



Perceptions of Participation: an assessment of a youth participation model in Senegal

Final Report



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The Access, Services and Knowledge (ASK) programme is a three-year programme (from 2013 to 2015) funded by the Dutch Ministry of Foreign Affairs with the aim of improving the SRHR of young people (10 – 24 yrs.), including underserved groups. The programme which is a joint effort of eight organizations comprising of Rutgers (lead), Simavi, Amref Flying Doctors, CHOICE for Youth and Sexuality, dance4life, Stop AIDS Now!, the International Planned Parenthood Federation (IPPF), and Child Helpline International (CHI) is implemented in 7 countries, namely Ethiopia, Ghana, Indonesia, Kenya, Pakistan, Senegal, and Uganda. Operations research (OR) was identified as an integral part of activities in the ASK programme. The aim was to enhance the performance of the program, improve outcomes, assess feasibility of new strategies and/or assess or improve the programme Theory of Change.

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List of Acronyms

ASBEF	Association Senegalaise pour le Bien-Etre Familial
ASK	Access, Services, Knowledge
CRC	Convention on the Rights of the Child
HIV	Human immunodeficiency virus
ICPD	International Conference on Population and Development
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health and Rights
UNGASS	UN General Assembly Special Session
YAM	Youth Action Movement

Executive Summary

Background

Youth participation is increasingly recognized as a human right and a critical component of effective strategies to improve sexual and reproductive health and rights (SRHR) and to achieve international development goals. The Access, Services, Knowledge (ASK) Programme is a three-year programme that was introduced in Senegal in 2013 with the aim of improving young people's (10 – 24 yrs.) SRHR. Youth participation is a central strategy in the ASK programme. One particularly interesting model is the *Association pour le Bien-Etre Familial's* (ASBEF) youth focal points. This initiative is unique in Senegal, as it supports young people to take up leadership roles within the programme. The goal of this study was to examine how the model of Youth Focal Points contributes to the achievement of project objectives and to the empowerment of young people.

Methodology

The central research questions were: (1) How has the recruitment of youth focal points (regional project managers) influenced the development, implementation and delivery of SRHR interventions through the ASK programme? and (2) How can the ASK Alliance partners in Senegal further strengthen meaningful youth participation? This study used qualitative methods to answer the research questions. The research design consisted of four main phases:

- (1) A literature review was conducted to identify and summarise key findings from published and grey literature on youth participation in SRH and HIV programmes in Senegal and internationally.
- (2) A preparatory phase for data collection, including the recruitment and training of two young co-researchers.
- (3) Data collection via focus group discussions and semi-structured interviews
- (4) Data analysis using qualitative methods.

The research instruments and data analysis drew from two theoretical frameworks: Hart's "Ladder of Participation" model of participation and Niger Thomas' "Climbing Wall" Model of Participation. The study population consisted of: ASBEF's five Youth Focal Points, 46 young project beneficiaries (in Dakar, Guediawaye and Saint-Louis) and eight adult ASK project staff.

Key Findings

Perceptions about Youth Focal Points' Degree of Participation

- The role of Youth Focal Points is well understood, yet unclear for some project beneficiaries, especially among beneficiaries of the opposite sex of the Youth Focal Points.
- Youth Focal Points are generally satisfied with their level of choice over participating in the project and their autonomy over decision-making. They are less satisfied with their level of control over decision-making and their voice in discussions.
- Adults are generally satisfied with all factors of participation
- Regional differences exist in terms of perceptions of participation. There are higher levels of satisfaction in the capital city compared to other regions.

Contribution of Youth Focal Points to ASK Project Results

- Young Focal Points bring an added value to the project in terms of ease of communication with project beneficiaries, their capacity to attract other young people to participate in project activities and their increased availability compared to adults.
- Youth Focal Points made observable contributions the ASK project's Result Area 1 (Increased access to information), 3 (increased uptake of SRHR services) and 4 (increased respect for young people's sexual and reproductive rights).

Effects on Adults' attitudes

The Youth Focal Points contributed to:

- Adults' increased confidence about young people's capacity to manage projects
- Increased support among parents for youth participation in SRHR programs
- Improved parent-child communication about SRHR issues

Factors that enhance youth participation in the Youth Focal Point Model

- Opportunities for sharing and exchange among Youth Focal Points
- Access to IT tools for more efficient management of the ASK Project's social media presence
- Innovative options for incentives or remuneration
- Opportunities for coaching
- Investments in capacity-building for Youth Focal Points
- Efforts to involve and sensitive parents
- Access to high quality youth SRH services alongside youth participation efforts

Key Recommendations

1. Design a participatory process to establish and clarify goals and expectations about youth participation ;
2. Meaningfully involve young people in the design of future Youth Focal Point programs;
3. Develop mechanisms for decentralized power-sharing, decision-making and capacity building ;
4. Provide ICT equipment to Youth Focal Points in order to strengthen their management of the ASK project's social media platforms;
5. Consider recruiting two Youth Focal Points per region – one young man and one young woman to increase the reach to potential project beneficiaries of both sexes;
6. Develop a formalized coaching system where Youth Focal Points coach other young leaders so as to enable a larger group of young people to build leadership skills and experience, as well as ensure the sustainability of the model;
7. In the recruitment of Youth Focal Points, look for candidates who are already connected to existing youth networks so as to build on these existing networks;
8. Establish clear incentives for volunteer Youth Focal Points, based on a participatory process with project staff and young people;
9. Ensure Youth Focal Points have regular opportunities for capacity building, as well as exchange amongst themselves;
10. Ensure access to quality youth-friendly services alongside youth participation initiatives;
11. Additional research on specific aspects of the model should be conducted to facilitate scale-up or replication.

1 Introduction

1.1 Background

“Meaningful youth participation” has been defined as the active engagement of young people in all phases of the development and implementation of policies, programmes and services that affect their lives (Howard 2002). The importance of youth participation has been recognized in several international declarations, including: the United Nations Convention on the Rights of the Child (CRC), the ICPD Program of Action, the Declaration of Commitment on HIV and AIDS (UNGASS on HIV and AIDS 2001). In many low- and middle-income countries, young people represent significant proportions of the population and often disproportionately affected by sexual and reproductive health and rights (SRHR problems). As such, youth participation is increasingly recognized, not only as a human right, but also as a critical component of effective strategies to improve SRHR and achieve international development goals.

The Access, Services, Knowledge (ASK) Programme is a three-year programme that was introduced in Senegal in 2013 with the aim of improving young people’s (10 – 24 yrs.) SRHR. Youth participation is a central strategy in the ASK programme. As such, the Programme has enabled the Alliance partners¹ to strengthen different models of meaningful youth participation. One particularly interesting model is the *Association pour le Bien-Etre Familial’s* (ASBEF) youth focal points.

In each of ASBEF’s five ASK project sites, a young person was recruited, through a competitive application process, as a volunteer regional project coordinator - called a Youth Focal Point. Youth Focal Points were responsible to plan and manage community-based activities on a part-time basis. They were offered supportive supervision and capacity building opportunities from ASBEF and other ASK partners. The model extends beyond participation and aims to develop youth leadership to advance adolescent and youth SRHR. This initiative is unique in Senegal, as it supports young people to take up leadership roles within the programme.

Anecdotal evidence suggested that the approach is empowering for young people. However, no formal assessment had been carried out to explore its actual effects on programme implementation, programme results and the personal/professional development of the young people in these new roles. The goal of this study was to examine how the model of Youth Focal Points contributes to the achievement of project objectives and to the empowerment of young people.

1.2 Context: Overview of the Literature

Although youth-focused and youth-led SRHR and HIV initiatives have flourished since the ICPD conference in 1994, there is limited published literature and few rigorous evaluations that examine meaningful youth participation in SRHR programmes and its impact. The

¹ The ASK Programme in Senegal is implemented by two Alliance partners: *Association Senegalaise pour le Bien-Etre Familial (ASBEF)* – the IPPF Member Association in Senegal - and *Amref Health Africa*. ASBEF and *Amref Health Africa* are supported by Child Helpline International’s local partner, *Centre Ginddi*.

literature on youth participation in Senegal is particularly sparse. Nevertheless, the limited existing literature suggests that youth participation in SRHR and HIV projects can have a positive impact on health outcomes and intermediary health-related outcomes, including:

- Increased SRHR knowledge and amongst young people [1-11].
- Increased uptake of SRH services by young people [6, 11, 12].
- Increased opportunities for young people to express themselves and dialogue with adults related to SRH issues [2, 13, 14].
- Changes in community attitudes towards youth SRH and reductions in stigma associated with youth SRH [5, 9, 12, 13, 15, 16].
- Increased awareness of youth SRHR issues by policy makers and health providers [2, 4, 10, 12-15, 17, 18].
- Changes in programme design and/or service delivery models [4, 9, 11, 12].

The literature also suggests several factors that can help to increase the effectiveness of youth participation in SRHR and HIV programmes, including:

- Establishing clear goals for youth participation [2, 19].
- Meaningfully involve young people in the design of youth participation interventions [1, 6, 15, 16, 19, 20].
- Build on existing youth networks when planning and implementing youth participation initiatives [4, 16].
- Generate support for youth participation among key stakeholders [4, 10, 14, 21].
- Provide young people with leadership opportunities, pushing the boundaries of participation towards leadership development models [1, 4, 6, 15, 21].
- Design clear incentives to attract and maintain young people and involve young people in determining the most appropriate types of incentives [4, 6, 19, 22].
- Give due consideration to contextual factors, including gender norms and the policy context, when designing and implementing youth participation strategies [6, 19, 20, 22].
- Ensure young people have opportunities for capacity building, learning and skills development [2, 12, 16, 18, 22].
- Offer social spaces for young people and opportunities for strengthening social networks [21, 22].

This operational research project builds on the existing literature, by examining the model of ASK Youth Focal Points and its effects on the lives of young people and other project results. It also complements the existing research by including a focus on perceptions of the level of participation by the Youth Focal Points, young project beneficiaries and adults project implementers.

2 Methodology

2.1 Research Questions

The central research questions for this stream operational research were:

1. How has the recruitment of youth focal points (regional project managers) influenced the development, implementation and delivery of SRHR interventions through the ASK programme?
2. How can the ASK Alliance partners in Senegal further strengthen meaningful youth participation?

More specifically, the operational sought to answer the following research questions:

- How do young people perceive their role(s) as regional project managers?
 - How does this perception compare against the perception of ASBEF and other ASK programme staff?
 - What are the effects of youth participation on the young people themselves (from the perspective the regional project managers)?
 - What makes it meaningful according to them?
 - How has it affected their agency, empowerment, self-confidence, critical thinking, and civic engagement?
- What effects have resulted from introducing regional project managers?
 - How have these roles contributed to the achievement of the ASK Programme's four result areas?
 - What perception do other young people have of these roles?
- What are the effects of youth participation on the staff and organisations?
 - How have their perceptions on youth participation changed because of working with them in a different way (before ASK and now)? Why?
 - What factors, system or structures work to meaningfully / share power with young people?
- Which factors can contribute to effective and meaningful youth participation?
 - How can the individual country level Alliance partners most effectively engage with young people in a meaningful manner? What should they do?
 - How can the ASK programme in the Netherlands best support the country programmes to engage young people meaningfully?

2.2 Research Design and theoretical framework

2.2.1 Research Design

This study used qualitative methods to answer the research questions. The research design consisted of four main phases:

1. A literature review was conducted to identify and summarise key findings from published and grey literature on youth participation in SRH and HIV programmes in Senegal and internationally.
2. Preparatory phase for data collection:
 - a. The research instruments were developed by the Principle Researcher
 - b. Meetings were held with the ASK National Project Coordinator and the ASK Operational Research Assistant to determine the data collection sites, participants and dates.
 - c. Two young co-researchers were recruited and trained on qualitative research skills (i.e. a rapid Explore training was conducted)
3. Data collection (see section 2.4)
4. Data analysis (see section 2.5)

The main research methods were focus groups discussions and semi-structured interviews. Topic guides for the focus group discussions and semi-structured interviews were developed by the research team. The guides drew from the ASK operational research on meaningful youth participation that was conducted in Ethiopia by A. Singh [23]. The research instruments were tailored to the Senegalese context. The tools were prepared in French and were translated into local language, Wolof, by the research team. The topic guide for the focus group discussions was pre-tested as part of the young researchers' training prior to data collection.

See Appendix 7.1 for the following instruments:

1. Youth Focal Point focus group discussion topic guide
2. Young project beneficiary focus group discussion topic guide
3. Adult project staff semi-structure interview topic guide

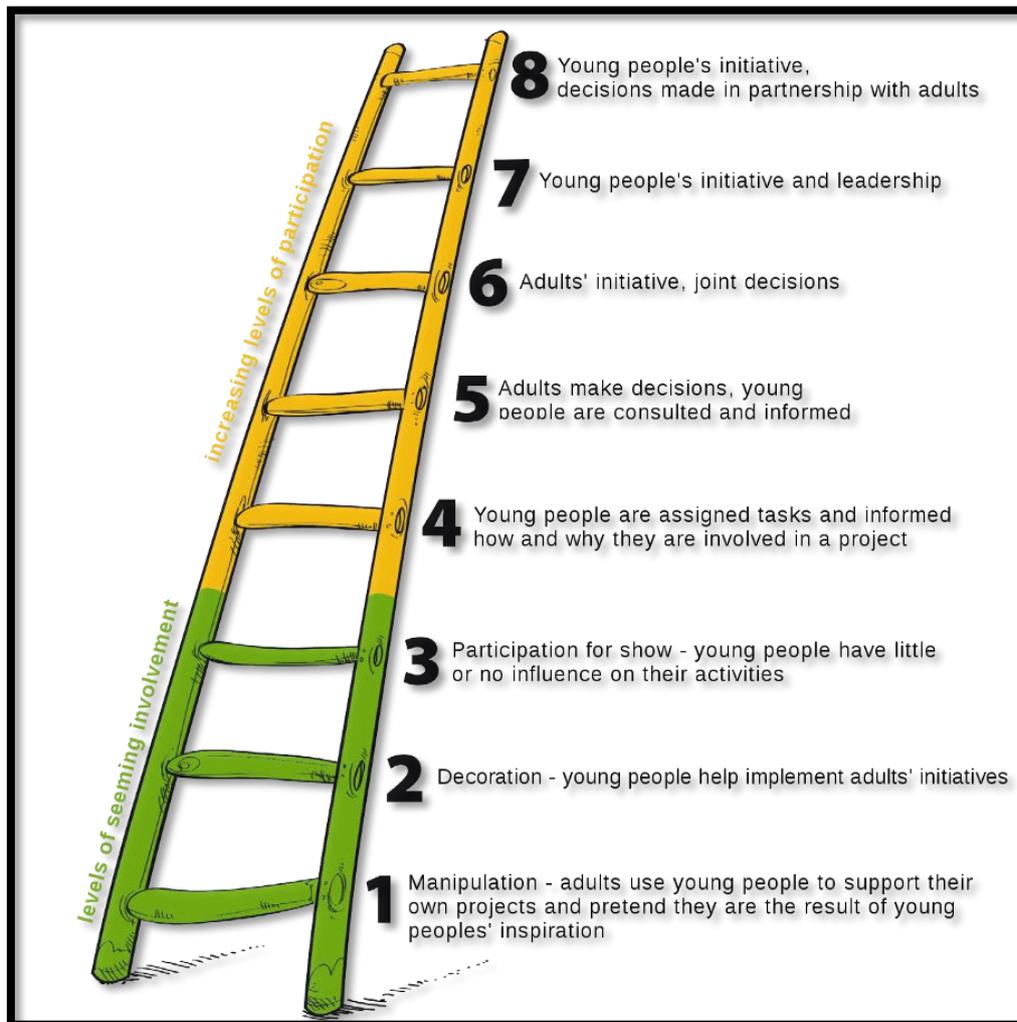
2.2.2 Theoretical Framework

The research instruments and data analysis drew from two theoretical frameworks that analyse youth participation:

Hart's "Ladder of Participation" model of participation [24]

Perhaps the most widely cited model of child and youth participation, Roger Hart's "Ladder of participation" was one of the first visual representations of child participation, adapted from Arnstein's 1969 "Eight rungs on the ladder of citizenship participation" [25].

Figure 1 Hart's Ladder of Participation



Hart's ladder of participation describes the different degrees to which children are in control of a process, with each rung representing an increased level of responsibility for children and young people. The lowest rungs of the ladder – manipulation, decoration and tokenism – represent models of non-participation. The remaining six rungs represent different models of participation where young people have increasing decision-making power, culminating in processes that are initiated by children and decision-making is shared with adults.

A limitation of Hart's ladder is that it is prone to interpretations of participation as a linear process, where the highest rung is perceived as the ultimate goal of youth participation. In

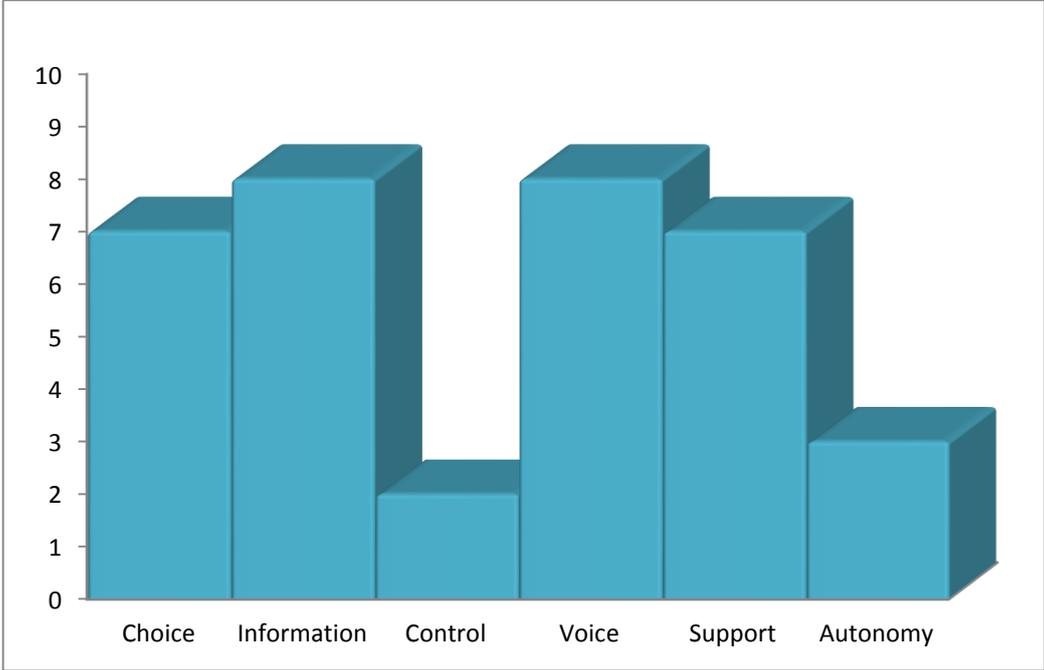
order to more accurately evaluate the degree of participation, one must also assess the process of participation from the perspectives of different actors, including young people themselves. Therefore, the second theoretical framework used in this study allowed the research team to delve further into such perceptions of participation.

Niger Thomas’ “Climbing Wall” Model of Participation [26]

This model conceptualises participation as a construction of interconnected factors. The model emphasises the importance of contextual and individual analysis when assessing youth participation. It uses a bar chart diagram as a tool to assess six factors of participation:

- 1. The choice with which the child/young person has over his or her participation
- 2. The information which s/he has about the situation and his or her rights
- 3. The control which s/he has over the decision-making process
- 4. The voice which s/he has in any discussion
- 5. The support which s/he has in speaking up
- 6. The degree of autonomy which s/he has to make decisions independently

Figure 2 Illustrative example of Thomas’ Climbing Wall of Participation



Thomas’ Climbing Wall model enables individuals to assess their perceptions of the different factors that affect one’s level of participation. The visual representation of the assessments can be compared between individuals or between specific situations. It is important to emphasize that the numeric value for each factor is not the end result of the assessment; rather it is used as a framework to stimulate reflection and debate.

How the theoretical frameworks were used in the research

For this study, Hart's Ladder of Participation and Nigel's Climbing Wall of Participation were used as frameworks to encourage respondents to reflect on ASBEF's Regional Youth Focal Points' degree of participation in the ASK program. Both frameworks were integrated into the focus group discussion topic guide for Youth Focal Points and the semi-structured interview guide for Project Staff. The frameworks were also used for the data analysis.

2.3 Study Population

The study population consisted of two main groups:

1. Young study participants

Young people aged 18 to 24 years involved with the ASK program, specifically:

- The five Regional Youth Focal Points
- 46 young project beneficiaries in Dakar, Guediawaye and Saint-Louis (21 young men and 25 young women)

Selection criteria for the 46 project beneficiaries were:

- Age: 18 to 24 years
- Have participated in at least one ASK project activity since July 2013 or received at least one SRH service from ASBEF clinics in Dakar, Guediawaye or Saint-Louis
- Strong level of spoken Wolof; French speaking skills are optional

A purposeful sampling frame was used to select project beneficiaries. The research team worked in close collaboration with the ASBEF branches to recruit participants that respected the selection criteria.

2. Adult ASK partner staff

This group consisted of members of ASK partner staff, specifically:

- ASK National Project Coordinator
- ASBEF ASK Project Manager
- Amref Health Africa ASK Programme Manager
- ASBEF IEC and Youth Programs Officer
- ASBEF Guediawaye Branch Manager

- ASBEF Guediawaye IEC Officer
- ASBEF Saint-Louis Office Administrator
- ASBEF Saint-Louis Midwife

2.4 Data Collection

Data was collected from three main respondent groups:

1. ASBEF Regional Youth Focal Points

A half-day orientation session and focus group discussion was held with the five ASBEF Regional Youth Focal Points at the beginning of the data collection phase. The focus group discussion was held in Dakar. One of the young co-researchers facilitated the group discussion, while the other acted as note-taker. The Principle Researcher and the ASK Operational Research Assistant supervised the focus group discussion. Signed consent was obtained from all focus group participants.

2. Young Project Beneficiaries in Dakar, Guediawaye and Saint-Louis

Focus group discussions were held with groups of 10 – 16 young women and women in three project sites: Dakar, Guediawaye and Saint-Louis. In each site, one focus group was organised with 5-8 young female project beneficiaries and one focus group was held with young male project beneficiaries. The female young co-researcher facilitated the focus group discussions with young women beneficiaries and the male young co-researcher facilitated the focus group discussions with young men beneficiaries. As Field Supervisor, the ASK Operational Research Assistant supervised all focus groups. The Principle Researcher provided oversight support. Signed consent was obtained from all focus group participants.

3. Adult Project Staff

Semi-structured interviews were conducted by the Principle Researcher and the Field Supervisor in Dakar, Guediawaye and Saint-Louis. Signed consent was obtained from all interviewees.

2.5 Data Analysis

All focus groups and semi-structured interviews were recorded and transcribed by the research team. The Principle Researcher coded all transcripts according to a coding framework developed with the ASK Operational Research Assistant. The coded data was then analysed using qualitative data analysis techniques. Specialized software was not used.

2.6 Limitations

The study design and implementation had some limitations, notably:

- (1) The Youth Focal Points were involved in selecting study participants for beneficiary focus group discussions in some research sites. Their involvement contributed to sampling bias, as it may have led some Youth Focal Points to purposefully select beneficiaries who think highly of them. Fortunately, the sampling managed to include project beneficiaries who had less familiarity with the Youth Focal Points, which led to well-rounded data.
- (2) The model of Youth Focal Points was also implemented by ASBEF in a previous project, the *Choices and Opportunities* project. The scope of this study did not allow a comparison between the Youth Focal Point model in the ASK project and the model used in the *Choices and Opportunities* project. Therefore, it is not possible to attribute all findings solely to the ASK project. Nevertheless, the purpose of this study is to examine the Youth Focal Model and recommend how the ASK project could strengthen youth participation via this model.

3 Results

3.1 Perceptions of the Youth Focal Points' Role

The youth focal points define their role as coordinators of the ASK project's community-based activities in each of the five ASBEF project sites (Dakar, Guediawaye, Kaolack, Louga, Saint-Louis). They view themselves as the interlocutors between the project and young people in communities in their respective regions. They are responsible for planning and implementing community-based activities, supervising referrals, managing the project's social media presence and preparing all necessary reports. The Youth Focal Points highlighted the importance of their role for creating and maintaining partnerships with community-based youth associations.

"My role as a Focal Point of the ASK project is to coordinate all activities at department level. That means that if today we have a project in a neighbourhood, I will be the person coordinating and supervising referrals and counter-referrals. For instance, for an activity where young people are referred, I have to ensure that they come and they have been offered services they need. I also develop public-private partnerships, with the organizations with whom we work in neighbourhoods. So, if we have a project we don't need to search who to work with, because the partnership is already in place."

- Youth Focal Point

"The project already has official partners such as the Scouts, but as a Focal Point we have our local partners. If I take for instance Gounass and Bakhdad- which are inaccessible areas to non-residents, we need to reach out to the President of the organization so that people are able to take part in the activities. We have to talk about the project and explain that it is directed to young people and we need those partnerships to last because each time we have an activity they make it easier to reach our goals."

- Youth Focal Point

"As Focal Point, we have created partnerships with neighbourhood associations and we presented our project to them. This explains why, even during outreach strategies, if we don't get 150 young people coming for testing, we will get at least 130. This is what we do as a Focal Point."

- Youth Focal Point

Young beneficiaries' perceptions of the Youth Focal Points roles varied. The beneficiaries who knew the Youth Focal Points shared a similar understanding of their role as the Youth Focal Points themselves. They viewed the Youth Focal Points as the leaders of the project in their respective regions.

"He plays a key role, coordinating activities between ASK and ASBEF, he plays a really important role... I really like his role. When he is in charge of an activity, he has to go to the field, and attract people to come and learn about the ASK program."

- Male Project Beneficiary, Dakar

"He plays the role of coordinator. He is the one leading the project in St. Louis, informing the authorities about planned activities. He is the one who makes decisions, but he seeks the agreement from the administrative authorities beforehand."

- Male Project Beneficiary, Saint-Louis

"He's the core. He communicates messages and coordinates activities."

- Male Project Beneficiary, Saint-Louis

"He looks for new partners to hold activities, as well as for schools or places where activities can be held and during the activity he supervises. He checks the stand and the providers to see if everything is running well, after that he makes a report and tracks the number of cases that came for [HIV] testing."

- Male Project Beneficiary, Saint-Louis

However, several beneficiaries did not know the Youth Focal Point and/or were not aware that such a role existed. Among this group, some knew other Youth Action Movement (YAM)² members, but did not know the Youth Focal Point. In one region, the female beneficiaries did not know the male youth focal point; rather, they were more familiar with a female YAM member. This could suggest that the focal point's gender might affect their potential reach with project beneficiaries of the opposite gender. However, it could also indicate that the particular Youth Focal Point experienced individual challenges for visibility amongst young beneficiaries of the opposite sex.

Adult project implementers viewed the Youth Focal Points as community-based project coordinators, who collaborate closely with the ASBEF branch staff.

² The Youth Action Movement (YAM) is IPPF's youth arm of IPPF's Africa Regional Office's volunteer body, based within IPPF Member Associations. The YAM structure is designed to ensure democratic youth participation from the grassroots up to national and international executive bodies. The YAM model of youth participation enables young people to advocate and be recognized, and empowers them to be equal partners in programmatic decision making and resource allocation at all levels

"Their role is to coordinate program activities at each branch in collaboration with local service providers for the provision of clinical services and with the local branch manager".

- ASBEF Branch Staff

"For me, young people drive the project. They ensure coordination; they plan activities and then inform young people. They coordinate activities at local and national level with the project coordinator."

- ASBEF Branch Staff

"...They do the planning, and afterwards they implement and monitor both programmatic and budgetary activities. Young people prepare financial assessments, but also written assessment reports, and they send us the reports that we further compile. And this happens at local level, be it at a finance level or at a program level. So the young people are the ones who implement activities at the local level."

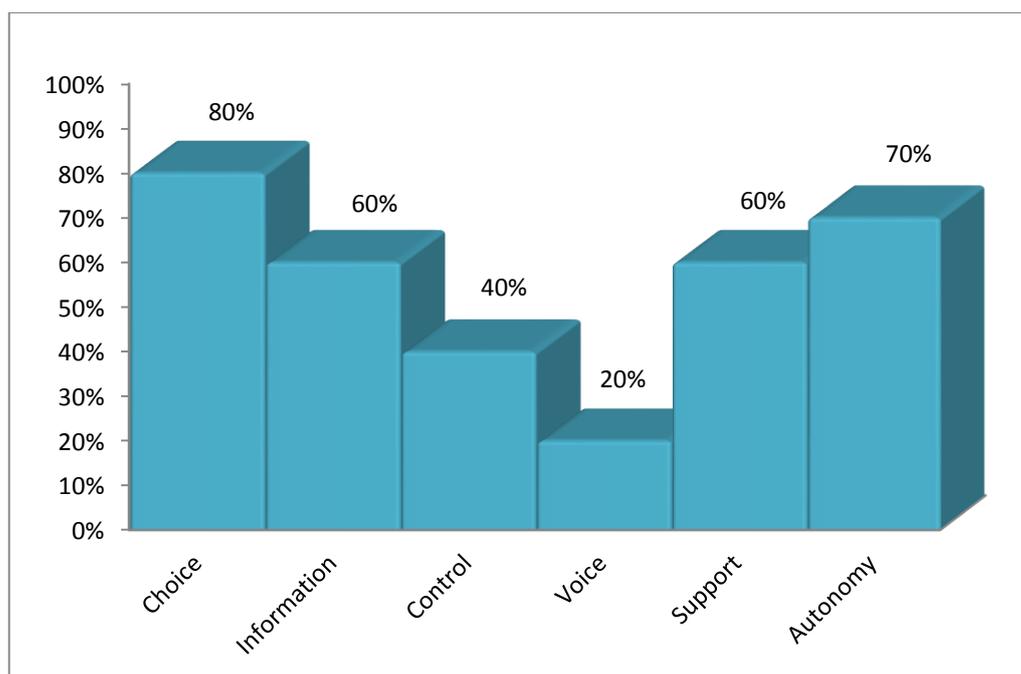
- Technical Committee Member

3.2 Perceptions about the Youth Focal Points' Degree of Participation

3.2.1 Youth Focal Points' Perceptions of their participation

The Youth Focal Points perceive the ASK project as one that was initiated by adults and decisions are now shared with young people (i.e. the 6th rung on Hart's Ladder of Participation). When asked to examine Thomas' Climbing Wall factors of participation, the Youth Focal Points agreed upon the following assessment of each factor:

Figure 3 Youth Focal Point's Climbing Wall Assessment of participation³



a) Choice over one's participation

On average, the Youth Focal Points considered that they had a high degree of choice over their participation in the project (80% on Thomas climbing wall). This is because they electively applied for the role of Youth Focal Point. However, some Youth Focal Points also noted that they are not always able to choose how they participate in the project. For example, they are not fully able to choose the types of activities they will implement, the types of capacity building opportunities available to them or the timing of activities.

b) Information received about one's role and rights

The Youth Focal Points gave a 60% average score for information they received about their role and their rights. The main gap was that they felt the job description used during recruitment did not encompass their full set of roles and responsibilities. As a result, they feel they have taken on more responsibilities than what was originally communicated to them.

"The level of information was 60%, because when we became focal points we found that our job was much bigger than expected, compared to the information we were given during the recruitment process. The level of information was 60%, because when we became focal points we found that our job was much bigger than expected, compared to the information we were given during the recruitment process."

³ Note: these figures represent average figures for each factor, which were agreed upon via consensus among the group. Individual Youth Focal Points had varying assessments of each factor.

- Youth Focal Point

c) Control over the decision-making process

The average score for the Youth Focal Points' perception of the control they hold over decision-making processes was 40%. However, the individual perceptions of each Youth Focal Point about this factor varied significantly, ranging from 10% – 70%. The highest individual scores were given by the Youth Focal Points in Dakar (the capital city of Senegal) and Guediawaye (a suburb of Dakar). The lower scores were given by Youth Focal Points in the other regions. The Youth Focal Points felt that those in Dakar and Guediawaye have a higher degree of control in decision-making, because they are closer to ASBEF's Head Office, which is located in Dakar. Their proximity to the Head Office facilitates direct communication with ASK Project central staff, thereby allowing them to contribute more regularly to decision-making processes. Youth Focal Points in the other regions felt they were often expected to execute decisions that were made without them.

"As focal points, we have no control over activities. We don't plan anything, we wake up on day and they tell us the number of outreach strategies to execute."

- Youth Focal Point

"In Dakar and Guédiawaye, because they are close to the Head Office, that's why they have control over activities. But for us, because of the distance, things are not the same."

- Youth Focal Point

In addition to each person's individual level of control over decision-making processes, the Youth Focal Points highlighted that the inclusion of a YAM member on the ASK project's national Steering Committee and Technical Committee helped to give more control to young people in the project's higher level decision-making.

"There is even a young person in the technical committee that brings the programme partners. This proves that young people have a place in the project and their decisions are taken into consideration."

- Youth Focal Point

d) Voice in discussions

On average, the Youth Focal Points gave a low score for this factor. Interestingly, their individual scores were much higher than the consensus score. It was in discussing as a

group that they agreed that their voices were not always taken into consideration. The reflections focused mainly on the weight of their voices in discussions and decisions about project planning. Youth Focal Points felt that ASBEF's Finance staff had a greater voice in decisions about project planning than them.

"We don't make any decisions over our activities, the Finance staff are the ones who decide what we will or will not do. But in fact, we should be the ones who propose activities and the Financial staff should only disburse the funds and receive supporting documents."

- Youth Focal Point

"We gave a 25%, because sometimes we would like to hold activities but the problem is that the Coordinator or Finance staff disagrees. While, we as Focal Points should be coordinating activities, they don't give us the respect we deserve."

- Youth Focal Point

e) Support received

On average, the Youth Focal Points felt they received adequate support to undertake their responsibilities. However, it was noted that Youth Focal Points in Dakar and Guediawaye were offered more opportunities for capacity building and technical support than those in the other regions.

"... in my case I chose 90% because in Dakar all the ASBEF staff take provide support, but what I receive in terms of support in Dakar is not the same in other regions."

- Youth Focal Point

f) Degree of autonomy to make decisions independently

The Youth Focal Points felt they had a high degree of autonomy to make independent decisions. This was particularly true for day-to-day decisions on how to run their activities and how to engage community-based partners. Once again, it was noted that in Dakar and Guediawaye, the level of autonomy might be higher than in other regions. This could be due to the proximity to ASBEF's Head Quarters, which facilitates a strong rapport and trust between ASK central staff and the Youth Focal Point.

"By consensus we gave a 70% for the degree of autonomy, but personally I gave a score of 90%, because but what happens in Guédiawaye may not happen in other branches. Everyone has his own point of view and his own degree of autonomy but we came to consensus on an average score."

3.2.2 Adult Project Staff's Perceptions of the Youth Focal Points' Participation

As with the Youth Focal Points, most adult project staff perceive the ASK project as one that was initiated by adults and decisions are now shared with young people (i.e. the 6th rung on Hart's Ladder of Participation).

"Given our configuration, I believe we're at the sixth degree of the scale – "Project initiated by adults and decisions made in consultation with youth." There is generally a first initiation given by the leaders, and then we pass over to youth...young people contribute strongly to the development and final implementation of activities."

- ASBEF Branch Staff

However, one respondent mentioned that different aspects of the Youth Focal Points' roles could be assessed at different levels of Hart's ladder. For example, some activities were designed and implemented by the Youth Focal Points with other young people, whereas other activities are designed by adult project staff and the Youth Focal Points are asked to help implement them. Therefore, the degree of participation can vary from one activity to another.

With regards to the factors of participation in Thomas' climbing wall, adult project staff had varying perceptions.

a) Youth Focal Points' choice over participation

Two respondents considered that Youth Focal Points had complete choice over their participation in the ASK Project (100%). However, one respondent indicated that the Youth Focal Points had almost no choice about their participation, since they were often told how to participate in the project. The other respondents perceived the Youth Focal Points' degree of choice to vary depending on the activity.

"The young people's level of choice is really low. I would give a 20% for it."

- Technical Committee Member

"For the level of choice, I think it is downright 100% because it was a call for applications that we had launched. Each young person voluntarily applied and we hired on the basis of the young candidates. So there were no constraints, I think it is downright 100% because they came themselves."

- Technical Committee Member

b) Information offered to Youth Focal Points about their role and rights

Most adult respondents felt that the Youth Focal Points were offered adequate information about their role and rights (scores ranged from 60% to 80%). Yet, the adult respondents recognized that some gaps exist, particularly with regards to project information beyond the Youth Focal Point's specific scope of work and with regards to their rights.

"In regards to their role, I know that young people have their job description, which outlines the role they have to play... But sometimes we, at the Head Office, have access to information from the [IPPF] Central Office or from the Africa Regional Office, which has no direct link to the young people's work. But besides that, the young people receive information about everything else."

- Technical Committee Member

"I think the information given about their role is quite clear. But information about their rights as Focal Points, there is the gap."

- Technical Committee Member

c) Youth Focal Points' control over decision-making processes

On average, the adult respondents believed that the Youth Focal Points enjoyed a fair amount of control over decisions in the ASK project (scores ranged from 60% - 90%). Respondents recognized that Youth Focal Points do not have full control over decision-making, as decisions are made in collaboration with ASBEF staff. Nevertheless, adult respondents were mostly satisfied with the degree of control that Young Focal Points have over decision-making.

"Often, when the young people make their action plan, they submit it to the Branch Coordinator so he can verify the compliance of the activities... So, the young Focal Point doesn't have 100% control over decision-making, I would say maybe 70%"

- Technical Committee Member

"When [the Focal Point] has an idea, we study together the possibilities to make a choice that can contribute to the project objectives and make any necessary corrections."

- ASBEF Branch Staff

d) Youth Focal Points' voice in discussions

Most of the adult respondents felt that the Youth Focal Points voices are afforded considerable weight in discussions (scores ranged from 70 – 80).

"I also think that here young people's voices are very much taken into account. For example, the recruitment process in Louga. We received an email from a young person saying he was unhappy with the process. We carried out the whole process again, showing the extent to which young people are very much involved in the process ... So for the voice of the young people, I would say 80%"

- Technical Committee Member

e) Support offered to Youth Focal Points

Most adult respondents believed that the Youth Focal Point receive an adequate level of support. Respondents place particular emphasis on the opportunities for capacity building.

"From the beginning of the project, young people were trained, oriented, and at least informed about the project. But, there are also activities that, even if the project does not fund them directly, young people are offered capacity-building opportunities at the local level."

- Technical Committee Member

"Young people are given a support at all levels, whether from providers who offer them information on technical issues, or from management. They are always supervised by the project administrative staff. And also at international level trainings are offered and sometimes young people are the ones who suggest the themes they wish to learn more about."

- Technical Committee Member

However, one adult respondent signalled that the level of support offered to Youth Focal Points is not standard across all regions. The Youth Focal Points in Dakar and Guediawaye have greater access to support and capacity-building opportunities.

"The support is concentrated here in Dakar, but in other regions there is not enough support given in terms of capacity building, or the provision of equipment and other tools."

- Technical Committee Member

f) Youth Focal Points' degree of autonomy to make decisions independently

Adult respondents had very divergent perceptions about the Youth Focal Points' level of autonomy. Some respondents gave high scores (70% - 90%), noting that the Youth Focal Points have a great deal of autonomy to implement activities that are included in annual work-plans.

"This is a project with a quite strict schedule, so in the middle of the year, young people do not have the autonomy to hold adhoc activities, because all activities are already planned from the beginning of the year. Even us, as Project Leaders, we cannot make sudden changes to the projects. So, young people also face this constraint. But for the planned activities they have autonomy. When the activity is planned they are autonomous. The Branch Coordinator is only there to check if the budget line is consistent with the activity and if the partners are functional. But besides that, the Focal Points are independent in the activities conducted at local level. So, I would give a score of maybe 90% for autonomy."

- Technical Committee Member

However, other respondents gave more mediocre assessments of the Youth Focal Points' level of autonomy and one respondent gave a very low score (10%), because he believed that the Youth Focal Points are overly supervised.

"Young people are generally always guided, and most of the time they are told what to do and this is not the right thing to do ... the supervision that the staff provides to young people is not always good supervision. I think they over-control the young people."

- Technical Committee Member

3.2.3 Project Beneficiaries' Perceptions of the Youth Focal Points' participation

In general, the project beneficiaries perceive the Youth Focal Points as highly engaged and committed project leaders. A common observation was the dedication with which the Youth Focal Points carry out their activities.

"The Focal Point is like a big brother to me, he plays a really important role in the project ... With all the project activities, he does his best in to communicate and to make the day a success. He calls people from morning to evening ... He wakes up early in the morning, before the activity to get things ready ... He gives body and soul and is always ready to share with us his knowledge."

- Male project beneficiary, Dakar

"Every time we have an activity, he carries out different tasks. I go to his house after each activity, but when I come at night, I find him doing his reports ... When we hold outreach strategies in field, he is everywhere at once. He doesn't have a break... he doesn't stop from the beginning until the activity ends."

- Male project beneficiary, Guediawaye

Another common observation by beneficiaries was the Youth Focal Points' availability and openness to counsel young people and provide reliable, confidential information.

"They [the young people who lead the talks] always explain things to us that help us and help us to move forward."

- Female project beneficiary, Guediawaye

"In the first place, he is a generous person; [the Focal Point] is dynamic and remains attentive to everyone. He knows how to talk and educate, attract people to participate"

- Male project beneficiary, Saint-Louis

3.3 The Results Achieved Through the Youth Focal Points' Participation

3.3.1 The Added Value of Young Focal Points

All respondents agreed that having young Focal Points rather than adult Focal Points added value to the ASK project as whole. Three main advantages were cited by the various informants.

i. Ease of communication and understanding of other young people

Several respondents stated that having young Focal Points facilitated communication with young project beneficiaries. As in many countries, it is taboo for young people to discuss issues related to sexuality and SRHR with adults. Young respondents explained that they feel comfortable approaching Youth Focal Points with their questions, because they are also young people. This means they can more easily understand, relate and communicate with other young people, compared to adults. As a result, messages and counselling on SRHR-related issues is more readily received by young people.

"I find that if the Focal Point is a young person, there will be a better understanding between him and other young people and it's easier - There are things we can talk about and exchange between young people. But if it was between an adult and a young person, there would be a kind of shame between the two, since you would feel embarrassed to speak about certain things to someone who could be your mother or your father. There is a better understanding between youth and there will be a sense of understanding."

- Male project beneficiary, Dakar

"With a young person, you can talk about everything. But with an adult there's a taboo or even fear to be seen as a disrespectful person."

- Female project beneficiary, Dakar

"You can only talk to someone who is in the same generation; with an adult, ideas are not the same. Between young people it is easier to talk, we can understand each other with the language we use. Between an adult and a young person there will be a sort of shyness, there will be a blockage, while between people of the same generation there won't be any taboo."

- Male project beneficiary, Saint-Louis

"Even the Counsellors are young. So, it is easier to attract yours peers and it is also easier to communicate between young people. With adults there are barriers."

- Youth Focal Point

ii. Capacity to attract other young people

Respondents stated that having Youth Focal Points helped to send a clear message that project is designed for young people by young people. This youthful image, coupled with Youth Focal Points' ability to easily communicate with their peers, helps to attract young people to participate in project activities. The youth-driven approach also helped to create activities that respond to young people's interests and needs, thereby helping to maintain participation by other young people in the project.

"The fact that young people were asked to lead the project allowed other young people to feel involved in the project. They know the project is theirs. With an adult, there might be a generational conflict, you can't confide in them. There would be no relationship between you two. "

- Youth Focal Point

"There is a way to communicate; because often, as project managers, we are used to a more institutional communication while at the youth level they use a much more accessible style of communication amongst one another. So, it's a « fun » style of communication which can attract other young people much more easily. Sometimes, even using SMS language ... It is their way of communicating which allows to break away from the institutional type of communication and to attract other young people ... When young people, speak with youth words, it attracts more young people. "

- Technical Committee Member

iii. Increased availability to discuss with young project beneficiaries

Several project beneficiaries mentioned that young people generally have more time to discuss SRHR issues with other young people, compared to adults. The Youth Focal Points' availability to take the time to discuss and counsel other young people was perceived as a key advantage of having young Focal Points rather than adults.

"Young people have more time than adults. A young person has the ability to encourage his peers and organize a tea debate with them to raise their awareness. With an adult, there may be a blockage to talk."

- Female project beneficiary, Saint-Louis

"Adults may not have enough time to talk and we cannot talk about all the issues with them. With young people, we feel more comfortable because we have the same lives. "

- Female project beneficiary, Guediawaye

"A young person has more time to convey messages than an adult."

- Female project beneficiary, Guediawaye

3.3.2 ASK Result Area 1: Young People are Better Informed and Better Able to Make Healthier Choices Regarding Their Sexuality

All respondents agreed that the Youth Focal Points have contributed to increased access to accurate SRH information for young people, thereby contributing to increased levels of knowledge amongst young people about SRHR.

i. Increased access for young people to SRHR information, including through direct channels

Many young respondents alluded to the fact that prior to the ASK project, it was difficult for young people to access SRHR information due to the social and cultural taboo of discussing issues related to sexuality with adults. Through the youth-led activities, managed by the Youth Focal Points, the ASK project has increased access to non-judgmental information about SRHR for young people.

"We often faced problems related to our sexuality, but we had no one to talk to, for example to know how to avoid many diseases. When I heard that ASBEF was holding a project for young people, I wanted to come and get informed. I found it interesting because we feel that we are always welcomed. "

- Female Project Beneficiary, Guediawaye

"I think that ASBEF has come to fill the gap left by our parents for whom it is taboo to explain certain things. ASBEF explains everything without taboo. "

- Female Project Beneficiary, Guediawaye

The Youth Focal Points played a particularly important role in increasing access to direct channels of information on SRHR, specifically through social media. Project staff noted that the Young Focal Points were truly the drivers of the ASK Project's social media strategy. The fact that the Focal Points were young people rather than adults facilitated online connections with other youth. The Youth Focal Points' ability to effectively use social media platforms increased direct access to SRHR information for a large number of young people in Senegal.

"Social networks are networks of friends... So the young focal point under 24 years old is connected with youth networks of peers who are the same age. So, then the information is more easily passed on to someone: 'I know who knows someone else etc.' the network I know could be connected to another one. Youth networks are often interconnected and this allows young people to connect themselves easily with people of the same age group. But if you are an adult, you would better placed to reach people over 25 or 30 rather than a young person, who has more information and contacts with people of his age. "

- Technical Committee Member

"Youth participation has greatly contributed to achieve the ASK program objectives. Youth involvement in outreach strategies and creating demand through social media are good examples. Through their active participation, young people come with initiatives they consider relevant and they manage them. For instance....the Facebook pages initiated by various Focal Points. They definitely show their involvement and their desire to prove to others that young people are also capable."

- ASBEF Branch Staff

"Young people themselves created five Facebook pages for each locality and young people manage them and promote them to get more and more young people using the pages and seeking information from the pages. In St. Louis, we noticed that during the third quarter, so in the space of three months, we reached 20 000 young people visiting the Facebook pages that contain information about sexual and reproductive health. That shows how much young people contribute to the achievement of the ASK Result Area 1 about information."

- Technical Committee Member

ii. Increased knowledge about SRH and HIV among young beneficiaries

Several young beneficiaries noted that their knowledge about SRH and HIV has increased as a result of the ASK programme, and specifically the Youth Focal Points.

"If we participate in this program, it is thanks to [the Focal Point]. The consultation day he organized in our neighbourhood allowed me I learn a lot. I hadn't been tested [for

HIV], I had only heard of it. But now, thanks to that day, I know why we should go get tested.”

- Female Project Beneficiary, Dakar

“The talk we had taught me a lot because it is often a taboo to talk about certain topics with our parents or friends. I know how to avoid circumstances of sexual violence and, thanks to ASBEF, I now know how to monitor my menstrual cycle.”

- Female Project Beneficiary, Guediawaye

“For example I wasn’t aware about the precautions I had to take about my sexuality, but since we have entered the program, we are very well aware.”

- Female Project Beneficiary, Guediawaye

iii. Increased confidence to communicate about SRH issues among young project beneficiaries

In addition to increased knowledge, young project beneficiaries noted that the ASK project has helped them to feel more confident to communicate with peers, parents and medical professionals about SRHR-related issues. In this respect, the project has helped young beneficiaries to not only increase their knowledge, but also to develop self-confidence and communication skills.

“Thanks to the project, I now have the courage to sit with other people and discuss important things with them. I have learned and even encourage them to come to ASBEF. This allowed me to know who I am, and to know my principles.”

- Female project beneficiary, Dakar

“It allowed me today to talk with my friends about things I did not know before, the program allowed us to have responsibilities.”

- Male project Beneficiary , Saint-Louis

“We have a real interest in this program because, before we felt self-conscious to talk about sex. But thanks to the advice we received, we are now able to talk about sexuality without any problem, even in the hospital we can talk about it now.”

- Female project Beneficiary , Saint-Louis

3.3.3 ASK Result Area 2 and Result Area 3: Increased access to SRH commodities & health facilities provide better quality SRH services, which more young people use

The ASK Youth Focal Points have contributed to an increased the uptake of SRH and HIV services among young people, thereby contributing to the project's third result areas 2 and 3.

i. Increased awareness among young people about SRH and HIV services

A common barrier to young people's use of SRH and HIV services is a lack of awareness of the types of services available to young people and how to access these services. This type of information was a central component of the Youth Focal Points' community-based activities. As a result, the Youth Focal Points contributed to increased awareness about youth-friendly SRH and HIV services, particularly services available at ASBEF clinics.

"...at the beginning, we found that young people did not seek clinical services. But then we started the new campaigns - going to schools to hold media campaigns, going to neighbourhoods to provide information. Also with the referral cards, we noticed that the project enables youth who had no access to services to now access them."

- Youth Focal Point

"I know the project through the Focal Point that came to my home one day to tell me about an ASBEF meeting ... it was the YAM meeting with midwives and I realized that what they do is important for me and there is something in it for me...during the meeting they talked about disease prevention and how to protect ourselves. Afterwards, I discussed with them. They offer consultations for 300 francs to young people while, in the hospital, it is 1000 francs. My friends were sick but they could not talk about it because they were ashamed, but here everybody is young. We don't feel ashamed to talk about our health problems even if there are adults."

- Male Project Beneficiary, Guediawaye

ii. Reduced fear of HIV testing

Young people often cite fear as a barrier for the uptake of HIV testing services. The Youth Focal Points were trained to share information and counsel other young people about HIV testing, which helped to reduce fear among other young people in the project sites.

"I was scared about getting tested [for HIV] because I thought that if I did so, I would be sick. But today, it is thanks to the Focal Point that I can do so. He encouraged me and reassured me saying that even if I had the disease no one would know. It will be kept

between the service provider and I. ASBEF would take care of the medical treatment and all that follows.”

- Male Project Beneficiary, Guediawaye

“He taught me a lot. When I saw people getting tested, I thought they were careless. I have always been afraid of HIV testing ... but now I understand better and I'm not afraid of HIV testing anymore.”

- Female Project Beneficiary, Dakar

iii. Increased uptake of SRH and HIV services among young people

The increased awareness and trust of SRH and HIV services among young people contributed to an increased uptake of services, thereby helping to achieve outcomes in the ASK project's result area 2.

“Thanks to the Focal Point, I got to know about the project. After that I found even more information through the online social networks and I find it beneficial because every Saturday and Wednesday, when I come, I find young people waiting for consultations. And all that is thanks to this project in which the majority are young people.”

- Male Project Beneficiary, Guediawaye

“Ever since I learned about this program, I come here for my health care. I do not even hesitate to tell people to go for treatment at ASBEF because providers are friendly and open. ”

- Female Project Beneficiary, Guediawaye

“For example, I had a problem of irregular periods, but with the treatment I received, I have no more problems. They encourage us and advise us to respect our appointments and give us free medications.”

- Female Project Beneficiary, Saint-Louis

3.3.4 ASK Result Area 4: Greater Respect for Youth SRHR

i. Strengthened community-based partnerships

A key role of the Youth Focal Points was to create and maintain partnerships with other community-based actors. As a result, Youth Focal Points were able to contribute to greater awareness in communities about the ASK project and generate support for youth SRHR more broadly.

"The collaboration with partners, with associations and structures contributed to these results and these partnerships also serve ASBEF."

- Youth Focal Point

"They [the Focal Points] even go to talk to partners from other organizations who are interested in the activities. The young people are the ones seeking and creating contact with new partners here whether they are associations or youth organizations."

- Technical Committee Member

"Before the ASK project started, the Focal Point, already knew about this kind of programme. So this facilitated his access to partners with whom he could hold outreach strategies. [The Focal Point] was in contact with youth organizations before the ASK project ... He has contacts and knowledge that allowed him to achieve the objectives set by the ASK program."

- ASBEF Branch Staff

ii. Increased support among parents and improved parent-child communication about SRH issues with parents and peers

Several project beneficiaries noted that the ASK project has built support among parents for young people's involvement in SRHR activities and has increased their willingness and ability to discuss SRHR-related issues with their children. While these changes were not directly attributed to the Youth Focal Points, as the community-based project coordinators, they played an important role in generating this support among parents.

"Before the ASK program started, we didn't have the courage to talk about sexuality with our parents or older brothers or sisters. It was a taboo subject. But since the ASK program has started to expand in communities, parents are more open to us. Today, we can sit with our parents and discuss how things are going from the age of puberty when children start to feel conscious, the adolescence. For example, before when I had a condom I hid it from my parents. But now when they see it they call me to tell me what I should do with it and how to use it."

- Male project beneficiary, Dakar

"Before, adults thought that the fact that their children were exposed to information on sexuality was bad. But now, thanks to the program, they realized that the fact that their children have information about sexuality allows them to be more responsible. "

- Female project Beneficiary , Guediawaye

"Adults have become aware about certain issues, because they received the right information. Before, they doubted and were worried about what we were doing in ASBEF. We addressed these concerns through organizing home-based tea debates. Although there are parents who are still reluctant they are not many."

- Male Project Beneficiary , Saint-Louis

"I realized that now parents are more confident in their children than before. They used to think that every time their children went to ASBEF, it was for family planning. Now our parents even encourage us to go to ASBEF."

- Female Project Beneficiary , Saint-Louis

"We found that parents no longer block their children from attending these kinds of site. In the beginning, when they [young people] asked for permission to go to the talks, they would refuse. Parents did not have the information they needed because the traditions that have been instilled in them."

- Male Project Beneficiary , Dakar

3.3.5 Changes in Youth Focal Points' Lives

In addition to contributing to the project's objectives, several positive changes have occurred in the lives of the Youth Focal Points as a result of taking on this role in the ASK project.

i. Increased self-confidence

Youth Focal Points stated that their self-confidence has increased as a result of the ASK project. Being selected and supported as a Youth Focal Points has helped to boost the Youth Focal Points confidence in their leadership skills.

"... The fact that you're competing with others for the position of Focal Point and then to be selected...This contributed to gaining confidence in myself..."

- Youth Focal Point

ii. Strengthened professional networks

One of the important changes in the lives of Youth Focal Points is the expansion of their professional networks. As the community-based liaison for the ASK project, the Youth

Focal Points are in regular contact with various partners and community-based associations. Their role as Youth Focal Points has, therefore enabled them to work with new partners and expand their professional networks.

“Being a Youth Focal Point increased the number of my professional partnerships. Sometimes people I don't know call me because they were given my contact details [as a Youth Focal Point]. Today, I know a lot of people and this is thanks to being a Focal Point. My life has changed.”

- Youth Focal Point

“... Thanks to the project I have gained knowledge and created partnerships with other organizations. It helps creating new relationships even beyond the scope of the project.”

- Youth Focal Point

3.4 Effects of Youth Participation on Adults' Attitudes

Several respondents noted that the Youth Focal Points' role in the ASK project helped to improve adults' attitudes about youth participation. In the beginning of the project, staff from some of the operational partners involved in the ASK project were reticent about the Youth Focal Points' ability to manage the project. However, over time, these attitudes have changed and adult implementers gained trust and confidence in the Youth Focal Points.

“In the beginning, people would sidestep the Youth Focal Points, because they felt preferred talking directly to the National Manager and the adults stakeholders of the project. But we notice more and more that people are coming here and get in contact directly with the Youth Focal Points. They appreciate the young people's level of responsibility and now they feel more comfortable discussing with young people and planning with them ... I feel that partners are increasingly gaining trust and confidence in young people and plan activities with them.”

- Technical Committee Member

In addition, the Youth Focal Points found that having official titles helped to increase their status among adult project staff. Prior to the ASK project, the Youth Focal Points were viewed as simple youth volunteers. Gaining the official title of “Youth Focal Point” helped to increase recognition amongst adults about the important role that young people play in the ASK project.

"I can say that there is more respect and empowerment. Before, we would hold our activities as a young YAM member without receiving as much consideration as we have now. Now, with our titles as Focal Points, we feel more involved in ASBEF activities."

- Youth Focal Point

3.5 Factors that can Enhance the Youth Focal Points' Participation

The respondents identified several factors and strategies that could further enhance the Youth Focal Points' level of participation and their contribution to achieving the Project's objectives.

3.5.1 Opportunities for sharing and exchange among Youth Focal Points

The Youth Focal Points noted that they value opportunities to come together as a group and exchange with one another about the experiences in their respective regions. These kinds of meetings help the Youth Focal Points to reflect collectively on their participation and identify ways to improve their level of participation in the project.

"It would be a good idea to have monthly or bi-monthly meetings between Focal Points to allow us to share experiences."

- Youth Focal Point

"We should have meetings to share experiences between different Focal Points."

- Youth Focal Point

3.5.2 Access to IT tools for more efficient management of the ASK project's social media presence

As mentioned earlier in the report, the Youth Focal Points play a central role in managing the ASK Project's social media presence. Therefore, access to IT equipment – notably computers and internet access – is important to optimise the Youth Focal Points' potential in this capacity. While several results have been achieved in the area of social media and ICT, the Youth Focal Points could achieve an even greater impact if the Ask project provided them with computers.

"Given that creating demand through social networks is one of the objectives of the ASK Programme, it would be useful to provide each focal Point with a computer, which is a useful tool to fulfil this goal. It is true that some computers are installed in some of the youth spaces, but they don't always work. Computers would allow us to work more from home and do our programmatic reports. "

- Youth Focal Point

"Given that ICT represents an important part of the project, it would help if each Focal Point had a computer, an internet connection and an external hard drive to be able to centralize data."

- Youth Focal Point

"... Improve the equipment available to the Youth Focal Points, because they often do not have a lot of material. They have to come to the Branch to work, because they have no machines, no phone dedicated to this, whereas managing of social networks should be done permanently. So perhaps strengthen logistical support."

- Technical Committee Member

3.5.3 Innovative options for incentives or remuneration for Youth Focal Points

The Youth Focal Points are not salaried staff; rather they receive a monthly stipend for their part-time role. Several respondents mentioned that remuneration has an important influence on the Youth Focal Points' level of participation. Remuneration does not necessarily need to be in the form of financial payments, but could also take the form of income generating activities or diplomas.

"They should be 'motivated' and given certificates of recognition."

- ASBEF Branch Staff

"They have to give something to the young people that can be useful in the long run. Fortunately the youth understood that they won't be paid a salary ... But it's good for the young people ... if there is some kind of incentive - a drink or something for his friends and transport to return home. And in order to do so, income generating activities are needed. What kind of income generating activities? I do not know. It could be a small internet cafe with a photocopier, or a calling centre, for instance ... this point is really important."

- ASBEF Branch Staff

3.5.4 Opportunities for coaching

A main barrier to the sustained participation of Youth Focal Points was their high turnover and mobility. As volunteers, most Youth Focal Points are either students or seeking opportunities for full-time employment. As a result, there is a high likelihood that a Youth Focal Point may leave his or her role before the end of project.

"The first obstacle I see is young people's mobility. They are volunteers, so they are either students or looking for a full-time job. We already had two Focal Points who had to stop, because one was referred to another university far from his village, and the other went on travel out of the country, so he stopped too. Then, all the training they received in order to acquire skills for work had to be repeated for the new Focal Point. In fact, we are perpetually restarting in certain localities. This mobility of young people is especially problematic."

- Technical Committee member

One strategy to overcome this challenge was to introduce a coaching system, where Youth Focal Points coached a select group of other youth leaders who were involved in the project (i.e. other YAM members). These young leaders acquired skills that could enable them to take on the Youth Focal Point role, in case the current Youth Focal Point decided to pursue other opportunities.

"... The Focal Point is not the only one managing all the local activities. He leads the activities, but other young YAM members are locally involved, so they are also informed about the project activities. So when one leaves, there is always someone who knows more or less the project, who is able to take over."

- Technical Committee member

3.5.5 Investments in capacity building for Youth Focal Points

Several project beneficiaries mentioned that additional training and capacity building for Youth Focal Points could enhance their ability to reach other young people with SRHR information.

"We need more training for young people so they enhance their capacity and do their jobs better. What the project has done until now is wonderful and extraordinary, but it there is a need to further strengthen."

- Female Project Beneficiary, Guediawaye

"The capacities of the young people who educate us and welcome us here should be strengthened."

- Female Project Beneficiary, Guediawaye

3.5.6 Efforts to involve and sensitize parents

Several respondents underlined the importance of involving and sensitizing parents and other community members in order to increase young people's participation in the project. Stigma on the part of parents and community members against young people who are involved in SRHR-related activities is a main barrier for youth participation.

"Younger youth are often stigmatized in the communities ... 'they are the ones distributing condoms to other young people, so they are pushing them to have sex.' So young people are afraid of being stigmatized in their own community by promoting sexual health services or giving information about sexual health and even the local community youth can stigmatized them. So this is mostly why young people do not want to run activities in some areas, especially in their immediate locality."

- Technical Committee member

"The major obstacle for youth participation is still the taboo about sexuality, because when it comes to simple participation, there are no worries. But when it comes to participation related to reproductive health, there is a taboo around reproductive health..."

- Technical Committee member

Several young and adult respondent stated that involving and informing parents about the true nature of the ASK project and the Youth Focal Points' role, is an important factor to increase support for youth participation.

"We must first educate parents until they understand what project is about. In that way, they will understand and give more freedom to their children to participate."

- Female Project Beneficiary, Guediawaye

"... Anyway, it is true that they are young and are still under the responsibility of their parents. Even if they are 24, 25, 35, or 45 years old, when they live in their parents' home, they are under the responsibility of their parents and I think it is important to further involve parents... It's just to avoid the situation where a young person is involved [with the activities] and once back at home, he is afraid of sharing information with his parents simply because of taboo ... So I think it would be good to do that. Because parents are also an obstacle to their children's participation."

- Technical Committee member

"Stigmatization is often a barrier to youth participation, because they are being judged by society because of their openness about sexual health in a society where sexuality

is taboo. So, when a young person speaks easily about sex, he or she is automatically classified as a young people who has lost their values, who have Western values and all that, so we need to put much more emphasis on advocacy actions.”

- Technical Committee Member

3.5.7 Ensure access to high quality youth SRH services alongside youth participation efforts

Several respondents noted that youth participation alone is not sufficient to achieve the project's outcomes. Supply-side factors should be taken into consideration in order to optimize the Youth Focal Points' and other young people's efforts for increasing demand among young people for SRH and HIV services. These factors include capacity building for service providers in youth-friendly SRH services, systems to encourage service providers to offer quality youth-friendly SRH services and ensuring that young people are received at health facilities in a non-judgemental and efficient manner.

"I think that we must build capacity not only for the young people but for the whole Branch and staff involved in the care of referred young people. These people need to also build their capacity and should be offered capacity-building opportunities, like midwives, Branch Coordinators or the Focal Point ... because management must be seen as a chain; if one of the links is loose the whole chain breaks and this is often problematic.”

- ASBEF Branch Staff

"We must also be sure that ASBEF staff is available on Wednesdays from 3pm to 5pm and on Saturdays from 9am to 2pm, because until now they are not obliged to stay. If providers are not 'motivated', it will affect their relations with the young people participating in the project. ”

- ASBEF Branch Staff

"We must further improve the reception [at health facilities]. They are already doing well. Now we just need to improve their skills and ensure that young people feel welcome.”

- Female Project Beneficiary, Guediawaye

"The challenge is to get better supply and quality of services. We should ensure that the midwife and health providers are offered good conditions, so they, in turn, can offer quality services to young people. And we need to ensure the supply of drugs because

this can greatly contribute to an increased number of young people that we currently receive.”

- ASBEF Branch Staff

4 Discussion

4.1 Enhancements to the Evidence-base on Meaningful Youth Participation

The results from this study demonstrate that the ASK Senegal Youth Focal Point model holds a lot of potential for meaningful youth participation in SRHR programmes. The results affirm existing evidence about the potential positive impact of meaningful youth participation, including:

- **Increased SRHR knowledge amongst young people**

This study showed that the Youth Focal Points successfully contributed to achieving results in the ASK Program's Result Area 1, focused on increasing access to SRHR information for young people. Findings from this study suggest that youth-led approaches can increase access to non-judgemental sources of SRHR information for young people. This is especially pertinent for culturally conservative contexts, such as in Senegal.

This study also highlights the important role that young people should play in managing direct channels of SRHR information, particularly through social media platforms. Social media relies on individuals' social networks in order to facilitate the dissemination of information and maintain regular interaction. The findings of this study suggest that young people's existing social networks with other young people can bring value to SRHR social media strategies. In addition, young people are better able to communicate with other young people about SRHR, due to familiarity of appropriate language, youth cultural references and realities that young people face.

- **Increased uptake of SRH services by young people**

The results from this study suggest that the Youth Focal Points contributed to an increased uptake of SRH and HIV services by young people – the ASK Program's 3rd result area. The findings suggest that the increasing awareness about youth-friendly services via young leaders helps to alleviate fear among other young people to access services and also helps to increase demand. When young people learn about SRH and HIV services from young leaders, they understand more clearly that the services are designed and available for young people.

This study was not able to assess the Youth Focal Points contribute to quality improvement of SRH services. However, this question could share rich insights that would be relevant for replication and scale-up of this model.

- **Increased opportunities for young people to express themselves and dialogue with adults related to SRH issues**

This study showed that youth-led models can not only increase opportunities for free expression about SRHR, but can also help to build confidence among young people and develop their communication skills. Self-confidence and effective communication skills are important aspects for improving parent-child and health provider-client communication, as well as developing positive peer communication on SRHR issues.

- **Changes in community attitudes towards youth SRH and reductions in stigma associated with youth**

An important finding from this study is the positive impact of the Youth Focal Points on adult implementers' attitudes towards young people and their SRHR. The findings suggest that, when a project trusts and supports young people as leaders, it helps to show other actors the potential of young people as leaders, thereby building wider support for young leadership. As such, the Youth Focal Point model has the potential to influence positive attitudinal changes amongst adults, even extending beyond the SRHR sector.

The results of this study found that the ASK project has helped to build support among parents for youth SRHR. While these results were not directly attributed to the Youth Focal Points, their role as the community-based coordinators makes it likely that they contributed to these changes in attitudes. Further research would be useful to see how the Youth Focal Point model could specifically foster more support amongst parents and other community leaders.

This study also provides new evidence about the potential benefits of meaningful youth participation on SRHR programmes, notably:

- **Meaningful Youth Participation can strengthen community partnerships for SRHR programmes**

The role of Youth Focal Points in building, expanding and maintaining community partnerships, was reiterated as a key advantage of having young focal points rather than adults. The Youth Focal Points multifaceted social networks facilitates the development and maintenance of community partnerships, which are a cornerstone for youth SRHR programmes. Their knowledge of the youth culture in their communities also helped them suggest strategies to reach under-served populations of young people. In addition to bringing benefits to the project, the Youth Focal Points' role of maintaining community partnership was also beneficial for their personal and professional development, especially as it lent them credibility as young leaders in their communities.

- **The perception that young people have more time than adult professionals**

Several respondents noted that young people have more time than adults to counsel other young people or to run community-based activities. As such, young people feel more comfortable to approach a young Focal Point, rather than an adult for either personal or project-related concerns. This finding could be related to volunteer nature of the Youth Focal

role. As volunteers, the Youth Focal Points most likely hold a sense of personal engagement that goes beyond mere professional duty to undertake their tasks. This personal commitment might make the Youth Focal Points more willing to dedicate extra time for their roles. The perception that young people have more time than adults is an important consideration for quality improvement of SRHR services, including counselling. Programs should keep this in mind when designing youth-friendly service models that accompany meaningful youth participation models.

4.2 Considerations for replication or scale-up of the model

Given the positive perceptions about the Youth Focal Points' contribution to project results and youth leadership, this study suggests that this model could be apt for replication and scale-up. However, this study highlights a number of considerations to take into account for scale-up efforts:

- **Perceptions about the factors of participation**

The results demonstrate that, for some participation factors, adults and Youth Focal Points held similar perceptions. For example, they shared fairly consistent assessments of the choice which the Youth Focal Points have over their participation, the information they receive about their role and rights, the support that Youth Focal Points are provided to undertake their roles, and the degree of autonomy which they have to make independent decisions. The specific areas for improvement for these factors differed slightly between adults and the Youth Focal Points, but their overall assessment of the factors were not very divergent. Conversely, there were considerable discrepancies in perceptions about the control the Youth Focal Points have over decision-making processes and the voice they have in project discussions.

With regards to the Youth Focal Points' control over decision making, most adult implementers felt somewhat satisfied, while several Youth Focal Points were dissatisfied, especially those from regions outside of Dakar (some of whom scored this factor as low as 10%). Similarly, adults tended to give a much higher score for the voice that Youth Focal Points have in discussions compared to the Youth Focal Points themselves, who agreed on an overall low score (20%). One explanation for this divergence in perceptions is that adult staff and Youth Focal Points may have different expectations for about these factors of participation. Adult implementers may believe that the Youth Focal Points should have limited control and weight in discussions, while Youth Focal Points may believe that their role entitles them greater control and influence. This hypothesis is in line with previous studies' findings that establishing clear goals and expectations for youth participation renders meaningful youth participation more effective [2, 19]. The variation in perceptions about

these two factors would require further examination if the Youth Focal Point model were replicated or scaled-up.

- **Regional differences**

Several young and adult respondents alluded to concerns about Youth Focal Points outside of the capital are at a disadvantage compared to their counterparts in Dakar and Guédiawaye, especially in terms of control over decision-making, support and capacity building, and the degree of autonomy over decision-making. The findings in this study suggest that being further from the ASBEF headquarters might create a barrier for Youth Focal Points who are outside the capital to contribute meaningfully to project decision-making processes. As such, mechanisms for decentralized power-sharing and decision-making, as well as strengthened opportunities for capacity building and supportive supervision for Youth Focal Points in the regions outside the capital should be taken into consideration for the replication and/or scale-up of the model.

- **Gender considerations**

The gender considerations related to the fact that several young beneficiaries didn't know the Youth Focal Point or were not aware of this role require further examination for the effective replication or scale-up of the model. The lack of awareness about the Youth Focal Points was most common among young female beneficiaries in sites with male Youth Focal Points. This could suggest that gender dynamics might limit the Youth Focal Points' capacity to reach out to young people of the opposite sex. Given Senegal's culturally conservative context, this hypothesis seems likely. However, other considerations might also play a role, including the Youth Focal Points' individual leadership and communication skills and/or the existence of a power-sharing structure with other young leaders (see point about coaching below). Further examination is required to better understand the reasons behind why some young people are not aware of the Youth Focal Points and the impact on project activities. If gender dynamics are a limiting factor, the model could be modified by having two Youth Focal Points – one young man and one young woman – in each region. This strategy would also help ASBEF to achieve gender parity in their Youth Focal Point model. Currently, only one out of five Youth Focal Points is a young woman.

- **Coaching for young leaders**

An ASBEF respondent made reference to an informal coaching system, which allows other YAM members to build skills and experience in order to support and possibly carry-over for the Youth Focal Point if she or he leaves. This kind of power-sharing and capacity-building

model is interesting for several reasons. First, it enables ASBEF to adapt to young people's high mobility and prepare for the possible turnover of Youth Focal Points. Second, it allows for a larger number of young people to build leadership skills and experience. Third, it helps to ensure the sustainability of the youth leadership initiative, since power is shared in a cascade manner. Indeed, this form of coaching system and power-sharing has been a cornerstone for some globally successful youth movements, including the Scouts and Guides. If this coaching system were formalized and developed as a central component, it could bring additional value to the Youth Focal Point model. Also, this coaching system may be one reason why some young beneficiaries are not aware of the Youth Focal Point. In this case, beneficiaries' knowledge of the Youth Focal Point is less important, so long as they are aware of at least one other young leader who is active in the project.

4.3 How to enhance meaningful youth participation

The findings of this study affirm findings from the existing literature about factors and strategies to enhance meaningful youth participation.

- **Establishing clear goals for youth participation**

As mentioned above, the divergent perceptions about Youth Focal Points' control over decision-making and their voice in discussions could be a result of unclear goals and expectations for youth participation amongst the various project stakeholders. As such, the results of this study affirm that setting clear goals for youth participation can help to set collective expectations, which will likely result in more common perceptions and levels of satisfaction about their degree of participation.

- **Meaningfully involve young people in the design of youth participation interventions**

The ASK Youth Focal Point model is based on a previous experience by ASBEF with Youth Focal Points for the Choices and Opportunity project. In this sense, young people were indirectly involved in designing the this model of youth participation, as lessons learnt from Choices Youth Focal Points were taken into consideration in the design phase of the ASK project. For replication and scale-up, it would be useful to systematically involve young people in the design.

- **Build on existing youth networks when planning and implementing youth participation initiatives**

The results of this study strongly support the recommendations to build on existing youth networks when planning and implementing youth participation initiatives. The Youth Focal

Points pre-existing connection with other youth and community networks was a main lever of success for their roles.

- **Generate support for youth participation among key stakeholders**

This study highlights the importance of involving parents in youth SRHR initiatives. In the Senegalese context, most young people live with their families until they are married, and sometimes even after marriage. As such, parents and other family members (e.g., aunts, uncles, etc.) hold considerable influence on young people, including if or how they participate in community based associations and activities. The results of this study show that making deliberate efforts to inform and build support among parents for youth SRHR and youth participation in SRHR efforts, can greatly increase the potential scope for meaningful youth participation.

- **Design clear incentives to attract and maintain young people and involve young people in determining the most appropriate types of incentives**

This study generated interesting results related to incentives, in that Youth Focal Points did not raise concerns about their incentives, whereas several adult respondents highlighted the need to improve incentives or remuneration for the Youth Focal Points. One reason for this difference could be due to the volunteer nature of the Youth Focal Point role. They applied for the role knowing that they would receive a stipend rather than a salary. Nevertheless, other types of incentives, such as certificates, materials, equipment and transport reimbursements are an important element of the model.

- **Ensure young people have opportunities for capacity building, learning and skills development**

The results of this study affirm the importance of providing ample opportunities for capacity building in order to ensure the meaningful participation of young people. A formal coaching system where Youth Focal Points provide capacity building for other young leaders and regular opportunities for sharing and exchange among Youth Focal Points could bring value to the model.

- **Ensure access to high quality SRH services alongside youth participation initiatives**

This study contributes evidence about at least one factor that is not highlighted in the existing literature – ensuring access to quality youth-friendly SRH services alongside youth participation initiatives is critical. Young people noted that their reputation is at stake if they promote SRH services to other young people, but youth-friendly services are not available. It will result in the Youth Focal Points' losing credibility and jeopardize their other activities.

Therefore, ensuring effective supply-side interventions is important to enhance meaningful youth participation initiatives.

5 Recommendations

The overall recommendation is for ASBEF and other SRH organizations should seek to sustain and scale-up the Youth Focal Point keeping the following specific recommendations in mind:

1. Design a participatory process to establish and clarify goals and expectations about youth participation, so as to reduce the gaps in perceptions about the different factors that influence participation (notably young people's control over decision-making and voice in discussions);
2. Meaningfully involve young people in the design of future Youth Focal Point programs
3. Develop mechanisms for decentralized power-sharing and decision-making, as well as strengthened opportunities for capacity building and supportive supervision for Youth Focal Points in the region outside the capital;
4. Provide ICT equipment, such as laptops or smartphones to Youth Focal Points in order to strengthen their management of the ASK project's social media platforms;
5. Consider recruiting two Youth Focal Points per region – one young man and one young woman to increase the reach to potential project beneficiaries of both sexes;
6. Develop a formalized coaching system where Youth Focal Points help to coach other young leaders so as to enable a larger group of young people to build leadership skills and experience, as well as ensure the sustainability of the model;
7. In the recruitment of Youth Focal Points, look for candidates who are already connected to existing youth networks so as to build on these existing networks;
8. Establish clear incentives for volunteer Youth Focal Points, based on a participatory process with project staff and young people;
9. Ensure Youth Focal Points have regular opportunities for capacity building, as well as exchange amongst themselves;
10. Ensure access to quality youth-friendly services alongside youth participation initiatives;
11. Conduct further research on:
 - Targeted strategies for Youth Focal Points to foster increased support among parents for youth participation in SRHR programmes
 - The reasons for the divergent perceptions between adults and Youth Focal Points about the Youth Focal Points' level of control in decision-making and voice in discussions
 - How gender dynamics affect Young Focal Points ability to reach out and engage young beneficiaries of the opposite sex

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7 Appendices

7.1 Data Collection Tools

GUIDE D'ENTRETIEN SEMI-DIRECTIF N° 1

COORDINATEUR NATIONAL DU PROGRAMME

INTRODUCTION

Je vous remercie de votre participation à cet entretien. Mon nom est (nom d'enquêteur) et je suis enquêteur dans le cadre des recherches opérationnelles du Programme ASK. La participation des jeunes est une partie intégrante du Programme ASK. A cet effet, nous sommes en train de faire des recherches sur les effets de la participation des jeunes sur les résultats du Programme.

Vos commentaires nous aideront à apprécier les acquis dans le domaine de la participation des jeunes et de proposer des recommandations pour renforcer la participation des jeunes dans le Programme. Toutes vos impressions et opinions nous intéressent. Nous vous assurons qu'il n'y a aucune fausse ou bonne réponse. Nous vous encourageons de partager des vrais commentaires qui puissent nous aider. Si vous ne voulez pas répondre à une quelle conque question, vous pouvez refuser à tout moment.

La durée de l'entretien est environ 45 min. J'aimerais utiliser un magnétophone pour enregistrer notre entretien de manière à ce que tous vos points de vue soient pris en compte dans le document qui sortira de l'étude. Dans le même ordre d'idée, mon co-enquêteur va prendre quelques notes au cours de l'entretien. Nous pouvons également poursuivre sans le magnétophone, si vous souhaitez.

Avant d'accepter de participer à ce projet, je vous demande de bien lire et comprendre la présente lettre d'information et de considérer attentivement les renseignements liés à cette recherche.

Avez-vous des questions à poser ?

Êtes-vous d'accord pour continuer avec l'entretien ?

INFORMATION GÉNÉRALE

N° d'entretien :	
Date :	
Enquêteur :	
Participant(e):	
Fonction de Participant(e) :	
l'organisation de l'enquête :	
Contacts de Participant(e) :	
Signature de consentement éclairé :	_____ oui _____ non
consentement pour l'utilisation du magnétophone	_____ oui _____ non

APERÇU D'AVANCEMENT DU PROGRAMME ASK

ESD1.1. Quelles sont vos impressions générales sur le Programme ASK au Sénégal jusqu'à présent?

PARTICIPATION DES JEUNES DANS LE PROGRAMME ASK

ESD1.2. Donnez s'il vous plaît quelques exemples de la façon dont les jeunes sont actuellement (ou ont été) impliqués dans le programme ASK? (sonde pour différents niveaux, à savoir la prise de décision, mise en œuvre, suivi, etc.)

ESD1.3. Maintenant, je voudrais examiner la participation de jeunes dans le Programme ASK en utilisant des outils d'analyse sociologiques. Le sociologue Nigel Thomas a créé un cadre de participation de jeunes qui prend en compte six facteurs de participation⁴ :

1. Le choix du jeune à participer ou non ;
2. Le niveau d'informations que le jeune reçoit concernant leur rôle ;
3. Le degré de contrôle que le jeune a sur le processus de prise de décision ;
4. Le poids accordé à la voix du jeune ;
5. Le niveau d'appui offert au jeune pour faciliter leur participation ;
6. Le degré de l'autonomie du jeune de prendre des décisions en toute liberté.

Quelles sont vos impressions de ces six facteurs par rapport aux Points Focaux Régionaux d'ASBEF dans le Programme ASK

- *L'enquêteur distribue la fiche « Facteurs de Participation (Thomas, 2002) » aux participant(s) et leur(s) demande de dessiner un histogramme pour illustrer leurs impressions de chaque facteur*
- *Si la personne n'est pas suffisamment informée des Points Focaux, elle pourrait donner ses impressions de la participation des jeunes de manière plus générale.*

ESD1.4. Maintenant, je voudrais vous inviter à réfléchir sur la participation des Points Focaux de manière globale. Le Psychologue, Roger Hart, a créé un cadre théorique de la participation des enfants et jeunes qui catégorise le degré de participation selon un diagramme d'une échelle.⁵ Selon vous, où se situeraient les Points Focaux Régionaux sur l'échelle de Hart ?

- *L'enquêteur distribue la fiche « L'échelle de la participation » aux participant(s) et leur(s) demande de choisir le degré de participation le plus approprié pour décrire le rôle des Points Focaux Régionaux*
- *Si la personne n'est pas suffisamment informée des Points Focaux, elle pourrait donner ses impressions de la participation des jeunes de manière plus générale.*

ESD1.5. Dans quelle mesure le niveau de la participation des jeunes a changé parmi les partenaires du Programme ASK depuis le début du programme?

ESD1.6. Comment la participation des jeunes a contribué à la réalisation des objectifs du programme ASK?

ESD1.7. Quels sont les défis existant en termes d'assurer la participation significative des jeunes dans le programme?

LES JEUNES POINTS FOCaux RÉGIONaux D'ASBEF

ESD1.8. Que savez-vous du rôle des jeunes points focaux régionaux d'ASBEF?

⁴ Thomas, Nigel (2002): Children, Family and the State. Decision- making and child participation. Bristol: Policy Press, p.175

⁵ Hart, Roger (1992): Children's Participation. From Tokenism to Citizenship. Innocenti Essays, No.4, Florence: UNICEF International Child Development Centre, p.9

ESD1.9. Que considérez-vous être la valeur ajoutée, le cas échéant, des jeunes points focaux régionaux?

ESD1.10. Décrivez s'il vous plaît des exemples comment les jeunes points focaux régionaux ont contribué à l'accomplissement des objectifs de programme ASK.

ESD1.11. Quels facteurs pensez-vous ont soutenu les jeunes points focaux régionaux pour réussir dans leur rôle?

RECOMMANDATIONS POUR L'AVENIR

ESD1.12. Comment pensez-vous que les partenaires du Programme ASK peuvent améliorer la participation des jeunes?

ESD1.13. Quel genre de soutien pensez-vous serait nécessaire ou utile pour renforcer la participation des jeunes dans le programme?

COMITÉ DE PILOTAGE ET COMITÉ TECHNIQUE

INTRODUCTION

Je vous remercie de votre participation à cet entretien. Mon nom est (nom d'enquêteur) et je suis enquêteur dans le cadre des recherches opérationnelles du Programme ASK. La participation des jeunes est une partie intégrante du Programme ASK. A cet effet, nous sommes en train de faire des recherches sur les effets de la participation des jeunes sur les résultats du Programme.

Vos commentaires nous aideront à apprécier les acquis dans le domaine de la participation des jeunes et de proposer des recommandations pour renforcer la participation des jeunes dans le Programme. Toutes vos impressions et opinions nous intéressent. Nous vous assurons qu'il n'y a aucune fausse ou bonne réponse. Nous vous encourageons de partager des vrais commentaires qui puissent nous aider. Si vous ne voulez pas répondre à une quelle conque question, vous pouvez refuser à tout moment.

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Avez-vous des questions à poser ?

Êtes-vous d'accord pour continuer avec l'entretien ?

INFORMATION GÉNÉRALE

N° d'entretien :	
Date :	

Enquêteur :	
Participant(e):	
Titre de Participant(e):	
l'organisation du Participant(e) :	
Contacts du Participant(e) :	
Signature de consentement éclairé :	_____ oui _____ non
consentement pour l'utilisation du magnétophone	_____ oui _____ non

APERÇU D'AVANCEMENT DU PROGRAMME ASK

ESD2.1. Quelles sont vos impressions générales sur le Programme ASK au Sénégal jusqu'à présent?

PARTICIPATION DES JEUNES DANS LE PROGRAMME ASK

ESD2.2. Décrivez s'il vous plaît comment les jeunes ont participé aux programmes de votre organisation avant le programme ASK.

ESD2.3. Donnez s'il vous plaît quelques exemples de la façon dont les jeunes sont actuellement (ou ont été) impliqués dans le programme ASK? (sonde pour différents niveaux, à savoir la prise de décision, mise en œuvre, suivi, etc.)

ESD2.4. Dans quelle mesure le niveau de la participation des jeunes a changé parmi les partenaires de ASK depuis le début du programme ?

ESD2.5. A quel point êtes-vous satisfait du niveau de participation des jeunes dans votre organisation? (sonde pour partager le pouvoir avec les jeunes, leur perception de la valeur de la participation des jeunes vis-à-vis de leur capacité / l'investissement est exigé, etc.)

ESD2.6. Comment la participation des jeunes a contribué à la réalisation des objectifs du programme ASK?

ESD2.7. Quels sont les défis existant en termes d'assurer la participation significative des jeunes dans le programme?

LES JEUNES POINTS FOCaux RÉGIONaux D'ASBEF

ESD2.8. Que savez-vous du rôle des jeunes points focaux régionaux d'ASBEF?

ESD2.9. Maintenant, je voudrais examiner la participation de jeunes dans le Programme ASK en utilisant des outils d'analyse sociologiques. Le sociologue Nigel Thomas a créé un cadre de participation de jeunes qui prend en compte six facteurs de participation⁶ :

1. Le choix du jeune à participer ou non ;
2. Le niveau d'informations que le jeune reçoit concernant leur rôle ;
3. Le degré de contrôle que le jeune a sur le processus de prise de décision ;
4. Le poids accordé à la voix du jeune ;
5. Le niveau d'appui offert au jeune pour faciliter leur participation ;
6. Le degré de l'autonomie du jeune de prendre des décisions en toute liberté.

Quelles sont vos impressions de ces six facteurs par rapport aux Points Focaux Régionaux d'ASBEF dans le Programme ASK

- *L'enquêteur distribue la fiche « Facteurs de Participation (Thomas, 2002) » aux participant(s) et leur(s) demande de dessiner un histogramme pour illustrer leurs impressions de chaque facteur*
- *Si la personne n'est pas suffisamment informée des Points Focaux, elle pourrait donner ses impressions de la participation des jeunes de manière plus générale.*

ESD2.10. Maintenant, je voudrais vous inviter à réfléchir sur la participation des Points Focaux de manière globale. Le Psychologue, Roger Hart, a créé un cadre théorique de la participation des enfants et jeunes qui catégorise le degré de participation selon

⁶ Thomas, Nigel (2002): Children, Family and the State. Decision- making and child participation. Bristol: Policy Press, p.175

un diagramme d'une échelle.⁷ Selon vous, où se situeraient les Points Focaux Régionaux sur l'échelle de Hart ?

- *L'enquêteur distribue la fiche « L'échelle de la participation » aux participant(s) et leur(s) demande de choisir le degré de participation le plus approprié pour décrire le rôle des Points Focaux Régionaux*
- *Si la personne n'est pas suffisamment informée des Points Focaux, elle pourrait donner ses impressions de la participation des jeunes de manière plus générale.*

ESD2.11. Décrivez s'il vous plaît des exemples comment les jeunes points focaux régionaux ont contribué à l'accomplissement des objectifs de ASK programme.

ESD2.12. Quels facteurs pensez-vous ont soutenu les jeunes points focaux régionaux pour réussir dans leur rôle ?

RECOMMANDATIONS POUR L'AVENIR

ESD2.13. Comment pensez-vous que les partenaires du Programme ASK peuvent améliorer la participation des jeunes ?

ESD2.14. Quel genre de soutien pensez-vous serait nécessaire ou utile pour renforcer la participation des jeunes dans le programme ?

⁷ Hart, Roger (1992): Children's Participation. From Tokenism to Citizenship. Innocenti Essays, No.4, Florence: UNICEF International Child Development Centre, p.9

RESPONSABLE DE L'ANTENNE, PRESTATAIRES DE SERVICES, D'AUTRES PERSONNEL OU VOLONTAIRE DE L'ANTENNE DE L'ASBEF

INTRODUCTION

Je vous remercie de votre participation à cet entretien. Mon nom est (nom d'enquêteur) et je suis enquêteur dans le cadre des recherches opérationnelles du Programme ASK.

Le programme ASK (Access Services Knowledge) est un programme financé par le ministère des affaires étrangères des Pays-Bas pour une durée de trois ans (2013-2015). L'objectif du programme ASK est d'améliorer le respect des droits à la santé sexuelle et reproductive des adolescents et jeunes en accentuant l'utilisation des services de santé de santé sexuelle et reproductive (SSR) par ces derniers. Au Sénégal, la mise en œuvre du Programme ASK est assurée par l'Association Sénégalaise pour le Bien-Être Familial (ASBEF), leader national et AMREF Health Africa.

La participation des jeunes est une partie intégrante du Programme ASK. A cet effet, nous sommes en train de faire des recherches sur les effets de la participation des jeunes sur les résultats du Programme.

Vos commentaires nous aideront à apprécier les acquis dans le domaine de la participation des jeunes et de proposer des recommandations pour renforcer la participation des jeunes dans le Programme. Toutes vos impressions et opinions nous intéressent. Nous vous assurons qu'il n'y a aucune fausse ou bonne réponse. Nous vous encourageons de partager des vrais commentaires qui puissent nous aider. Si vous ne voulez pas répondre à une quelle conque question, vous pouvez refuser à tout moment.

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Avant d'accepter de participer à ce projet, je vous demande de bien lire et comprendre la présente lettre d'information et de considérer attentivement les renseignements liés à cette recherche.

Avez-vous des questions à poser ?

Êtes-vous d'accord pour continuer avec l'entretien ?

INFORMATION GÉNÉRALE

N° d'entretien :	
Date :	
Enquêteur :	
Participant(e) :	
Titre du Participant(e) :	
l'organisation du Participant(e) :	
Contacts du Participant(e) :	
Signature de consentement éclairé :	_____ oui _____ non
consentement pour l'utilisation du magnétophone	_____ oui _____ non

APERÇU D'AVANCEMENT DU PROGRAMME ASK

ESD3.1. Quelles sont vos impressions générales sur le programme ASK au Sénégal jusqu'à présent?

PARTICIPATION DES JEUNES DANS LE PROGRAMME ASK

ESD3.2. Décrivez s'il vous plaît comment les jeunes ont participé aux programmes de votre organisation avant le ASK programme.

ESD3.3. Donnez s'il vous plaît quelques exemples de la façon dont les jeunes sont actuellement (ou ont été) impliqués dans le programme ASK? (sonde pour différents niveaux, à savoir la prise de décision, mise en œuvre, suivi, etc.)

ESD3.4. Dans quelle mesure le niveau de la participation des jeunes a changé parmi les partenaires de ASK depuis le début du programme?

ESD3.5. A quel point êtes-vous satisfait du niveau de participation des jeunes dans votre organisation? (sonde pour partager le pouvoir avec les jeunes, leur perception de la valeur de la participation des jeunes vis-à-vis de leur capacité / l'investissement est exigé, etc.)

ESD3.6. Comment la participation des jeunes a contribué à la réalisation des objectifs du programme ASK?

ESD3.7. Quels sont les défis existant en termes d'assurer la participation significative des jeunes dans le programme?

LES JEUNES POINTS FOCAUX RÉGIONAUX ASBEF

ESD3.8. Que savez-vous du rôle des jeunes points focaux régionaux d'ASBEF ?

ESD3.9. Maintenant, je voudrais examiner la participation de jeunes dans le Programme ASK en utilisant des outils d'analyse sociologiques. Le sociologue Nigel Thomas a créé un cadre de participation de jeunes qui prend en compte six facteurs de participation⁸ :

1. Le choix du jeune à participer ou non ;
2. Le niveau d'informations que le jeune reçoit concernant leur rôle ;
3. Le degré de contrôle que le jeune a sur le processus de prise de décision ;
4. Le poids accordé à la voix du jeune ;
5. Le niveau d'appui offert au jeune pour faciliter leur participation ;
6. Le degré de l'autonomie du jeune de prendre des décisions en toute liberté.

Quelles sont vos impressions de ces six facteurs par rapport aux Points Focaux Régionaux d'ASBEF dans le Programme ASK

- *L'enquêteur distribue la fiche « Facteurs de Participation (Thomas, 2002) » aux participant(s) et leur(s) demande de dessiner un histogramme pour illustrer leurs impressions de chaque facteur*
- *Si la personne n'est pas suffisamment informée des Points Focaux, elle pourrait donner ses impressions de la participation des jeunes de manière plus générale.*

⁸ Thomas, Nigel (2002): Children, Family and the State. Decision- making and child participation. Bristol: Policy Press, p.175

ESD3.10. Maintenant, je voudrais vous inviter à réfléchir sur la participation des Points Focaux de manière globale. Le Psychologue, Roger Hart, a créé un cadre théorique de la participation des enfants et jeunes qui catégorise le degré de participation selon un diagramme d'une échelle.⁹ Selon vous, où se situeraient les Points Focaux Régionaux sur l'échelle de Hart ?

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- *Si la personne n'est pas suffisamment informée des Points Focaux, elle pourrait donner ses impressions de la participation des jeunes de manière plus générale.*

ESD3.11. Décrivez s'il vous plaît des exemples comment les jeunes points focaux régionaux ont contribué à l'accomplissement des objectifs de ASK programme.

ESD3.12. Quels facteurs pensez-vous ont soutenu les jeunes points focaux régionaux pour réussir dans leur rôle?

RECOMMANDATIONS POUR L'AVENIR

ESD3.13. Comment pensez-vous que les partenaires du Programme ASK peuvent améliorer la participation des jeunes ?

ESD3.14. Quel genre de soutien pensez-vous serait nécessaire ou utile de renforcer la participation des jeunes dans le programme ?

⁹ Hart, Roger (1992): Children's Participation. From Tokenism to Citizenship. Innocenti Essays, No.4, Florence: UNICEF International Child Development Centre, p.9

POINTS FOCaux RÉGIONaux DE L'ASBEF

INTRODUCTION

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Vos commentaires nous aideront à apprécier les acquis dans le domaine de la participation des jeunes et de proposer des recommandations pour renforcer la participation des jeunes dans le Programme. Toutes vos impressions et opinions nous intéressent. Nous vous assurons qu'il n'y a aucune fausse ou bonne réponse. Nous vous encourageons à faire de francs commentaires qui puissent nous aider. Certains d'entre vous approuveront ou désapprouveront les idées des uns et des autres, ce qui est tout à fait normal. Nous vous encourageons de ce fait d'être assez ouvertes. N'attendez pas que le modérateur vous demande votre avis. Vous pouvez intervenir à n'importe quel moment. Toutefois, veuillez à ne pas interrompre vos camarades quand ils parlent. Tout le monde aura l'occasion de parler et toutes les opinions et suggestions seront les bienvenues. Si vous ne voulez pas répondre à une quelle conque question, vous pouvez refuser à tout moment.

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Avez-vous des questions à poster ?

Êtes-vous d'accord pour continuer ?

N° de discussion de groupe :	
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Date :	
Enquêteur :	
Signature de consentement éclairé :	_____ oui _____ non
consentement pour l'utilisation du magnétophone	_____ oui _____ non

RECRUTEMENT DANS LE PROGRAMME ASK

DG1.1. Comment êtes-vous devenus impliqués avec le programme ASK ?

DG1.2. Combien de temps avez-vous travaillé comme Point Focal du Programme ASK ?

RÔLE ET VALEUR DES POINTS FOCaux REGIONAUX

DG1.3. Décrivez s'il vous plaît comment vous êtes impliqués dans le Projet ASK. Quels sont vos principaux rôles et responsabilités ?

DG1.4. Maintenant, je voudrais examiner la participation de jeunes dans le Programme ASK en utilisant des outils d'analyse sociologiques. Le sociologue Nigel Thomas a créé un cadre de participation de jeunes qui prend en compte six facteurs de participation¹⁰ :

1. Le choix du jeune à participer ou non ;
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3. Le degré de contrôle que le jeune a sur le processus de prise de décision ;
4. Le poids accordé à la voix du jeune ;
5. Le niveau d'appui offert au jeune pour faciliter leur participation ;
6. Le degré de l'autonomie du jeune de prendre des décisions en toute liberté.

Quelles sont vos impressions de ces six facteurs par rapport à votre rôle en tant que Point Focal Régional d'ASBEF dans le Programme ASK

¹⁰ Thomas, Nigel (2002): Children, Family and the State. Decision- making and child participation. Bristol: Policy Press, p.175

- *L'enquêteur distribue la fiche « Facteurs de Participation (Thomas, 2002) » aux participant(s) et leur(s) demande de dessiner un histogramme pour illustrer leurs impressions de chaque facteur*

DG1.5. Le Psychologue, Roger Hart, a créé un cadre théorique de la participation des enfants et jeunes qui catégorise le degré de participation selon un diagramme d'une échelle.¹¹ Selon vous, où se situerait les Points Focaux Régionaux sur l'échelle de Hart ?

- *L'enquêteur distribue la fiche « L'échelle de la participation » aux participant(s) et leur(s) demande de choisir le degré de participation le plus approprié pour décrire le rôle des Points Focaux Régionaux*

DG1.6. Décrivez s'il vous plaît comment le rôle des Points Focaux Régionaux du Programme ASK a contribué à l'accomplissement des objectifs de programme ASK jusqu'à maintenant ?

DG1.7. Décrivez s'il vous plaît si et pourquoi vous pensez qu'avoir des jeunes Points Focaux Régionaux du Programme ASK apportent plus de valeur au Programme plutôt qu'avoir des adultes Points Focaux Régionaux.

MOTIVATION ET CHANGEMENT PERSONNEL

DG1.8. Qu'est-ce qui vous motive à rester impliqué dans le programme ASK en tant qu'un Point focal régional?

DG1.9. Comment avez-vous changé, le cas échéant après avoir été impliqué dans ce projet? (sonde de changement dans l'estime de soi, la capacité de prise de décision, la relation avec les adultes à la maison / école / communauté, participation à d'autres domaines sociaux ou de citoyenneté, etc.)

DG1.10. Comment votre participation au programme ASK a contribué à des changements dans votre perspective ou compréhension des questions de santé sexuelle et reproductive ?

LES ATTITUDES D'ADULTES VERS LA PARTICIPATION DES JEUNES

DG1.11. Quels types de changements, le cas échéant, avez-vous remarqué concernant le personnel de l'ASBEF et les attitudes des autres adultes envers la participation des jeunes depuis le début du programme ASK ?

¹¹ Hart, Roger (1992): Children's Participation. From Tokenism to Citizenship. Innocenti Essays, No.4, Florence: UNICEF International Child Development Centre, p.9

RECOMMANDATIONS POUR L'AVENIR

DG1.12. Comment pensez-vous que la participation des jeunes peut encore être améliorée dans le programme ASK?

DG1.13. Quel genre de soutien pensez-vous serait nécessaire ou utiles pour renforcer la participation des jeunes dans le programme?

GUIDE DE DISCUSSION THÉMATIQUE DE GROUPE N° 2

BÉNÉFICIAIRES DU PROGRAMME ASK

INTRODUCTION

Je vous remercie de votre participation à cet entretien. Mon nom est (nom d'enquêteur) et je suis enquêteur dans le cadre des recherches opérationnelles du Programme ASK. Le programme ASK (Access Services Knowledge) est un programme financé par le ministère des affaires étrangères des Pays-Bas pour une durée de trois ans (2013-2015). Le programme est mis en œuvre dans sept pays¹² par une alliance internationale, YEA (Youth Empowerment Alliance), composée de sept ONG internationales.¹³ L'objectif du programme ASK est d'améliorer le respect des droits à la santé sexuelle et reproductive des adolescents et jeunes en accentuant l'utilisation des services de santé de santé sexuelle et reproductive (SSR) par ces derniers. Au Sénégal, la mise en œuvre du Programme ASK est assurée par l'Association Sénégalaise pour le Bien-Être Familial (ASBEF), leader national et AMREF Health Africa. Elles sont techniquement assistées par le Centre Ginddi du Ministère de la Famille avec la collaboration de plusieurs autres partenaires opérationnels et institutionnels.

La participation des jeunes est une partie intégrante du Programme ASK. A cet effet, nous sommes en train de mener des recherches sur les effets de la participation des jeunes sur les résultats du Programme.

Vos commentaires nous aideront à apprécier les acquis dans le domaine de la participation des jeunes et de proposer des recommandations pour renforcer la participation des jeunes dans le Programme. Toutes vos impressions et opinions nous intéressent. Nous vous assurons qu'il n'y a aucune fausse ou bonne réponse. Nous vous encourageons à faire de francs commentaires qui puissent nous aider. Certains d'entre vous approuveront ou désapprouveront les idées des uns et des autres, ce qui est tout à fait normal. Nous vous encourageons de ce fait d'être assez ouvertes. N'attendez pas que le modérateur vous demande votre avis. Vous pouvez intervenir à n'importe quel moment. Toutefois, veuillez à ne pas interrompre vos camarades quand ils parlent. Tout le monde aura l'occasion de parler et toutes les opinions et suggestions seront les bienvenues. Si vous ne voulez pas répondre à une quelle conque question, vous pouvez refuser à tout moment.

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¹² L'Éthiopie, le Ghana, l'Indonésie, le Kenya, le Pakistan, l'Ouganda et le Sénégal

¹³ [Rutgers WPF](#) en tant que chef de file, [Amref Health Africa](#), [SIMAVI](#), [Stop Aids Now](#), [Dance for Life](#), [Choice for Youth and Sexuality](#) et [IPPF](#)

Avant d'accepter de participer à ce projet, je vous demande de bien lire et comprendre la présente lettre d'information et de considérer attentivement les renseignements liés à cette recherche.

Avez-vous des questions à poser ?

Êtes-vous d'accord pour continuer ?

N° de discussion de groupe :	
Date :	
Lieu (région, district, lieu) :	
Enquêteur :	
Signature de consentement éclairé :	_____ oui _____ non
consentement pour l'utilisation du magnétophone	_____ oui _____ non

PARTICIPATION AU PROGRAMME ASK

- DG2.1. Comment avez-vous connu le programme ASK?
- DG2.2. Décrivez s'il vous plaît comment vous avez été impliqués dans le Projet ASK. (Membre du MAJ, client, participation dans les activités communautaires, etc.)
- DG2.3. Comment avez-vous changé, le cas échéant, depuis avoir été impliqué dans ce projet? (sonde de changement dans l'estime de soi, la capacité de prise de décision, la relation avec les adultes à la maison / école / communauté, participation à d'autres domaines sociaux ou de citoyenneté, etc.)

LES IMPRESSIONS DES POINTS FOCALIS REGIONAUX

- DG2.4. Que savez-vous du rôle des Jeunes points focaux régionaux d'ASBEF ?

DG2.5. Comment les Jeunes Points focaux régionaux ont influencé votre participation dans le projet ASK?

DG2.6. Qu'est-ce que vous considérez être la valeur ajoutée, le cas échéant, d'avoir des jeunes Points focaux régionaux plutôt que les points focaux adultes?

LES ATTITUDES D'ADULTES VERS LA PARTICIPATION DES JEUNES

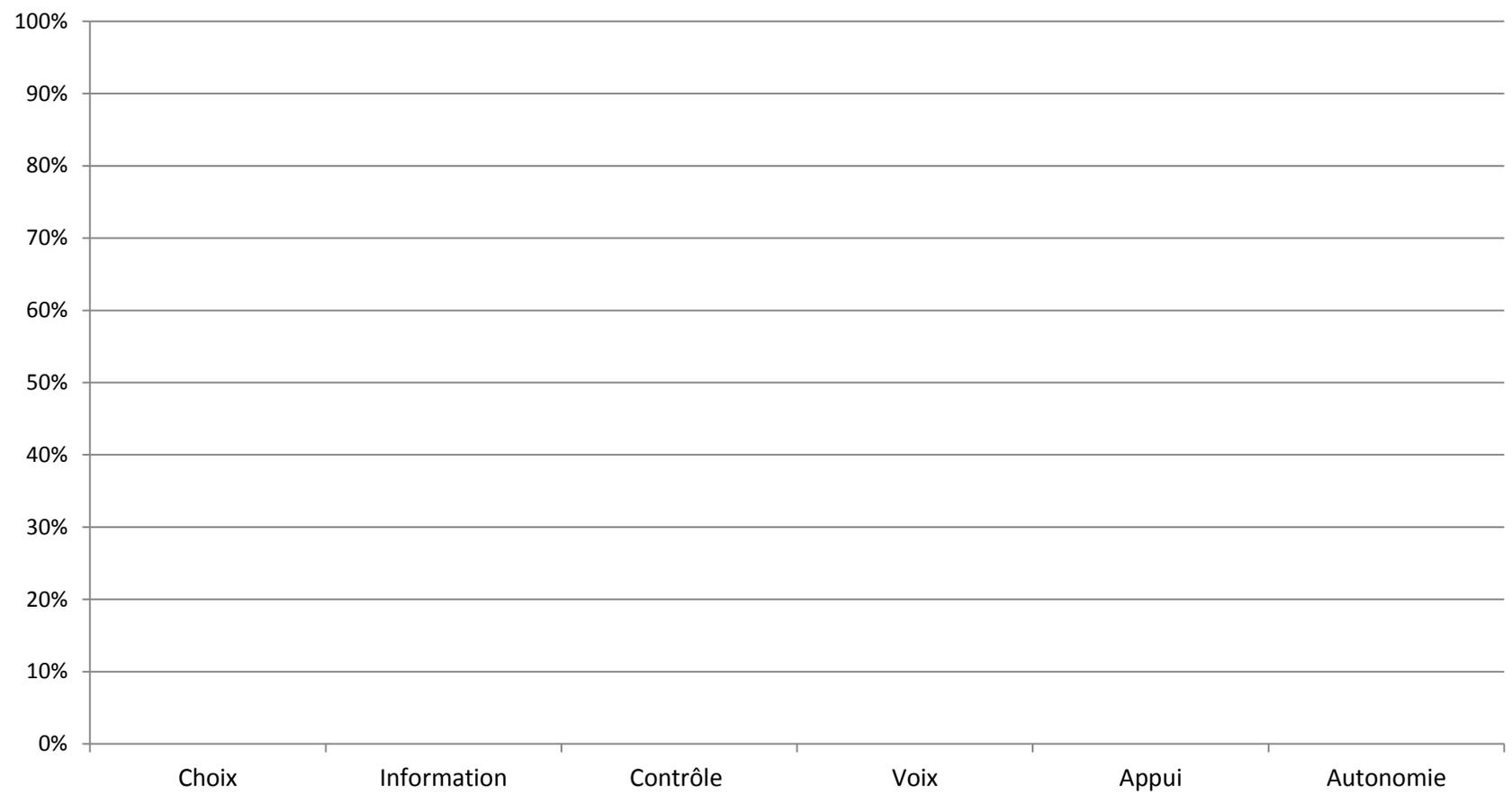
DG2.7. Quels types de changements, le cas échéant, avez-vous remarqué en ce qui concerne les attitudes des adultes envers la participation des jeunes depuis le début du programme ASK?

RECOMMANDATIONS POUR L'AVENIR

DG2.8. Comment pensez-vous que la participation des jeunes peut encore être améliorée dans le programme ASK?

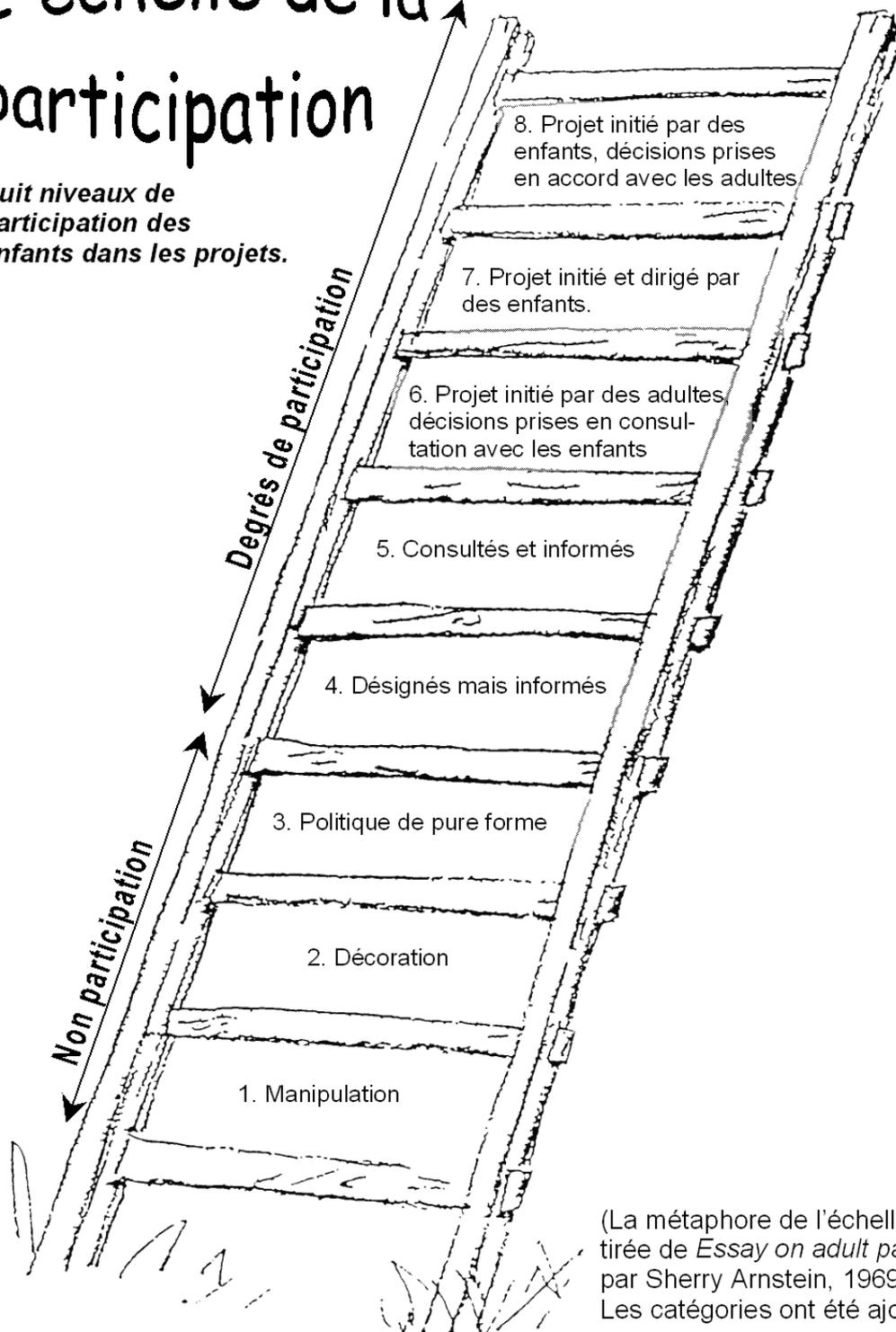
DG2.9. Quel genre de soutien pensez-vous serait nécessaire ou utiles pour renforcer la participation des jeunes dans le programme?

Facteurs de Participation (Thomas, 2002)



L'échelle de la participation

Huit niveaux de participation des enfants dans les projets.



(La métaphore de l'échelle a été tirée de *Essay on adult participation* par Sherry Arnstein, 1969. Les catégories ont été ajoutées.)

L'ÉCHELLE DE PARTICIPATION (HART, 1992)

1. LA MANIPULATION : cette notion décrit les situations où les enfants ne comprennent pas les problèmes qui se posent mais sont entraînés à participer à un projet par les adultes. On peut citer en exemple le cas d'enfants d'âge préscolaire qui portent des affiches politiques décrivant l'importance des politiques sociales pour les enfants.

2. LA DÉCORATION : cette notion s'applique aux occasions fréquentes où on donne aux enfants des T-shirts à l'occasion d'une manifestation en faveur d'une cause quelconque ; les enfants chantent et dansent mais n'ont qu'une idée très vague de ce qui se passe et ne participent pas à l'organisation de la manifestation. Les adultes ne prétendent pas que les enfants sont à l'origine du mouvement, ils les utilisent simplement pour soutenir leur cause de façon relativement indirecte.

3. LA POLITIQUE DE PURE FORME : cette notion décrit les situations où les enfants ont apparemment la parole, mais n'ont en fait pas vraiment pu choisir le sujet du débat ou le mode de communication et où ils n'ont qu'une possibilité limitée, lorsqu'elle existe, d'exprimer leurs opinions. Cette notion pourrait s'appliquer aux situations où des enfants intelligents et charmants sont sélectionnés par des adultes pour participer à un jury, sans avoir été au préalable suffisamment informés sur le thème du débat et sans avoir pu s'entretenir avec les autres enfants qu'ils sont censés représenter.

4. DÉSIGNÉS MAIS INFORMÉS : à ce niveau, les enfants comprennent les objectifs du projet auxquels ils participent. Ils savent qui décide de leur participation et pourquoi. Ils jouent un rôle véritable (et non pas décoratif). Ils se portent volontaires pour participer au projet, après explication de leur rôle. Les enfants qui ont été pages à New York lors du sommet mondial des enfants sont un exemple de ce type de participation.

5. CONSULTÉS ET INFORMÉS : le projet est conçu et dirigé par des adultes, mais les enfants en comprennent le processus et leurs opinions sont prises au sérieux.

6. PROJET INITIÉ PAR DES ADULTES, DÉCISIONS PRISES EN CONCERTATION AVEC DES ENFANTS : comme le titre l'indique, le projet est initié par des adultes, mais les décisions sont prises en consultation avec les jeunes. Bien que la plupart des projets communautaires soient destinés à être partagés par tous, ils devraient cependant, tout en s'adressant à l'ensemble de la population, accorder une attention particulière aux jeunes, aux personnes âgées et à ceux qui sont susceptibles d'être exclus en raison de leurs besoins particuliers ou d'un handicap.

7. PROJET INITIÉ ET DIRIGÉ PAR DES ENFANTS : nous avons tous des dizaines d'exemples où les enfants conçoivent et exécutent des projets complexes lors de leurs jeux. Il est cependant plus difficile de trouver des exemples de projets communautaires initiés par des enfants. Il semble que les adultes ne savent pas donner suite aux initiatives prises par des jeunes.

8. PROJET INITIÉ PAR DES ENFANTS, DÉCISIONS PRISES EN ACCORD AVEC LES ADULTES : les projets de ce genre, qui se situent tout en haut de l'échelle, sont malheureusement trop rares. À mon avis, c'est parce que les adultes ne sont pas intéressés et ne comprennent pas les intérêts particuliers des jeunes. Nous avons besoin de personnes qui comprennent les indicateurs subtils d'énergie et de compassion des adolescents.

9. MOBILISATION SOCIALE : il n'est pas impossible que, pour certains grands projets de mobilisation, les enfants, bien qu'ils ne soient pas à l'origine du projet, en soient quand même bien informés, qu'ils se sentent réellement concernés par le problème et qu'ils aient même un point de vue critique sur la cause défendue. Certaines activités pourraient par

conséquent se retrouver tout en haut de l'échelle de participation et être classées sous la rubrique « désignés mais informés ».