SETTING UP A YOUTH ADVISORY BOARD

A GUIDEBOOK

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CHAPTER 1
INTRODUCTION

Dasra is a Non-Governmental Organisation (NGO) that has been catalysing the strategic philanthropy landscape in India since 1999. Within Dasra, the 10to19: Dasra Adolescents Collaborative works to address the scale and breadth of issues faced by adolescents by bringing together different stakeholders working with and for adolescents. Pravah is an NGO that has pioneered the youth development perspective in the Indian social sector.

Dasra's work around adolescents and youth contains 2 critical programmes - Youth Ke Bol and the 10to19 Dasra Adolescents Collaborative. Both these projects focus on a common goal - to amplify young people's voices and make them key stakeholders of various interventions. **Dasra, in collaboration with Pravah, created 2 boards namely, the Young People's Advisory Group (YPAG) for the Collaborative and the Youth Advisory Group (YAG) for Youth Ke Bol.**

The YPAG consists of 6-8 members from states such as Jharkhand, Assam, and Chhattisgarh. Their major role consists of advising the community on critical issues such as SRHR, secondary education, first-time pregnancy, enhancing agency, and ending child marriage to ensure that youth and adolescent voices are heard regarding programs concerning them and their lives.

Meanwhile, the YAG is a part of the youth engagement strategy that seeks to incorporate young people's voices and build partnerships with them as critical stakeholders for change-making in an equitable manner. This initiative also aims to elevate young people's voices to relevant decision-makers in the government and private sector.

The roles of the board, while similar, were designed to match and adapt to the needs and stages of the two projects. They are as follows:

1. Understanding and communicating young people's demands and needs to different stakeholders such as the government, schools, and civil society groups.

2. Guiding the direction, design, and activities of the projects and bringing in a youth perspective to major decisions.

3. Sharing their views on the comprehensive development of adolescents and young people and also providing critical insights to create safe online and offline spaces for them to share their experiences and concerns around their sexual and reproductive health.

4. Ensuring that young people's voices are heard.

Young people recognise the challenges they face, which leads to them coming up with creative solutions. The Dasra - Pravah partnership has built itself on a shared vision that sees interventions driven and led by young people. Evidence suggests that young people's involvement in governance and execution processes ultimately leads to relevant, effective, and sustainable solutions.

1A ABOUT THIS GUIDE AND ITS UNDERLYING PRINCIPLES

This document has been prepared by Pravah and Dasra to share their strategy for building these two groups to guide other social sector organisations in the direction of convening advisory groups of their own.

It draws on the experience of convening the YPAG and the YAG to list the principles and processes required for an organisation looking to convene a youth advisory board. The main underlying principle has been the youth development approach which differs from mainstream approaches that see young people as passive recipients of development interventions. The youth are centred in this approach, allowing them to articulate their own development needs and aspirations, thus leading to the co-creation of development and policy interventions with them.

Pravah believes that, as a society, we have 'legitimised' four spaces for young people - family, friends, career/career-related education, and leisure or recreation. However, there also exists a 5th space wherein the youth relates to society. In the development discourse, this is increasingly being referred to as the space of 'active citizenship.' However, active citizenship has started to be associated almost solely with social action and volunteering. We argue that the 5th space must be repositioned as a space that

focuses as much on young people's self-transformation as it does on transforming society through them. It must be a space that builds on the aspects of understanding the self, developing meaningful relationships, and impacting society – all of which are critical to youth development. The YAB must be a space where young people create a 5th space, where they relate to the world around them, actively engage with it, and seek to change it. Thus, this document is embedded in the youth development paradigm that seeks to create a 5th space for young people to engage with development planning and practice through the formation of a Youth Advisory Board (YAB).
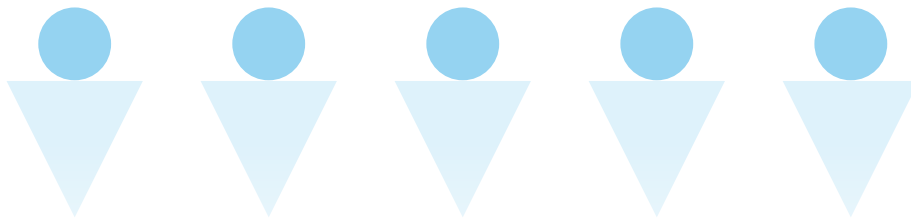
NOTE

The YAG and the YPAG refer to the two youth advisory boards/groups that were convened by Dasra and Pravah. The YAB refers to the youth advisory board that any organisation working on youth and adolescent issues can convene.

PARTNERSHIP

pravah | **10to19** Community

YOUTH ADVISORY GROUP (YAG) | YOUTH KE BOL

YOUNG PEOPLE'S ADVISORY GROUP (YPAG) | 10TO19

ROLES

- Guiding design, direction, and activities of YKB.
- Building a narrative to amplify youth voices.
- Providing insight to create safe online and offline spaces for young people.
- Formulating demands for/by Youth Ke Bol.

ROLES

- Bringing youth perspectives to the Collaborative's decisions.
- Advising the Collaborative on their research and communication material.
- Communicate the youth's demands to different stakeholders.
- Share views on bringing Dasra's 5-year goals into action.

CHAPTER 2

PLANNING AND IMPLEMENTATION PROCESSES:

HOW TO BUILD THE LEADERSHIP JOURNEY

In this section, we will explore the planning and implementation process for convening a Youth Advisory Board. It elaborates on the creation of a journey for youth leaders who would be selected for the Youth Advisory Board. It is envisioned to be a safe space where youth leaders can learn, grow, and co-create the Youth Advisory Board's strategic directions. The following diagram lists the crucial steps required while setting up the YAB. These are indicative.

OVERALL JOURNEY DESIGN FOR YAB

DURATION: 8 MONTHS

1 Lay Down Selection Criteria and Application Process

2 Mobilise and Select YAB Members

3 Design YAB Engagement Strategy

ENVISION (MONTH 1 & 2)

4 Group Induction, Orientation and Expectation Setting

ENERGISE (MONTH 3)

> INPUT SESSIONS

Skill building directed towards enabling members to play their role effectively

SESSION TOPICS
- > Laying down the Foundation
- > Who am I?
- > Aspiration Building & Vision Board
- > System Thinking
- > Understanding Adolescent and Youth through Development Lens
- > Values & Decision Making
- > Effective Communication through Experiential Design
- > Advocacy, Storytelling and Narrative Building

CAPACITIES BUILT
- > Problem Solving
- > Leadership
- > Collaboration
- > Empathy
- > Respect for Diversity
- > Creativity
- > Decision Making
- > Effective Communication

Additional support components offered alongside input sessions

> FREEDOM TO GROW GRANT

Grant to enable members to pursue learning opportunities outside the program

> MENTORING SUPPORT

Adult-Youth partnerships to support the learning journey of the members

5 CAPACITY BUILDING

ENABLE (MONTH 3–8)

Engagement spaces for YAB members to play their advisory role. These would be held in tandem with input sessions

EXTERNAL REQUESTS
- > Engagement request from partners and other stakeholders in the ecosystem.

INTERNAL REQUESTS
- > Inhouse engagement request from the host organization.

LEARNING CIRCLE
- > Structured spaces to bring back the learnings in from different engagement opportunities.

6 TASK FORCE/ ACTION LAB

EXECUTE (MONTH 3–8)

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7 GRADUATION TERM & RENEWAL

8 ALUMNI NETWORK

Established group ready to contribute on need basis

ENSHRINE (MONTH 8)

2A LAYING DOWN THE SELECTION CRITERIA AND THE APPLICATION PROCESS

The intended result of the application process is to select young leaders for the Youth Advisory Board who will be passionate and committed to the causes and issues fore-fronted by the YAB (Youth Advisory Board).

The selection criteria can vary based on the unique context of the particular organisation or initiative convening the YAB. However, certain essential points must be considered while drafting the selection criteria:

> The youth leaders must possess the will and desire to learn, invest, and grow into the space provided by the YAB. This is essential because without this critical component, the selected leaders will not find the required drive to contribute to the space with their maximum potential.

> Passion for the relevant thematic area is critical for the youth leaders to bring their insights to the space.

> Diversity is required to represent the voices of the most marginalised youth and embed their lived realities into their programmatic work. The organisation must adopt an intersectional perspective when seeking to recruit youth leaders for their YAB. Moreover, listening to the voices of the marginalised will lead to diversity in perspectives, thus enriching the YAB.

> The youth leaders have to be ready to commit the requisite time for them as a member representing the YAB due to the intensive transformative nature of their leadership journey.

APPLICATION PROCESS

- Ensure geographical diversity.

- Be mindful of socio-economic determinants.

- Ask questions to assess their will to learn.

- Have a flexible and modifiable selection process.

- Plan the application process in advance.

- Keep a contingency plan in place.

- **List the essential selection criteria for the YAB's members based on the needs of the organisation. These can include:**

  - **Geographic balance:** Ensuring that the candidates are also from rural areas, tier 2 and tier 3 cities, and regions such as hilly areas, Jammu and Kashmir, Northeast India, and so on. This is to ensure that there is representation from all corners of the country.

  - **Socio-economic determinants:** This includes the candidate's age, gender identity and expression, caste, race, socioeconomic status, disability, and sexual orientation

- **To assess their will and desire to learn, ask the following questions in the application form or during the interview:**

  - What do you expect to learn throughout your engagement with the YAB?

  - What kind of learning opportunities have you benefited from in the past? Examples: courses, internships, community work, extracurricular activities, etc.

  - How can you contribute to the YAB?

    This will give the organisation an idea about the candidate's clarity towards their own learning goals, how these goals are aligned to the purpose of the YAB, and how passionate they are to achieve these goals.

  - Which is that one area where you feel youth voices need to be strongly included and why?

  - What's a big question around youth and/or adolescent development that you'd like to solve and why? **(NOTE: Encourage them to share their personal** experience.)

    This will help the organisation assess the candidate's awareness and opinions about youth and adolescent issues. The solutioning aspect will also showcase their creativity, articulation, and analytical skills. Instances from their personal experience will ensure that their understanding is not just intellectual but well-rooted in their personal life.

- **Have a flexible application process that can be modified as per the changing context of the organisation.**

- **Ensure that you have planned the application process beforehand and keep a buffer of a few weeks to adapt to any changing circumstances.**

- **Keep a contingency plan of action ready in case of a lack of applications or any programmatic changes.**

2B MOBILISATION AND SELECTION PROCESS

- **Prepare easy-to-understand and catchy mobilisation material (refer to Annexure 1 for the programme flyer created for YPAG and YAG) to ensure potential applicants comprehend the programme and the needs of the YAB. The visibility material for mobilisation can use videos, interactive posters, comics, and the extensive use of social media to attract more applicants.**

- **Prepare a detailed mobilisation plan to attract applicants. You should have an alternate plan in case your organisation might not get the required number of applicants in the first round of selection. This will require tweaking the mobilisation plan, for example:**

  > Opt for targeted or open mobilisation based on your needs. Targeted mobilisation is when one reaches out to a pool of partner organisations with a rich youth base, who further send in their youth nominations. Open mobilisation is when the application is open to everyone directly (through social media) - there are no partners involved.

  > Should you receive fewer applications within the given timeframe, you can always revisit and extend the deadline. This also ensures that the quality and quantity of applications are maintained.

- **List the benefits that the YAB's selected members obtain by becoming a part of the board:**

  > Experiential learning journey which centres their growth and learning.

  > Necessary resources to facilitate their capacity-building.

  > Fun and exciting capacity-building sessions covering diverse topics to nurture their leadership skills.

  > Exposure to multiple viewpoints on SRHR (or any other focus areas of the group).

- **The mobilisation material should use English and any other regional language pertinent to the region.**

- **Prepare the criteria that are necessary for the participants' evaluation and selection to the YAB. (Refer to Annexure 2 for the candidate evaluation sheet)**

- **Many participants might not be comfortable with writing in the initial round due to their various marginalizations. This necessitates an inclusive approach that does a comprehensive evaluation of the applicant. Thus, your organisation could ask for videos supplementing the written application.**

- **The applicant should be kept at ease throughout the interview process. Be ready to answer their queries. In case any applicant is not selected, communicate the same to them at the earliest.**

- **Tie up with partner organisations and ask them to nominate members for the YAB as they might have on-ground connections with the marginalised youth from vulnerable communities. Create a database of organisations in the following format:**

SR NO	ORGANISATION	LOCATION	ORGANISATION POINT PERSION	PHONE	EMAIL ID	NOMINEES

- While the number of rounds for the selection process might vary as per the needs of the organisation convening, there should be a group exercise to see how well the applicants perform in a group setting. This can be in the form of a collaborative exercise that requires leadership, teamwork, and creativity. This will help the anchoring organisation understand how the individual fits into the group since the YAB is essentially a collaborative effort by all the members.

- The suggested rounds are:

  > **Round 1 :** Shortlisting the candidate based on their application form.

  > **Round 2 :** Interview the candidate.

  > **Round 3 :** Group interaction and experiential assessment. This can be done through a game or task (Refer to Annexure 5 for the Bomb and Shelter Game).

- Post selection, the following steps have to be completed by the advisory member: The onboarding process includes the signing of *onboarding letters*, *financial forms*, and *consent forms*. **(Refer to Annexure)**

THINGS TO KEEP IN MIND!

- There is a strong possibility that despite intensive mobilisation for applicants, there may not be enough applications. Having faced this problem, we believe that to navigate the application process, the anchoring organisation has to ensure that it adopts a flexible approach. This would require finding newer ways of outreach such as reaching out to more partner organisations or other organisations working with the youth on similar issues, and newer channels of media, such as WhatsApp and Facebook.

- Another probable challenge would be finding applicants from diverse socio-economic backgrounds. This would necessitate newer collaborations with organisations working with these particular marginalised communities since they have a deep on-ground connection with them.

2C DESIGN YOUTH ADVISORY BOARD ENGAGEMENT STRATEGY

This section deals with strategising that is necessary for the smooth functioning of the board. Engagement strategy helps to premeditate and identify various components and elements in a youth leader's journey. It provides the direction to the YAB to properly define future courses.

Pravah followed the E7 (E power 7) framework (developed by *Vyaktitva*) for diagnosing, designing, implementing, and evaluating specific elements of intervention in line with the advisory groups' needs. It's important to note that any convenient framework can be used for laying down the engagement strategy.

EXCAVATION · ENVISION · ENERGISE · ENABLE · EXECUTE · EVALUATE · ENSHRINE
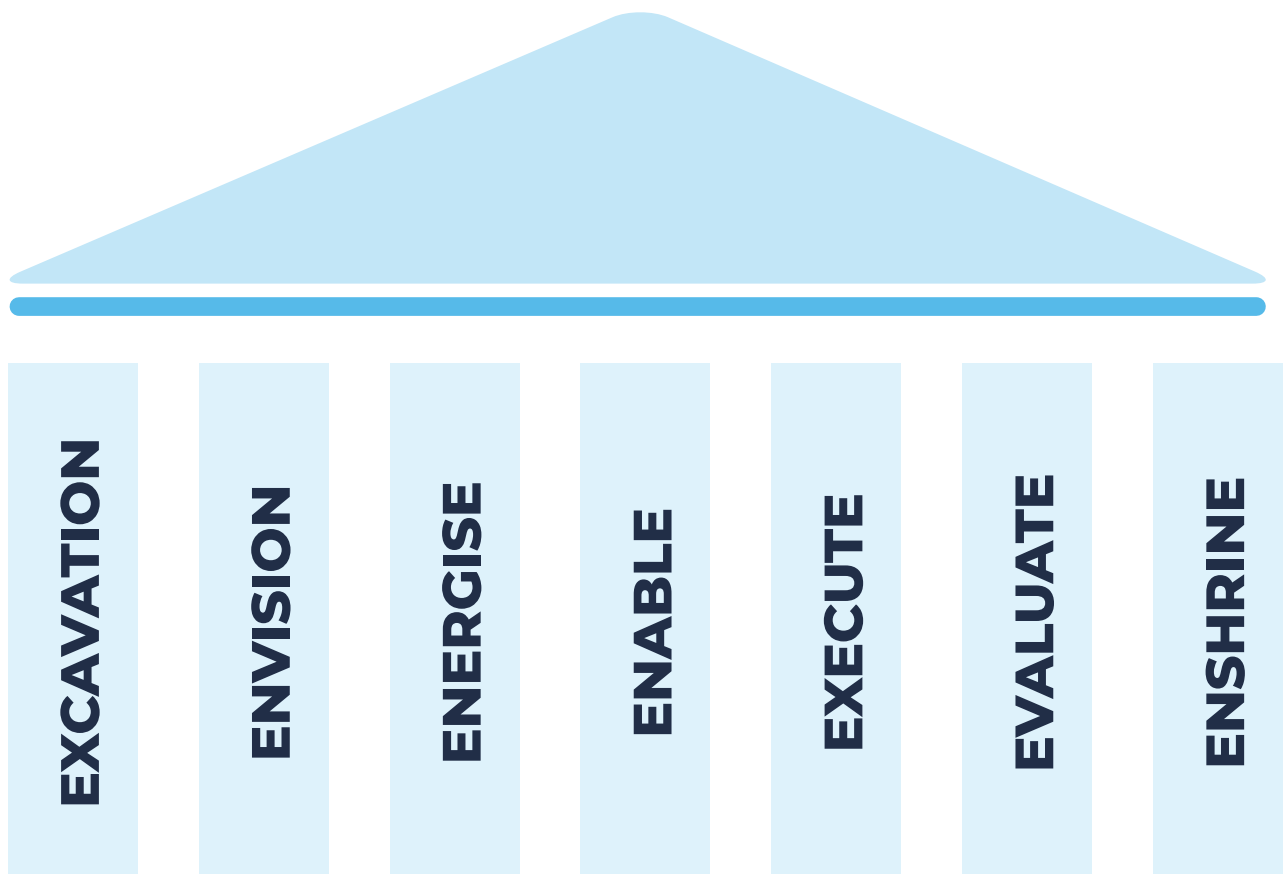
E7 FRAMEWORK

The components of the E7 framework are as follows:

EXCAVATION

includes understanding the current state vs. the desired state and articulating the real needs. It involves a detailed analysis of the core problem at large and conducting a stakeholder analysis prior to working on convening the board.

ACTIVITIES

- Identify the need of setting up a youth advisory board and its position in the host organisation's ecosystem.

ENVISION

involves conceptualising and designing the intervention after excavating the problem from all possible angles.

- Conceptualise the journey of the YAB - clearly outlining the different components involved.
- Define the objectives and the outcome of the YAB.

ENERGISE

involves communicating the collective aspirations to the stakeholders and building their consensus and ownership of it. This will require the co-creation of the mandate and strategic directions of the board with the youth leaders and the funding agency.

- Design elements to incentivise the participants and create a pull for the program. This can be in the form of freedom to learn grants, reimbursements, resource support, acknowledgement/recommendation letter, journey completion certificate, etc.
- Co-create the mandate and strategic directions of the board with the youth leaders and the funding agency.
- Hold a common orientation-cum-induction session to align expectations.
- Co-create a group charter to define the group's structure and the various roles and responsibilities in it.

ENABLE

ACTIVITIES

involves the participants' training and capacity-building to leverage the space and work towards the desired outcome. The training will be two-fold: First, it will focus on building the leadership capacities of the members of the YAB, and second, it will prepare them for external opportunities through coaching and mentoring.

- Design and facilitate capacity-building sessions with the group.
- Capacity-building will be two-fold. First, it will cater to building the leadership capacities of the members of the YAB, and second, prepare them for external opportunities through coaching and mentoring.

EXECUTE

involves the actual implementation of the plan to reach the desired outcome. Thus, apart from capacity-building, it will entail internal and external opportunities where the youth leaders represent the YAB and present the marginalised youth's perspectives.

- Search and provide internal and external opportunities for the group members to employ their newly acquired skills.
- This will be conducted in the form of action labs.

EVALUATE

involves assessing the effectiveness of the intervention and identifying improvement areas through feedback and other methodologies.

- Recap of the journey over the tenure - progress, highlights, and achievements.
- Hold program review and feedback - on what went well and what could have been better in the journey.
- Appreciation and recognition of the members for their contributions.
- Certificate distribution ceremony.
- Role and expectations as an alumnus.

ENSHRINE

involves a smooth handover and enshrining of the new system in the organisation.

- Ensure sustainability of the YAB segment in the organisation's ecosystem.
- Have a dedicated team to nurture and work alongside the YAB every year.

2D GROUP INDUCTION, ORIENTATION, AND EXPECTATION SETTING

This section is essential to energise the YAB's members and motivate them for the upcoming journey ahead. Once the selection emails have gone out to them, conduct a session (or two) prior to the capacity-building sessions.

The Orientation session is a crucial component that helps lay down the foundation of the YAB. This section should include an overview of the programs, lay out expectations and roles for the YAB members and clarify the queries of the YAB members which will inevitably arise in this process. The anchoring organisation also needs to utilise this opportunity to detail the responsibilities of the YAB members and also list down external activities that the YAB members will participate in.

The session should have the following details:

- Brief introduction of the anchoring organisation and the YAB to get an idea of the mission and vision of the group.

- Ensure that the deliverables and a clearly defined incentive structure from the YAB's members are in place prior to organising this session(s). Work with marginalised youth must be adequately compensated because of the opportunity cost of their participation. Data pack top-ups have to happen prior to their engagement or on a need basis to avoid having them miss any sessions.

- Introduction of the YAB and partner organisation(s) if any. In addition to that, the anchoring organisations must share the importance of investing in the Youth Advisory Board and a brief overview of their leadership journey.

- Having an icebreaker activity will help the members open up and get to know each other on the Board. These include puzzles, games, and other fun and engaging activities.

- It will be very helpful to initially open this session(s) with self-exploration prompts which will facilitate an inward reflection and build a greater connection with the YAB members.

- Encourage the YAB members to set their own ground rules and co-create accountability mechanisms in the event of a breach.

- YAB members will develop a more detailed charter for the group. This charter would outline the purpose, basic structure, governance, roles and responsibilities, etc. The charter will also articulate the member commitments and expectations. Since this will be co-created with the anchoring organisation, it will strengthen the youth-adult relationships.

ORIENTATION SESSION DESIGN:
Sample Agenda

- Carry out an energiser activity to help the group become acquainted with each other and melt the initial hesitation. The members can introduce themselves in a fun way such as sharing their name and their favourite hobby and so on.

- Establish the need for a youth development perspective and its significance in their

work. They should become familiar with the anchoring organisation and the project that they are a part of.

- Discuss some common values that the group should uphold and write down the ground rules. Ensure consensus building for the same. This is the time to establish accountability for their engagement as YAB members.

- Reiterate their roles and responsibilities as YAB members.

2E CAPACITY BUILDING

This is a critical segment as it is essential to build the YAB's leaders' capacity. The goal is to equip them with certain vital skills which will help them take on their tasks as YAB members and help them in their leadership journey.

The design principles that can be used for the YAB are:

F Feelings are honoured

O Ownership of self to society

I Inclusion for All

G Grounded in refl-Action

L Learning together with adults

W Willingness to tak risks

N Now is as important as the future

- **Feelings are honoured:** It is crucial to respect the feelings of the audience that the design has in mind. Without this important principle, there is a threat of losing the young people's space and connection to the YAB.

- **Learning together with adults:** This is diametrically different from the dominant mode of the banking model of education which sees young people as passive recipients of knowledge. In fact, this principle recognises that learning is a two-way process wherein the facilitators also learn from young people's lived experiences and knowledge.

- **Ownership of Self to Society:** This principle recognises that young people need to go on a path from the self to society. To achieve this, they have to understand themselves, their hopes, aspirations, strengths and weaknesses, and slowly see the world around them as a space for them to take ownership and contribute to its development.

- **Willingness to take risks:** The facilitator must be willing to experiment and move away from a rigid design. This will help them adapt to the youth's changing needs and cater to them accordingly.

- **Inclusion for All:** This is a vital principle that, if not incorporated into the design, will lead to several youth feeling excluded, generating negative feelings which will not be conducive for the YAB's growth. Moreover, it will go against the raison d'être of the YAB itself. Hence, it is critical to ensure this principle permeates every aspect of session design and delivery.

- **Grounded in refl-Action:** Session designs need to be grounded in refl-Action. This refers to the creation of a learning space where the youth can introspect and reflect on social issues around them, and then proceed to take action.

While the programmes of the YAB might focus on various aspects of youth development and participation with intersectionality across issues such as identity, education, employability, environment, etc. the essence of the experiences created for the group remains the same due to the integrity of the F.L.O.W.I.N.G. design principles (mentioned in FIG.1) as a foundation.

The F.L.O.W.I.N.G. Design Principles spotlight inclusion and an inter-generational leadership experience. They are also embedded with ownership by young people for issues of youth, building on their appetite to take risks with an adequate safety net for support. Furthermore, they are grounded in the members taking concrete action and giving sound recommendations. A space that can hold their feelings and ensure their participation in the NOW as well their contribution to the future.

The following things are to be observed while designing capacity-building sessions:

Ensure that the initial set of capacity-building sessions is based on exploring the Self and team-building activities. This will create a warm synergy between the youth leaders, thus laying the foundation for a more cohesive YAB.

Input sessions can be woven into the journey covering the following themes:

- **Self-Awareness:** To provide the participants a space to explore themselves and their journeys in the context of the work done by their boards, and also build a connection with each other.

- **Effective Listening and Responding:** Establish listening as an important life skill with the YAB members to allow them to articulate and share an important life event that shaped them. It will also help them to know each other better and see the value of coming together as a group.

- **Learning Styles:** Analyse the different kinds of learning styles and help the YAB members identify their preferred learning styles which they can later apply to design interactive sessions on the chosen topics.

- **Conflict Resolution Processes:** Understand the different ways of approach and do not view them as a source of negativity, but rather see them as a source of potential growth. This way, the YAB members will learn to apply different methods of conflict resolution and tackle the inevitable crises and conflicts that will arise in their learning journey.

- **Systems Thinking Approach:** Explain the systems thinking approach and the ability to think systemically and how every decision in a system impacts a larger set of people as opposed to a linear-thinking approach. The YAB members will learn how all our needs are interconnected to each other within a larger societal context and connect these to the anchor organisation's goals.

- **Development Lens:** Understand the meanings associated with the concept of development, and apply different development lenses to social/thematic issues concerning their YAB.

- **Leadership:** Analyse the concept of leadership and the constituent elements of leadership. YAB members will be able to identify their leadership style and adapt it accordingly as per the situation.

- **Effective Communication:** An Effective communication session will help the YAB members to analyse the importance of two-way communication, understand the ARCS framework to captivate the audience, and create experiential designs.

- **Advocacy, Storytelling, and Narrative Building:** To be able to establish storytelling as a skill for advocacy or a medium for advocacy. Building this skill would allow young people to be able to collect stories from the ground through intergenerational dialogues and integrate them in design sessions of their creation.

(Refer to Annexure 4 for the detailed list of capacity-building topics and specific objectives)

Regardless of the thematic of the session, every youth leader must keep the following things under consideration:

- Have thematic sessions catering to the needs of the particular anchoring organisation.

- The anchoring organisation should be mindful of the youth leaders' local contexts and time such as school/college examinations, festivals, and so on, and schedule the capacity-building sessions accordingly. It must be planned well in advance.

- The sessions should follow experiential learning pedagogy that engages the learners in the capacity-building sessions. It should NOT be a one-way learning process.

The sessions can begin with an energiser, leading into the personal connection wherein the youth leaders will be asked to reflect on their own lives and draw connections between the topic to be covered and their own lives. After this, information can be exchanged and they can be asked to perform a task that makes them practise the concept(s) taught in the session. Finally, a real-world connection activity can be conducted where they are asked to apply the session's learnings to their own lives. This is based on the Walker Cycle by Donna E. Walker (shown in the figure)

Action Lab Meetings

Guidelines

- Document outcomes as recommendations, PoAs, task forces, etc.
- Make it a space for reflections, deliberations, and aggregation of efforts.
- Conduct fortnightly meetings to engage the multiple agendas.
- Create an action plan to clearly determine outcomes.
- Document the entire process for the SOPs.

Areas Of Engagement

- Advocating the organisation's mission by creating content.
- Research, performance measures, and evaluations of ongoing youth programmes.
- Job shadowing.
- Communication and narrative building.

(Refer to Annexure 3 for a brief design for the 'Who Am I?' session which was run with the advisory group)

THINGS TO KEEP IN MIND!

- It is essential to build a meaningful connection between the advisory members.

- Create sessions that cater to the diverse learning needs of the audience. This would create a hook for the learners. Take time to identify the different learning needs of the advisory members.

- Experiential learning pedagogy is essential to actively engage the advisory members. Use activities like debate, tasks, and case studies to keep the team's engagement intact.

2F ACTION LAB

The Action Lab space is for the YAB members to heavily engage from the time of orientation with internal (anchoring organisation's internal activities that will be listed beforehand) or external opportunities (panel discussion, representing the board in front of the stakeholders, conference meetings, collaborative meetings with other NGOs, etc.). The Action Lab opportunities will happen simultaneously with the capacity-building sessions.

If not everyone is selected for a particular opportunity, a Learning Circle should be created where anyone from the group who represents the board on any platform can bring back the learnings and share them with the YAB. This way the group is also capacitated to build new learnings.

The Action Lab meetings should follow certain guidelines such as:

- Documentation of the outcomes in the form of recommendations, plans of action, working groups, and task forces for various agendas.

- The Action Lab meetings should be a space for reflections, deliberations, and aggregation of efforts by the YAB.

- There should be fortnightly meetings with the YAB members to engage with the multiple agendas charted out in their roles. These meetings would initially be facilitated by the anchoring organisation and eventually self-facilitated by the group in the presence of the organisation.

- Creation of an action plan to determine the outcomes in partnership with the YAB and what the success of the YAB will look like. In addition, the plan should also address the way in which the program progress will be reported back and how they will know their input is received and acted upon.

- The entire YAB process should be documented along with the SOPs for the constitution of the YAB.

Some suggested areas of engagement are:

- Advocating for an organisation's mission through creating content for conferences, co-writing, or reviewing program proposals and funding requests.

- Researching or making assessments, performance measures, and evaluations of ongoing youth programs. Advisory members to be a part of quarterly reviews of the organisation's youth programmes.

- Job Shadowing: Members can be matched with organisation employees to shadow them. This will supplement their skills and create close ties with different stakeholders.

- Communication and Narrative building:

  > Write articles for the organisation's quarterly newsletter or other youth platforms, listing specific ways that members have made a difference as an advisory group.

  > Designated youth advisory group section on the website that is to be co-created with the members.

  > Advocacy campaign: Launch an advocacy campaign that addresses an issue that affects youth and subsequently share youth participation insights on social media.

2G GRADUATION, TERM RENEWAL, AND ALUMNI NETWORK

The tenure for the YAB can be decided by the anchor organisation based on its needs. The existing YAB members can be a part of the board if they want to continue for the next tenure. In case the members are not looking to be a part of the board, the organisation needs to start the YAB members' recruitment in advance.

To bring the group's journey to an end, a closure session can be held, covering the following areas:

> Recap of the journey over the tenure - progress, highlights, and achievements.

> Program review - what went well and what could have been better in the journey. (Here's the link to a sample feedback form: *https://forms.gle/jiVYTX5d8pfPf2e2A*)

> Appreciation and recognition of the members for their individual contributions.

> Certificate distribution ceremony.

> Role and expectations as alumni.

A youth network can be created wherein promising applicants who could not make it to the YAB will be placed on a reserve list. In case some of the YAB participants drop out, the candidates from the reserve list can be selected. Moreover, they will be constantly sent opportunities and event invites. This will cultivate a relationship, however tenuous, that might help create a cohort of young people interested in youth development. This can be done through social media or an email list.

Alumni are a huge network that the YAB members can benefit from. Setting up a strong alumni network is a crucial component for the organisation as they can contribute in the following ways:

- Come in as experts for capacity-building sessions.

- Pass on relevant opportunities for the YAB members to work on and create platforms for YAB representation at various forums.

- Provide mentoring support to the YAB members based on their journey and focus areas.

- Support the YAB members to prepare for any upcoming external opportunities with their insights and experiences.

- Support the YAB in the dissemination of information and surveys through being a part of outreach programs.

CHAPTER 3
INTRODUCTION TO MENTORING

Mentoring is a fundamental cornerstone of the youth-centric development approach which centres on young people's needs and aspirations. It provides them with opportunities to develop their skills and experience. At the same time, it ensures that they receive continuous feedback, counselling, and follow-up. The mentor's role is to provide guidance, answer questions, and help develop the individual's skills and experience.

MENTORING PROCESS FOR THE YAB: WHY AND HOW?

Mentoring is an essential nurturing component of the youth leadership journey. Quite often, the YAB members might not be comfortable sharing their concerns in group sessions. Furthermore, the capacity-building session space might not be conducive to this display of vulnerability. There is a need for opening constant communication channels between the anchoring organisation and the youth leaders. This vulnerability has to be two-sided for the youth leaders to build trust in the relationship. This will facilitate a symbiotic connection between the youth leaders and the mentor so that they can effectively communicate their concerns, learnings, and celebrations with the anchoring organisation team.

The mentors of the YAB will either be from the anchoring organisation's ecosystem or persons appointed by the organisation.

Expectations from a mentor:

- Identification of interest areas, learning goals, and developmental needs of the mentee.

- Intentional communication to build trust and empathy - give and invite feedback.

- Having a non-judgemental attitude.

- Co-advising, guiding, and scaffolding rather than therapising or offering direct advice.

- Articulating the mentee's thoughts when they can't find the words or gently challenging them when there are possibilities they have not considered.

Mentoring support will enable the YAB members to:

- Confidently navigate their learning journey.

- Effectively absorb all the information coming their way.

- Assimilate the learnings from the capacity-building sessions.

- Connect their activities and assignments to the larger programme's context.

- Co-create a safe space for them to share their joys and worries.

- Smoothly get embedded in the anchoring organisation's workspace.Provide mentoring support to the YAB members based on their journey and focus areas.

- Support the YAB in the dissemination of information and surveys through being a part of outreach programs.

The anchoring organisation should allocate a mentor to each of the YAB members. The mentor will hold fortnightly/monthly (need basis) mentoring conversations covering the aforementioned aspects.

Mentoring is dependent on the flow and the bond created between the mentor and the mentee.

For organisations and individuals who do not have a lot of experience in mentoring, they can keep the following tips in mind:

- The first introductory call could be a short one. This can be a time when both the mentor and the mentee can get to know each other. The mentoring process should be established upfront.

- The mentor needs to state that they are there not just for the celebrations of their learning journey but also for their failures and pain points. Encourage mentees to share whenever they can.

- The agenda should not be too tightly held by the mentor. This might discourage the mentees from sharing their fears and worries. However, a balance must be maintained. If the discussion gets derailed entirely from the programme objective, then gently bring the discussion back to the topic.

- In the process of mentoring, there might be revelations of an intimate nature. It is important that the mentor reacts appropriately and refers the mentees to the right persons for help.

- The power dynamics of a mentor and mentee relationship must always be recognised by the mentor. They should never cross certain boundaries such as oversharing or engaging in a non-professional relationship with their mentee.

ANNEXURE 1

About Youth Ke Bol

'Youth Ke Bol' is an initiative that aims to bring together 1 million young Indians from tier two and three cities to amplify their voice and enable dialogue to close the gap around young people's access to Sexual and Reproductive Health and contraception as a critical pillar to improved quality of life.

About 10to19 Dasra Adolescents Collaborative

The 10to19: Dasra Adolescents Collaborative [10to19] is a pioneering, high-impact platform that unites stakeholders across the adolescent ecosystem to transform the sector of adolescent health and well-being in India. The 10to19's vision is to build a transformed India where millions of adolescents thrive with dignity and equity. We aim to drive collaborative action towards scalable impact to ensure that adolescents are educated, healthy, and empowered to make positive life choices.

ANNEXURE 2

Mobilisation Material for YAG

Do you feel that the voices of adolescents and youth are not heard by adults? Do you feel that there is a lack of a space for adolescents and youth to discuss Sexual and Reproductive Health and Rights (SRHR)? Would you like to make a difference and help build a system that supports young people accessing family planning and SRHR services?

If your answer to these questions is a big 'YES!', then you are a right fit for this Youth Advisory Group. Dasra believes in creating an environment where adolescents are safe, heard, and celebrated while creating a social change. It is looking to convene a pan-India, 1 Million strong youth-led coalition to advance young people's access to family planning and sexual and reproductive health services.

Pravah, a youth development organisation that seeks to build leadership amongst young peoples, on behalf of Youth Ke Bol being facilitated by Dasra, is seeking to set up a Youth Advisory Group of around 8 youths. The Group will focus on advancing Youth Ke Bol's goals with respect to SRHR.

What is Youth Ke Bol?

Youth Ke Bol is a collective to develop and amplify a youth-led narrative that links their access to contraception and sexual and reproductive health services and information, as a critical pillar to improved quality of life. The mandate, design, and narrative of this initiative will be entirely co-created by young people. This initiative also aims to elevate young people's voices to the government and private sector decision-makers.

What are my roles as a member of the Youth Advisory Group?

- Guiding the broad directive, design, and activities of Youth Ke Bol for advancing the adolescents and the youth's access to SRHR.
- Building a story that centres and amplifies the voices of the youth with respect to SRHR, ideating how to create safe spaces for the youth to share their experiences and concerns, and building an understanding of improving access to SRHR and family planning.
- Formulate the demands for/by Youth Ke Bol after consulting various stakeholders such as the government, civil society groups, educational institutions, and so on.
- Building a framework for the articulation and mobilisation of Youth Ke Bol's vision, ideas, and demand for the external environment.

To be a part of this Youth Advisory Group, you need to meet the following criteria:

- Have a working internet connection and access to a laptop, mobile, or a similar electronic device.
- Have a strong passion for youth access to SRHR, and family planning, and possess a desire to create institutional spaces for talking about SRHR.
- Can commit a minimum of 5 hours per week. Program duration Jan - May 2022.
- Candidates from Tier 2 and Tier 3 cities will be preferred.
- Fall in the 16-24 age bracket.

Dasra and Pravah are committed to centering the voices of marginalised youth in this process. Thus, we strongly encourage youth from marginalised socio-economic backgrounds to apply and enrich this process. We recognise the reality that some marginalised youth might not be able to meet all the criteria, but we encourage them to apply nevertheless.

How will being a member of this Youth Advisory Group help me?

- You will be a part of a diverse group of adolescents and youth from across the country. This opportunity will allow you to network with a large number of stakeholders.
- Fun is a serious business for us at Pravah. Keeping this in mind, we will conduct fun and exciting capacity-building sessions on various topics such as understanding oneself, effective decision-making, systems thinking, teamwork, mobilisation processes, etc. You will also be provided with the necessary resources to facilitate your capacity-building journey.
- Become part of an experiential learning journey that centres your growth and learning to develop your leadership skills.
- Get exposed to multiple viewpoints on SRHR and the different ways of expanding its access.

We at Pravah will conduct several exciting sessions to build your strengths and help you contribute to the working of this YAG. All you need is dedication and the passion to forefront youth access to SRHR. We look forward to reading your applications. You can apply by filling out this form. The last date for the submission of applications is 12th December 2021. The form is available here.

Mobilisation Material for YPAG

Do you feel that the voices of adolescents and youth are not heard by adults? Do you feel that there is a lack of a space for adolescents and youth to discuss Sexual and Reproductive Health and Rights (SRHR)? Would you like to make a difference and help build a system that supports young people accessing family planning and SRHR services?

Do you feel that youth voices are not heard by adults? Do you believe that making a more inclusive world requires that youth perspectives are taken into account? Do you want to ensure that your vision and voice are taken into account when designing programmes for young people and adolescents? Are you a domicile from the states of Assam, Chhattisgarh, or Jharkhand?

If your answer to these questions is a big 'YES!', then you are a right fit for this Young People's Advisory Group. Dasra believes in creating an environment where adolescents are safe, heard, and celebrated, creating social change. **The 10to19 Community of Practice** works to ensure that adolescents are safe, healthy, educated, and empowered to make positive life choices. It does this by bringing together civil society organisations, experts, funders, and the government. Pravah, a youth development organisation that seeks to build leadership amongst the youth, on behalf of 10to19 Community of Practice is seeking to set up a **Young People's Advisory Group of around 8 adolescents and youth.** The group will advise the community on critical issues to ensure that youth and adolescent voices are heard regarding programmes concerning them and their lives.

What are my roles as a member of the Young People's Advisory Group?

- Bringing youth perspectives and vision for the strategic decisions of the Collaborative.
- Advising the Collaborative on the communication material and the research that they conduct by providing your perspectives to ensure youth voices are heard.
- Understanding and communicating the demands and needs of the youth to different stakeholders such as the government, schools, and civil society groups.
- Sharing your views on how Dasra can bring its 5-year goals into action for the comprehensive development of adolescents and youth so that they can shape their own lives.

To be a part of this YPAG, you need to meet the following criteria:

- Have a working internet connection and access to a laptop, mobile, or a similar electronic device.
- Possess the will to develop a vision for the inclusion of youth voices in institutional spaces and policy-making.
- Can commit a minimum of 5 hours per week. Programme duration is Jan-May 2022.
- Fall in the 16-22 age bracket.
- Applicants from the states of Assam, Chhattisgarh, and Jharkhand will be given first preference.

Dasra and Pravah are committed to centering the voices of marginalised youth in this process. Thus, we strongly encourage youth from marginalised socio-economic backgrounds to apply and enrich this process. We recognise the reality that some marginalised youth might not meet all the criteria but we encourage them to apply nevertheless.

How will being a member of this YPAG help me?

- You will be a part of a diverse group of adolescents and youth from across the country. This opportunity will allow you to network with a large number of stakeholders.
- Fun is a serious business for us at Pravah. Keeping this in mind, we will conduct fun and exciting capacity-building sessions on various topics such as understanding oneself, effective decision-making, systems thinking, teamwork, mobilisation processes, etc. You will also be provided with the necessary resources to facilitate your capacity-building journey.
- Become part of an experiential learning journey which centres your growth and learning to develop your leadership skills.
- Develop a deeper understanding of issues and challenges experienced by young people and adolescents and work in tandem with other stakeholders for effective solutions.

ANNEXURE 3

Sample candidate assessment sheet for interviews:

PARAMETERS	NAME OF CANDIDATE/AGE: INTERVIEWED BY:
Relevant experience (volunteering/research/on-ground work/facilitation/ fundraising/campaign/advisory committee/ knowledge of issues/ extra-curricular)	
Communication skills English & Hindi; spoken and written, energy level enthusiasm	
Time commitment and continuation as a YAB member	
Personal strengths & areas for improvement, any major personal achievements	
Professional strengths/high points/achievements so far; examples of initiative & teamwork/leadership)	
Passion for SRHR/Adolescent issues	
Overall comments and Grading	

A+ Must take   **B+** Keep in waitlist

A Good to take   **B** Another opinion needed

ANNEXURE 4

Sample session design for the 'Who Am I?' session run with the advisory members:

The below framework is an indicative example of how sessions can be designed and structured. It has followed the Walker Cycle with each of the components being clearly outlined.

SESSION NAME:

WHO AM I?

By the end of the session, participants will be able to:

- Reflect on critical turning points in their life story.
- Understand how these turning points have shaped their identity.
- Develop respect for their own as well as others' stories.
- Connect the Youth Ke Bol focus areas with their personal life and build buy-ins for Youth Ke Bol's efforts.

TIME	SESSION STAGE	SESSION DESIGN	RESOURCES
10 mins	Welcome and Context Setting	Relevant experience (volunteering/research/on-ground work/facilitation/ fundraising/campaign/advisory committee/knowledge of issues/ extra-curricular)	Play calling music in the background
20 mins	The 'I am' game (Energiser)	Take 2 mins to list down 4 Main hoon/ I am… statements • Main hoon/ I am… • Main hoon/ I am… • Main hoon/ I am… • Main hoon/ I am… Share an example (if needed, let them come up with their own) Once people are done, they can tag other people and share any two statements.	

TIME	SESSION STAGE	SESSION DESIGN	RESOURCES
30 mins	Guided meditation (Personal Connection	**Facilitator Note:** Ensure that facilitation is bilingual in this segment. Use a calm and soothing voice to create a sense of comfort. **Welcome to this space in our journey,** Ask the YAG members to sit at any comfortable place in the room where they feel they can spend some time with themselves. Now tell them to close their eyes and just go with the flow of the facilitator's voice. The facilitator should then gently take them through the stages of their life: childhood, adolescence, and youthhood. Ask them how they were feeling in each stage, what were the major challenges, how did they see themselves, and what are some of their memories from each stage. Ask the participants to open their eyes when all three turning points have been reflected upon. **When everyone has opened their eyes, share the following:** Spend some time to introspect and write about some of the questions from this reflection. Write them on a piece of paper, in a form which lets you explain it in the best way possible. Write about the three turning points from your life. It could be a poem, drawing, writing, or story. Focus on writing about your dreams and aspirations of your journey and the biggest hurdles you have faced. What did you learn from them?	
30 mins	Reflection Time and sharing circle (Personal Connect)	Participants can use this time to reflect on the three turning points and note their reflections down in any form.	Music in the background
15 mins		Ask the participants how they are feeling after this exercise. **Respecting your own and others' journeys.** Thank you. It is not easy to share personal stories, it takes immense courage. Thanks for trusting the group. These turning points/experiences have shaped your identity and have made you the person you are today. While we have had our own journeys, other people's stories also have several insights. We are now able to see how similar or different our lives are. **State that as youth representatives, they need to understand their role as a young people's 'representative'.** As a young people's representative, they will be able to represent them fully when they are aware of their story. Furthermore, they can identify their joys and challenges. This will help them have a richer perspective and understanding. Mention that as young people they are not a drop in the ocean but rather, an ocean in a drop. They have a boundless capacity to change the systems around them and they are not as powerless as society would have them. **Facilitator Note:** Emphasise that the purpose of the YAG is to help them internalise this narrative of social change by harnessing the inherent potential of youth energy.	
10 mins	Task: Be Curious! (Information Application and Real World Connect)	In this segment, give them the task of reaching out to 3 young people in their personal space (home, college, community, or friends circle) and know their stories. Ask them about their experiences.	

ANNEXURE 5

Given below are the sessions that Pravah ran for YAG and YPAG, along with their session objectives. It is necessary to ensure that objectives are clearly stated at the very outset of the designing of each session.

LIST OF CAPACITY-BUILDING SESSIONS FOR YAG:

SESSION TOPICS	OBJECTIVES
Co-creating a 5th Space - Vision of YAG	• Apply the concept of the 5th space in the Youth Ke Bol YAG space. • Help them articulate their feelings & learnings, and what they want to see in the future partner engagement spaces. • Understand the roles and responsibilities of the YAG and how they are different from being a youth participant. • Build consensus around the process of volunteering and selection for different engagement opportunities.
Who Am I?	• Establish Listening as an important life skill. Articulate and share an important life event that shaped them. • Know each other better and see the value of coming together as a group.
VABD (Values and Decision Making)	• Explain the importance of asking questions to bring out the unconscious thought behind their decisions. • Explain how dilemmas make it difficult to make a decision. • Understand the concept of value prioritisation and how it affects our decisions. • Discuss the idea of value prioritisation. • Examine the value prioritisation behind their own decisions.
Understanding Youth (YD Lens)	• Understand the four approaches of working with the youth. • Articulate the significance of the youth development lens for forefronting SRHR.

SESSION TOPICS	OBJECTIVES
Development Lenses	• Explain the word "Development". • Identify the four developmental lenses. • Understand which development lens is appropriate for various development issues.
Systems Thinking	• Describe the systems thinking approach as opposed to the linear thinking approach. • Explain how our own needs are interconnected with each other within a larger societal context. • Articulate how the systems thinking approach will help meet 1 million Youth Ke Bol goals.
Learnability: Understanding My Learning Style	• Analyse the different kinds of learning styles and identify their learning style. • Apply the concept of learning styles to design interactive sessions on the chosen topics.
Communication for Change	• Establish storytelling as a skill for advocacy. • Be able to use storytelling as a medium for advocacy. • Be able to collect stories from the ground through intergenerational dialogues and integrate them into session designs. • Introduce Choti Muh Khari Baat (CMKB) and link their advocacy efforts to the campaign.
Effective Communication	• Analyse the importance of two-way communication - Understand the ARCS framework for creating experiential designs. • Identify sessions they will run with the YAG.

LIST OF CAPACITY-BUILDING SESSIONS FOR YPAG:

SESSION TOPICS	OBJECTIVES
Who Am I?	• Establish listening as an important life skill - Articulate and share an important life event that shaped them. • Know each other better and see the value of coming together as a group.

SESSION TOPICS	OBJECTIVES
Understanding adolescent and youth development lenses	• Identify qualities and characteristics of adolescence and personal experiences connected with them. • Articulate the joys and challenges of adolescence journey. • Articulate the significance of the adolescent and youth development lens in the environment.
Development lens	• Explain the word "Development". • Identify the four developmental lenses and understand which development lens is appropriate for various development issues.
Systems Thinking	• Describe the systems thinking approach as opposed to the linear thinking approach. • Explain how our own needs are interconnected with each other within a larger societal context. • Articulate how the systems thinking approach will help meet the Dasra 10to19 YPAG's goals.
Communication for Change	• Recognise the process of change. • List the principles of effective communication. • Identify the principles of effective mass communication and campaign messaging. • Practise the principles of effective communication and mass communication. • Plan a communication strategy for their campaign.
Aspiration Building and the Collaborative Vision Board	• Participants articulate their aspirations and create a vision board for the Collaborative's/ Adolescent Development. • Participants review the Collaborative's strategy and compile their reflections and inputs. • Participants nominate themselves for the DPW engagement.
Effective Communication 1	• Describe the ARCS principle for Effective speaking and creating content. • Apply and practise the ARCS principle for various speaking opportunities and content development activities in the Collaborative.
Effective Communication 2	• Analyse the importance of two-way communication. • Understand the ARCS framework for creating experiential designs. • Identify sessions that they will run with the YPAG.

ANNEXURE 6

BOMB AND SHELTER GAME (Group Task for Candidate Assessment)

Group Size: It is ideal to have a group size of 5-6 candidates for the activity. In case the number of participants is more, form multiple groups with one assessor per group.

Give the following instructions to the group in 3 minutes:

- Imagine that there is going to be a nuclear attack in a certain place.

- There is a hidden bunker with only 5 beds. You can save only 5 characters from the list.

- You must choose and give reasons for both chosen and not chosen ones and explain why those specific choices have been made with respect to the character.

- As a group, you have to reach a consensus on the 5 characters you will save in the next 15 minutes.

Make sure the candidates have understood the instructions. Clarify any doubts.

Following is the list of characters to be shown to the participants:

1. Hindu Priest
2. HIV positive boy
3. Transgender
4. 30-year-old social activist
5. 16 year mentally challenged girl
6. Police officer with a gun
7. 84-year-old civil engineer
8. 18-year-old manual scavenger
9. 19-year-old homosexual Olympic athlete
10. Pregnant woman
11. Muslim priest

Assess the candidate on the following:

- Ability to absorb ideas from the group members and guide the group without being dominating.

- Display of active listening skills. They also provide support to group members wherever needed. They ensure everyone receives ample air time and opportunity to express their opinion.

- They give comprehensive answers with clear rationale and logic.

- They ask relevant and sharp questions and can synthesise information from group members.