices of youth beneficiaries are heard in decision-making processes?

- Partner with external experts, including organizations, to identify and address current and future needs of vulnerable and marginalized youth groups?
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Points to Consider:

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How well does the National Society motivate, engage and retain young volunteers?

Points to Consider:
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How well does your National Society protect youth volunteers in areas such as insurance, protection equipment and psychosocial support?

Points to Consider:

- Are young volunteers insured while on duty for your National Society?
- Do young volunteers receive training on protection measures and benefit from psychosocial support?

How well does your National Society recognize young volunteers as contributors to innovation and inspire others to follow their example.

Points to Consider:

- Are young volunteers encouraged to propose and pilot projects and approaches to address the needs of affected communities?
To what extent do young people participate in decision-making at all levels of management, governance and service delivery?

Points to Consider:
- Do you work in an environment that recognizes and utilizes the leadership skills of young people?
- Have young people elected representatives who can give voice to issues in the National Society governance structures?
- Do you have consultations within the National Society so that you can add value to activities?
- Does your National Society make you feel deeply connected to a range of youth communities?

Do young people play an increasingly strong leading role in connecting with and advocating for members of affected communities?

Points to Consider:
- Do you have access to educational opportunities and tools that ensure you can:
  - Embrace humanitarian values?
  - Effectively advocate for the National Society?
  - Develop your interpersonal skills to better serve diverse communities?
  - Engage with and support your peers in marginalized communities?
Points to Consider:

- Do you have official youth representative(s) in the decision-making structure of the National Society?
- Can the youth voice be heard in the higher decision-making bodies of the National Society?
- Is the youth representative(s) elected by the young people of the National Society?
- Is the youth decision-making structure included in the legal base documents (e.g. constitution, youth statute) of the National society?

Do you have access to educational opportunities that help you to get and progress in leadership roles?
- Do you have opportunities to learn from senior leadership and ensure a smooth transition into senior roles?
- Do you have formal and informal mentoring systems to enhance your development?
- Do you have communication platforms where all members of the National Society can take an interest in and act upon youth opinion?

Points to Consider:

To what extent does your National Society invest in and prioritize youth development, including both professional and personal development, in order to prepare them for leadership roles?

To what extent do young people have opportunities to participate in networking platforms and represent the National Society (youth) in relevant Movement or external fora?

Are young people supported in participating in networking platforms and fora, such as the Youth Council, national youth alliances and thematic conferences?
- Are young people nominated and supported in representing your National Society across various networks, such as the regional youth network?
- Are young people appointed to participate in different fora (events, conferences, regional and global meetings, etc.) and networks through a fair and transparent mechanism?
Using information from the discussion in the previous activity and your personal experience, how much do you agree or disagree with the value statements below? Using a scale of 1 to 5, write your score in the box next to the statement. Please write any additional thoughts and comments in the boxes below.

L1. Young people in the National Society are equal partners to adults in decision-making processes at both management and governance levels.

L2. Young people lead the National Society’s efforts both in engaging affected communities and in advocating on their behalf.

L3. In our National Society, young people elect their peer representatives through a youth-led decision-making structure to give voice to youth issues across the National Society.

L4. Our National Society provides opportunities for young people to advance their leadership skills.

L5. Our National Society supports the participation of young people in networking platforms and relevant fora.
Using information from the discussion in the previous activity and your personal experience, how much do you agree or disagree with the value statements below? Using a scale of 1 to 5, write your score in the box next to the statement. Please write any additional thoughts and comments in the boxes below.

<table>
<thead>
<tr>
<th>Value Statement</th>
<th>Score</th>
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<tbody>
<tr>
<td>V1. Young people have a variety of volunteering opportunities in our National Society.</td>
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<tr>
<td>V2. Our National Society has specific volunteer management approaches (recruitment, retention and rewards) for young people.</td>
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<tr>
<td>V3. Our National Society recognizes the added value that young people bring to the organization.</td>
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<tr>
<td>V4. National Society recognises young volunteers as an important source of innovation and builds on their innovative ideas.</td>
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<tr>
<td>V5. Our National Society ensures the protection and well-being of young volunteers.</td>
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</tbody>
</table>

- What practices do you have relating to each value statement in your National Society?
- What policies do you have in place in your National Society in relation to each value statement?
- Are you reaching your potential in the area addressed by each value statement?
Using information from your group discussion and your personal experience, how much do you agree or disagree with the value statements below? Using a scale of 1 to 5, write your score in the box next to the statement. Please write any additional thoughts and comments in the boxes below.

MoACs1. You and young people from the community in general are engaged in the programmes and services you benefit from at the RCRC.

MoACs2. The RCRC has programmes for young people that address their vulnerabilities and build on their capacities.

MoACs3. After participating in and benefiting from RCRC programmes and services, you (and young people from the community) became empowered to contribute to community development.

MoACs4. The RCRC adapts quickly to the changing needs of young people in affected communities.

MoACs5. You and other young people are being prepared to volunteer with the National Society.
Using evidence from your National Society’s policies, practices and potential, how much do you agree or disagree with the value statements below? Using a scale of 1 to 5, write your score in the box next to the statement.

Strongly disagree 1 2 3 4 5 Strongly agree

- What practices do you have relating to this issue in your National Society? (e.g. young people are represented in the NS’s governance structure; young people are not part of the NS’s management)

- What policies do you have in place in your National Society on this issue? (e.g. youth policy, constitutional text, youth statute)

- Are you reaching your potential in this area? (e.g. young people represent more than 50% of the NS’s volunteers, although they are only represented in governance in a few local branches and only have one seat on the national board)

L1. Young people in the National Society are equal partners to adults in decision-making processes at both management and governance levels.

L2. Young people lead the National Society’s efforts both in engaging affected communities and in advocating on their behalf.

L3. In our National Society, young people elect their peer representatives through a youth-led decision-making structure to give voice to youth issues across the National Society.

L4. Our National Society provides opportunities for young people to advance their leadership skills.

L5. Our National Society supports the participation of young people in networking platforms and relevant fora.
V1. Young people have a variety of volunteering opportunities in our National Society.

V2. Our National Society has specific volunteer management approaches (recruitment, retention and rewards) for young people.

V3. Our National Society recognizes the added value that young people bring to the organization.

V4. National Society recognises young volunteers as an important source of innovation and builds on their innovative ideas.

V5. Our National Society ensures the protection and well-being of young volunteers.

MoACs1. You and young people from the community in general are engaged in the programmes and services you benefit from at the RCRC.

MoACs2. The RCRC has programmes for young people that address their vulnerabilities and build on their capacities.

MoACs3. After participating in and benefiting from RCRC programmes and services, you (and young people from the community) became empowered to contribute to community development.

MoACs4. The RCRC adapts quickly to the changing needs of young people in affected communities.

MoACs5. You and other young people are being prepared to volunteer with the National Society.
Capture the key points from the group discussion

Formulate your own observations and comments based on both the individual questionnaires and the group discussion
<table>
<thead>
<tr>
<th>Engagement Pathways</th>
<th>Value Statement</th>
<th>Youth Score</th>
<th>Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td>Young people in the National Society are equal partners to adults in decision-making processes at both management and governance levels.</td>
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<td>L2</td>
<td>Young people lead the National Society’s efforts both in engaging affected communities and in advocating on their behalf.</td>
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<td>L3</td>
<td>In our National Society, young people elect their peer representatives through a youth-led decision-making structure to give voicing to youth issues across the National Society.</td>
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<tr>
<td>L4</td>
<td>Our National Society provides opportunities for young people to advance their leadership skills.</td>
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<td>L5</td>
<td>Our National Society supports the participation of young people in networking platforms and relevant fora.</td>
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<tr>
<td>V1</td>
<td>Young people have a variety of volunteering opportunities in our National Society</td>
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<td>V2</td>
<td>Our National Society has specific volunteer management approaches (recruitment, retention and rewards) for young people.</td>
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<td>V3</td>
<td>Our National Society recognizes the added value that young people bring to the organization.</td>
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<td>V4</td>
<td>Young people are an important source of innovation within the National Society.</td>
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<td>V5</td>
<td>Our National Society ensures the protection and well-being of young volunteers.</td>
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<tr>
<td>MoACs1</td>
<td>Young people from affected communities are engaged in the RCRC programmes and services they benefit from.</td>
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<tr>
<td>MoACs2</td>
<td>Our National Society has programmes for young people from affected communities that address their vulnerabilities and build on their capacities.</td>
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<tr>
<td>MoACs3</td>
<td>Young people from affected communities that benefit from the RCRC programmes and services are empowered to contribute to community development.</td>
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<tr>
<td>MoACs4</td>
<td>Our National Society adapts quickly to the changing needs of young people in affected communities.</td>
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<tr>
<td>MoACs5</td>
<td>Young people from affected communities are being prepared to volunteer with the National Society.</td>
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<tr>
<td>Youth Voice</td>
<td>Adult Voice</td>
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<tr>
<td><strong>Top 2 Focus Areas</strong></td>
<td><strong>Recommended actions by youth (select the most common and relevant ones)</strong></td>
<td><strong>Recommended actions by adult (select the most common and relevant ones)</strong></td>
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<td>Top 2 Focus Areas</td>
<td>Adult Score</td>
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### ANNEX 5

#### DEVELOPMENT PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Activity Number</th>
<th>Engagement Pathways</th>
<th>Agreed Priorities</th>
<th>Activities</th>
<th>Think about policy, advocacy and programme-related actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Young people in the National Society are equal partners to adults in decision-making processes at both management and governance levels.</td>
<td>Activity 1:</td>
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<tr>
<td>2</td>
<td>Youth as Leaders</td>
<td>Our National Society supports the participation of young people in networking platforms and relevant fora.</td>
<td>Activity 2:</td>
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<td>Youth as Volunteers</td>
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<td>27</td>
<td>Youth as Members of Affected Communities</td>
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<td>Term</td>
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<td>Word</td>
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<tr>
<td><strong>Advocacy</strong></td>
<td>RCRC advocacy aims to inspire, encourage, facilitate and promote all forms of humanitarian activity at all times, with a view to preventing and alleviating human suffering and thereby contributing to the maintenance and promotion of human dignity and peace in the world. RCRC advocacy results in the delivery of assistance without discrimination as to nationality, race, religious beliefs, class or political opinions.</td>
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<td><strong>Creation of enabling environments</strong></td>
<td>The creation of enabling environments is about making action and positive change possible. Within the RCRC, educated and empowered children, adolescents and young adults will have safe and secure spaces, equitable resources and support to become agents of positive change. In the RCRC, the institutional culture, processes, structures, policies and regulations will be evidence-based and informed by intergenerational dialogue and enable youth action throughout the National Society.</td>
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<tr>
<td><strong>Education</strong></td>
<td>Education is about the universal access of individuals to knowledge, resources and opportunities. Within the RCRC, children, adolescents and young adults are offered opportunities to acquire the knowledge, skills and competencies needed to lead a healthy, safe and fulfilling life. In the RCRC, all educational and training opportunities with and for young people are underpinned by the Fundamental Principles and humanitarian values and are provided in formal, non-formal and informal settings.</td>
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<tr>
<td><strong>Empowerment</strong></td>
<td>Empowerment is about behavioural change in individuals and builds on education. Within the RCRC, the empowerment of children, adolescents and young adults results in them making healthier and safer choices and well-informed decisions that impact them and others. In the RCRC, all activities and programmes with and for youth should incorporate the concept/principle of empowerment.</td>
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<tr>
<td>Life Skills</td>
<td>Set of behaviours reflecting the ability of an individual to manage personal affairs and address daily challenges and situations responsibly and appropriately. They may vary depending on social norms and expectations.</td>
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<tr>
<td>Marginalized groups</td>
<td>Group of young people stigmatized, excluded and isolated from the main political, social and economic mainstream, e.g. young prisoners, people living with disabilities, migrants, people living in the “shadows” of our communities, single mothers and other “forgotten” groups.</td>
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<tr>
<td>Psychosocial Support</td>
<td>Psychosocial support is an integral part of the IFRC’s emergency response. It helps individuals and communities to heal psychological wounds and rebuild social structures after an emergency or a critical event. It can help change people into active survivors rather than passive victims. Psychosocial support promotes the restoration of social cohesion and infrastructure. Early and adequate psychosocial support can:</td>
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<td>- prevent distress and suffering developing into something more severe</td>
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<td>- help people cope better and become reconciled to everyday life</td>
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<td>- help beneficiaries to resume their normal lives</td>
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<td>- meet community-identified needs.</td>
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</table>
The International Federation of Red Cross and Red Crescent Societies (IFRC) extends its appreciation to Ms Georgia O’Brien, young specialist volunteer of the British Red Cross, for her immense enthusiasm, commitment, and volunteering spirit in driving the IFRC Youth Engagement Self-assessment Toolkit development, under the guidance of the IFRC Youth Commission 2015-2019.
The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

**Impartiality** It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

**Neutrality** In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

**Independence** The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

**Voluntary service** It is a voluntary relief movement not prompted in any manner by desire for gain.

**Unity** There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

**Universality** The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.