YOUTH ENGAGEMENT TOOLKIT EVALUATION TOOL

acknowledgements

Welcome to the Youth Engagement Evaluation Tool!

The Evaluation Tool is intended to help organizations rate their youth engagement practice and understand their areas of strength and areas for improvement. By systematically considering youth engagement practice across five themes of youth engagement, participants can assess youth engagement within their organization.

The Evaluation Tool contains detailed explanations of each youth engagement theme at the start of each section; however, a quick summary of each theme is below:

1. Organizational Readiness

- *How ready is the organization to engage with youth?*

2. Youth-Adult Partnerships

- *Do youth and adults work closely together with joint rights and responsibilities?*

3. Youth Leadership and Decision-making

- *Do youth have opportunities to participate in decision making and develop leadership abilities?*

4. Youth as Evaluators and Researchers

- *Are youth involved in research and evaluation?*

5. Diversity

- *Does your organization engage with a range of youth that accurately represent youth involved with the organization?*

about the evaluation tool

How to Use the Evaluation Tool

Under each of the five themes, participants are asked to rate youth engagement practice in their organization on a number of indicators, or statements, that reflect an ideal state of youth engagement. Participants rate each indicator using a rating scale of 1 to 5. Keep in mind that when thinking about the "organization" participants can reflect on the entire organization, the office, the team or a specific work setting. Whatever is chosen, make sure everyone is thinking about engaging youth at an organizational or systemic level (see text box on page 5).

Participants can write their comments in the side bar about strengths, challenges or ideas to improve on each indicator.

how does the scale work?

Please indicate the degree to which the following indicators accurately describe your experience with the organization

1 = Does not describe my experience with the organization at all

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N/A = Not applicable

D/K = Don't Know

FOR EXAMPLE:

Indicators	Ranking	Comments
A. Youth engagement is supported by legislation, policy and/or practice guidelines.	1 2 ③ 4 5 N/A D/K	Youth engargement framework has been adopted by organization

about the evaluation tool

Participants should individually rank each indicator and then discuss their ranking for each theme as a group.

- What are the similarities in rankings among your group?
- What are the differences?
- What areas of youth engagement are strengths within your organization?
- What areas could be improved?

Maybe there are some concepts related to youth engagement that you've never even thought of before! That's ok! The Evaluation Tool reflects what youth engagement can look like in its ideal state. Every one will be starting at a different place with respect to youth engagement. Try your best to complete an honest assessment of your organization. It's ok if your organization currently ranks 1 on some indicators!

At the end of the Evaluation Tool, Appendix A (Indicators in Practice) contains examples of what strong youth engagement might look like for each indicator. You can refer to this section if you are not sure what an indicator means.

Remember, this toolkit focuses on evaluating and strengthening youth engagement at an organizational level. Lots of people understand what it means to engage youth one-on-one. But that's not what the Toolkit is all about. Think big! Youth engagement is about creating opportunities for young people to play meaningful roles in operational and governance issues, as well as in the decision-making structures of organizations. Youth engagement means that organizations partner with young people and engage them in the work of the organization. The ideas and expertise of youth can contribute to improved services and programs and lead to better outcomes for children and youth. Organizations change and evolve when the individual employees adopt youth engagement into their daily practice. Systemic change starts from shifting the practice of staff. For many people, this is a very new concept, so make sure that everyone really understands what youth engagement means at an organizational level!

1   organizational readiness

Organizational readiness is a very important theme recognized by many as the starting point for making youth engagement happen in practice. This theme speaks to the thoughts and actions within an organization that make youth engagement a reality. How ready is the organization to really engage with youth? What kind of culture or environment is present in the organization? Are the contributions of youth valued? Are youth active rather than passive participants? Is it clear where youth fit in the organization's structures? Is it clear how youth can contribute? There should be specific organizational structures or processes that make it possible for young people to participate on a regular basis. Budgets would include funding for youth engagement activities and youth compensation and dedicated human resources. Without commitments such as these, youth engagement may be viewed as just another program, rather than something embedded in the organization.

Creating sustained, ethical engagement of youth is arguably one of the most important and challenging aspects of youth engagement initiatives. Thoughtful attention is not only needed to identify the challenges of youth engagement, but also to secure the necessary resources to sustain the initiative. Building a sustainable youth engagement initiative and practice model within an organization entails more than ensuring ongoing funding. Ethical youth engagement practice recognizes that youth expect that their actions will make a meaningful difference. Youth understandably want their efforts to contribute to a legacy that makes a difference in their own lives, in the lives of other youth, and in the system at large. Maintaining sustained changes in structure and practice is a positive determinant of both youth-based and organizational outcomes, such as incorporation of engagement practices into individual youth planning; transformation of youth practice culture, and evaluation of global youth programs.

RATING SCALE

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1 organizational readiness

Indicators	Ranking	Comments
1. Youth engagement is supported by legislation, policy and/or practice guidelines.	1 2 3 4 5 N/A D/K	
2. A strategic plan for youth engagement has been developed.	1 2 3 4 5 N/A D/K	
3. The managers and leaders that you work with most closely understand and support youth engagement initiatives.	1 2 3 4 5 N/A D/K	
4. The organization has developed strategies for recruiting and retaining youth.	1 2 3 4 5 N/A D/K	

1   organizational readiness

Indicators	Ranking	Comments
5. There are dedicated staff resources to support youth engagement practice.	1 2 3 4 5 N/A D/K	
6. Financial resources (e.g. food, budget, bus tickets, etc.) are in place to support the active involvement of youth.	1 2 3 4 5 N/A D/K	
7. There are processes in place to include youth voice in the organization's work (eg. Feedback forms, Youth Advisory Councils).	1 2 3 4 5 N/A D/K	
8. Youth engagement happens in a youth-friendly way.	1 2 3 4 5 N/A D/K	

1 organizational readiness

Indicators	Ranking	Comments
9. A complaints process is communicated, understandable and accessible to youth.	1 2 3 4 5 N/A D/K	
10. Staff are supported to learn more and develop their youth engagement skills.	1 2 3 4 5 N/A D/K	
11. Clear information about how to participate in projects and initiatives is available to both staff and youth (e.g. emails, peers, social networking, website, posters, and brochures).	1 2 3 4 5 N/A D/K	
12. Youths' contributions / achievements are celebrated and shared.	1 2 3 4 5 N/A D/K	

HEY!

How did you rate the indicators so far? Look at your scores and if most people have scored each indicator at 2 or less, you may find the rest of the indicators difficult to rate. And that's okay! The other indicators have some great ideas on strengthening your youth engagement practice. If you are finding them hard to rate, you may want to consider just reading through and discussing the remaining indicators to get some more ideas on the different ways you can practice youth engagement. (The Resource Guide also has a lot of tips and information that will be useful in your next meeting when you create your Youth Engagement Development Plan.)

2   youth-adult partnerships

Youth and adults establish a true partnership when they voluntarily choose to work closely with each other, establishing joint rights and responsibilities to advance a mutual interest. These partnerships recognize that the skills, experiences, and perspectives of each group member is equally valid and required to produce the most effective and meaningful outcome. People set guidelines (often in writing) and commit to how they will work together, trying hard to create a safe and supportive space for group members to be honest and, at times, vulnerable. Efforts are taken by adults to ensure that youth receive mentorship and guidance to help them participate fully, even when there are barriers to their participation (i.e., a youth has a physical or mental disability, is homeless, has substance abuse issues, has children, etc.).   Adults and youth recognize the source of their power, work hard to equalize any power differentials whenever possible, and are clear when they cannot. Adults need to take the lead and be available to young people when they need to debrief their experience or ideas.   It is invaluable for youth and adults to

have access to training and supports that aim to strengthen their mutual relationships.

Both youth and adults benefit from participating in strong and respectful relationships. Through participation, they increase their knowledge of subjects and perspectives, acquire learning or teaching skills, and develop new relationships. They are given the space to challenge their belief systems and work through different opinions in a respectful way. By being involved in a partnership with adults, young people are reminded that their contributions are important, encouraged, and celebrated. Often youth decide whether they will volunteer again based on how they were treated, the quality of the relationships they developed, and how their voice made an impact for others.

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2 youth-adult partnerships

Indicators	Ranking	Comments
13. When working together on projects or initiatives, youth and adults set clear roles and responsibilities.	1 2 3 4 5 N/A D/K	
14. When working on projects or initiatives youth and adults make decisions collaboratively.	1 2 3 4 5 N/A D/K	
15. Through working with adults , youth develop skills and knowledge.	1 2 3 4 5 N/A D/K	
16. Through working with youth, adults develop skills and knowledge.	1 2 3 4 5 N/A D/K	

2 youth-adult partnerships

Indicators	Ranking	Comments
17. Mentorship opportunities exist so that adults and youth can share their knowledge and abilities.	1 2 3 4 5 N/A D/K	
18. Youth are provided with opportunities to access training and skill building workshops.	1 2 3 4 5 N/A D/K	
19. Youth have access to managers and leaders who can address their concerns.	1 2 3 4 5 N/A D/K	

3 youth leadership & decision-making

Developing leaders requires young people to be exposed to new ideas, taught self assessment techniques, and supported to practice new and existing skills according to their developmental ability. With the proper investment of time, training, and coaching, young people can be placed in positions where they thrive and develop new levels of self confidence and knowledge. When leadership is taught through a process of youth engagement, connections are made that highlight the importance of generosity and giving back to their community.

By involving youth in decision-making, their leadership finds a home. Youth should be made aware of the responsibilities that go along with making decisions and taught how to gather information, identify options (including constraints), consider the potential outcomes, and choose the best possible path.

With the opportunity to lead and make decisions, young people develop greater connections to the project and see the tangible result of their involvement. It must be remembered that giving young people too much decision-making authority or leadership responsibility before they feel ready could have a negative impact on their self esteem and willingness to participate in future. When adults model responsible leadership and organizational commitment, young people learn through observation and determine the style of leader and decision maker they want to be.

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3 youth leadership & decision-making

Indicators	Ranking	Comments
20. Youth have a leadership role in...		
a) designing projects and initiatives	1 2 3 4 5 N/A D/K	
b) youth have a leadership role in Implementing projects and initiatives.	1 2 3 4 5 N/A D/K	
21. Youth are involved in developing, reviewing and updating relevant policies and processes.	1 2 3 4 5 N/A D/K	
22. Youth are involved in staff selection/hiring processes.	1 2 3 4 5 N/A D/K	

3   youth leadership & decision-making

Indicators	Ranking	Comments
23. Youth plan and deliver training sessions and presentations.	1 2 3 4 5 N/A D/K	
24. Youth plan and lead meetings for projects or initiatives.	1 2 3 4 5 N/A D/K	
25. Youth have input over budgets associated with projects they are working on.	1 2 3 4 5 N/A D/K	
26. Youth have opportunities to build relationships and network with other youth and organizations.	1 2 3 4 5 N/A D/K	

3 youth leadership & decision-making

Indicators	Ranking	Comments
27. Youth voice shapes the direction and goals of projects or initiatives.	1 2 3 4 5 N/A D/K	
28. Youth develop strategies for recruiting youth and retaining their involvement.	1 2 3 4 5 N/A D/K	

4   youth as evaluators & researchers

The goal of the research process is to consider accepted theories, practices, and applications and establish a foundation for evidence-based best practice. Careful evaluation of existing services, programs, or systems serves to identify both the barriers to best practice and the additional supports necessary for practice improvement.

Youth involvement in research and evaluation, often through a process called community based participatory research, has clear advantages. Young people who act as knowledge experts and share their experiences improve an organization's ability to ask the right questions, use the best language, communicate intent, and collect accurate information for the purpose of decision-making. When decisions are based on the most recent and credible information, those decisions are more useful and effective. Only youth can validate that youth engagement is actually happening.

When adults act as process mentors, young people can practice and master research and evaluation skills. These may include creating logic models, collecting and analyzing data, thinking critically, and writing reports. In the end, youth gain valuable transferable skills and experience. Youth can apply their skills, share their project knowledge, explain their findings effectively to peers, and take pride in their contributions to service change. This process improves the organization's ability to respond genuinely and effectively to youth-based needs and issues. Youth can also lend a different perspective to any research and evaluation process.

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4 youth as evaluators & researchers

Indicators	Ranking	Comments
29. Youth are asked to evaluate their youth engagement experiences.	1 2 3 4 5 N/A D/K	
30. Youth are collaboratively involved in research and evaluation… a) design (e.g. surveys)	1 2 3 4 5 N/A D/K	
b) implementation (survey administration)	1 2 3 4 5 N/A D/K	
c) knowledge sharing	1 2 3 4 5 N/A D/K	

4 youth as evaluators & researchers

Indicators	Ranking	Comments
31. Youth are actively involved with collecting information about what is working and not working in the organization.	1 2 3 4 5 N/A D/K	
32. Resources, training and expertise are available to support the participation of youth as researcher and evaluators.	1 2 3 4 5 N/A D/K	

5   diversity

There are many ways that diversity is reflected in our daily lives. We are aware of the similarities and differences that exist amongst us. We may be categorized by our age, gender, sexual orientation, ethnicity, finances, occupation, physical and mental abilities, and education. Similarly, there may be a diversity of characteristics reflected by the youth in your community. While engaging youth in a meaningful way is important, the benefits to the process increase significantly when their voices accurately represent those likely to be affected.

When practicing youth engagement, we need to anticipate barriers to participation and make efforts to remove them. This allows a more diverse group to be part of the process. It is important to take up the challenge and invite youth to participate who may have been overlooked in the past or who are harder to engage in the process. Failure to do so may lead to poor representation of the diverse views of youth in the community. Other advantages of working in a diverse group include the opportunity to challenge beliefs, look beyond our judgments and prejudices, and share in the wisdom and perspectives of others. The goal is to be inclusive and respectfully consider various points of view, with the understanding that individual youth cannot be expected to represent the diverse views of the youth population.

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5   diversity

Indicators	Ranking	Comments
33. The organization engages youth with different… a) perspectives (cultural, geographic, socio-economic, sexual orientation)	1 2 3 4 5 N/A D/K	
b) The organization engages youth with different skills and abilities (physical and mental)	1 2 3 4 5 N/A D/K	
c) The organization engages youth with different demographic characteristics (age, gender, ethnicity, cultural.)	1 2 3 4 5 N/A D/K	
34. Adults involved with youth engagement are respectful and knowledgeable of the cultures and sub-cultures of youth participants.	1 2 3 4 5 N/A D/K	

5 diversity

Indicators	Ranking	Comments
35. Efforts are made to make sure that youth can safely (emotional, physical, mental, cultural, spiritual) participate from their own unique cultural perspective.	1 2 3 4 5 N/A D/K	

appendix A: indicators in practice

Theme #1 – Organizational Readiness
Indicators 1 to 12

1. **Youth engagement is supported by legislation, policy and/or practice guidelines.**

   Examples could include:
   - The participation rights of young people are reflected in policy and practice.
   - The importance of youth engagement is reflected in legislation.
   - There are specific policies for youth engagement practice.

2. **A strategic plan for youth engagement has been developed by the organization.**

   Examples could include:
   - Strategic plans and organizational service plans include planning/strategies for youth engagement.
   - Staff are familiar with a youth engagement strategy and know where to find reference information.
   - There is an action plan for organizational development related to youth engagement.

3. **The managers and leaders that you work most closely with understand and support youth engagement initiatives.**

   Examples could include:
   - Managers and leaders are knowledgeable about youth engagement practice.

- Managers are actively involved in reviewing youth engagement development plans with staff.
- Managers and leaders highlight opportunities where youth engagement could be practiced at the organizational or systemic level. This may include program or service reviews, project working committees, and decisions regarding prioritization on waitlists or admissions for school programs (academic and trades).
- Managers and leaders recognize examples of positive youth engagement initiatives and share these with staff.
- Managers of leaders encourage staff to attend events that celebrate the youth engagement initiatives.

4. **The organization has developed strategies for recruiting and retaining youth.**

   Examples could include:
   - A youth engagement recruitment and retainment strategy exists.
   - Staff have access to communications staff specializing in the design of youth friendly communication materials and messages.
   - Staff are aware of youth driven networks that can be used to access young people for projects.
   - Staff make efforts to acknowledge the contributions of youth on projects, including citations in publications.
   - Staff nominate youth for youth awards.

appendix A: indicators in practice

5. **There are dedicated staff resources to support youth engagement practice.**

Examples could include:

- There are positions dedicated to supporting and coordinating youth engagement such as a Youth Engagement Coordinators.
- Resources, experts and champions are identified and made available to act as resources for other staff becoming involved in youth engagement practice(s).

6. **Financial resources (e.g. food, childcare, budget, honorariums, bus tickets, etc.) are in place to support the active involvement of youth.**

Examples could include:

- Financial policies support the compensation of youth and are accessible and shared with young people.
- There is a willingness to be creative to ensure compensation of youth (financial and in kind).
- Youth expertise is considered important and worthy of compensation.
- Youth are provided gift certificates, honorariums, bus tickets and other incentives to participate.
- Either monies are provided for childcare or youth are encouraged to bring their children with them during youth engagement meetings.
- There is a budget outlining how much funding is available to support youth engagement activities. Adults and youth are aware of the process to access and track the use of these funds.

7. **There are processes in place to include youth voice in the organization's work (e.g. feedback forms, Youth Advisory Councils).**

Examples could include:

- Youth issues are brought forward for discussion; ideally the youth themselves are present.
- The organization actively engages youth as part of efforts to improve services and programs.
- There is an established youth advisory committee that staff frequently attend.
- Procedures exist to acknowledge and regularly follow up on youth feedback received.
- Managers and leaders reassess and review progress made on actions to address youth feedback received.
- Reports exist to inform staff of the nature of feedback youth provide about programs and services across program areas.
- Youth surveys are conducted and the information collected guides organizational planning and policy amendments.

8. **Youth engagement happens in a youth-friendly way.**

Examples could include:

- Youth have input into how youth engagement looks in practice.
- Youth engagement practices occur in a youth-friendly space and outside of regular business hours.
- Meeting locations are close to public transportation routes or arrangements for the

appendix A: indicators in practice

safe transportation of young people are made.

9. **A complaints process is communicated, understandable and accessible to youth.**

Examples could include:

- There is a youth-friendly brochure about the complaints process.
- Youth are informed about the complaints process and encouraged to use it when they see fit.
- A youth friendly version of the complaints process is posted online and easy for youth to access.
- All staff who work with youth are aware of the complaints process and can communicate its intention to youth.
- Staff embrace the use of the complaints process as a means of problem solving.

10. **Staff are supported to learn more and develop their youth engagement skills.**

Examples could include:

- Training is available to workers on youth engagement practice.
- Staff have access to the Youth Engagement Tool-kit.
- Staff are encouraged to use work time to pursue training on youth engagement.
- Staff are encouraged to contact agencies with more experience practicing youth engagement.

11. **Clear information about how to participate in projects and initiatives is available to both staff and youth (e.g. emails, peers, social networking, website, posters, and brochures).**

Examples could include:

- There is a youth-friendly website, brochure, radio address, etc that provides information to young people.
- Information for youth is straightforward and easy to understand.
- Staff and youth know where to find information about youth engagement opportunities.

12. **Youths' contributions/achievements are celebrated and shared.**

Examples could include:

- Providing references for young people participating in projects.
- Organizing a celebration event for young people.
- Giving credit to youth for materials that they were involved in creating.
- Providing certificates for youth who attend or conduct training.

appendix A: indicators in practice

Theme #2 Youth–Adult Partnerships
Indicators 13 to 19

13. **When working together on projects or initiatives, youth and adults set clear roles and responsibilities.**

Examples could include:

- Youth and adults identify tasks required to achieve outcomes.
- Youth are asked what tasks they would like to be involved in and assigned work on these independently or with support based on their personal capacity and experience.
- Meeting roles are rotated amongst youth and adults.
- Youth and adults develop a terms of reference to guide their work together.

14. **When working on projects or initiatives, youth and adults make decisions collaboratively.**

Examples could include:

- Adults and youth working on a project team have joint membership and shared decision-making responsibilities.
- Adults and youth input and suggestions are given equal weight when making decisions.
- Youth are consulted when key tasks and timelines are being determined.

15. **Through working with adults, youth develop skills and knowledge.**

Examples could include:

- Presenting at meetings and conferences.
- Participating in data collection and research activities.
- Delivering training sessions.
- Conflict resolution.
- Communicating to diverse audiences.
- Learning about how the organization works.
- Emceeing events.
- Managing budgets.
- Writing reports.
- Facilitating meetings or focus groups.
- Organizing meetings, events, and travel.
- Coordinating fundraising activities.

16. **Through working with youth, adults develop skills and knowledge.**

Examples could include:

- Learning about youth culture and perspective.
- Creatively engaging new voices and adapting adult-orientated work structures.
- Conflict resolution.
- Sharing decision-making power with youth.

17. **Mentorship opportunities exist so that adults and youth can share their knowledge and abilities.**

Examples could include:

- There are opportunities for youth to job shadow.
- The organization has a formal mentorship program for young people.
- Peer mentorship opportunities are available.

appendix A: indicators in practice

18. Youth are provided with opportunities to access training and skill building workshops.

Examples could include:

- Training on a variety of topics (e.g. project management, relationship building, leaderships, presentations, etc.) is readily available to young people.
- Youth have opportunities to job shadow staff in areas of interest.
- Youth have opportunities to pursue internships and government employment options.

19. Youth have access to managers and leaders who can address their concerns.

Examples could include:

- Youth Advisory Councils have direct linkages to leadership.
- Young people feel as though they are able to contact leaders within the organization.
- Leaders attend youth meetings.
- Youth present information to leadership.
- Youth have a regular seat at the leadership table.

Theme #3 – Youth Leadership and Decision-Making
Indicators 20 to 28

20. Youth have a leadership role in a) designing projects and initiatives b) implementing projects and initiatives.

Examples could include:

- Youth have input in brainstorming, planning and writing projects charters and workplans.
- Youth meet with managers and staff to talk about the project.
- Youth are involved in projects from start to finish.
- Youth are hired as project managers or project team staff.

21. Youth are involved in developing, reviewing and updating relevant policies and processes.

Examples could include:

- Youth provide input on existing policies and procedures.
- Youth provide input on proposed amendments to existing policies and procedures.
- Youth are consulted on new policies and procedures.
- Youth regularly meet with policy makers to provide feedback on existing practices.
- Policy, legislation and practice guidelines have youth input and management supports this practice.
- Youth are provided with training on policy development

appendix A: indicators in practice

22. Youth are involved in staff selection/hiring processes.

Examples could include:

- Youth sit on hiring panels
- Youth develop interview questions
- Youth participate in role play scenarios with candidates and provide feedback.
- Youth participate in developing job descriptions and reviewing resumes.

23. Youth plan and deliver training sessions and presentations.

Examples could include:

- Youth develop training outlines and contribute ideas on key speaking points.
- Youth create PowerPoint presentations.
- Youth organize venues for training events and have oversight responsibilities on training budgets.

24. Youth plan and lead meetings for projects or initiatives.

Examples could include:

- Youth plan and lead ice breakers.
- Youth coordinate meeting times and locations.
- Youth create and distribute meeting agendas.
- Youth send out meeting reminders.
- Youth chair meetings.

25. Youth have input over budgets associated with projects they are working on.

Examples could include:

- Youth research and submit funding proposals.
- Youth identify key resources required for successful project completion.
- Youth are responsible for tracking and distributing honorariums and gift cards.

26. Youth have opportunities to build relationships and network with other youth and organizations.

Examples could include:

- Youth are encouraged and supported to network with other young people.
- Adults introduce youth to new contacts within their networks.
- Adults and youth attend meetings at other organizations together

27. Youth voice shapes the directions and goals of projects or initiatives.

Examples could include:

- Youth identify issues they feel are most relevant to them.
- Youth brainstorm about issues that stand out for them regarding access to services or supports.
- Youth input is considered when choosing new initiatives for the organization
- Youth input is sought when considering next steps or recommendations at the end of a project.

appendix A: indicators in practice

28. Youth develop strategies for recruiting youth and retaining their involvement.

Examples could include:

- Youth bring new youth to meetings.
- Youth manage social media marketing strategies (YouTube, Facebook, Twitter, etc.).
- Youth present at networking events about opportunities to get involved.
- Youth mentor less experienced youth on the project team.
- Youth present background information and project summaries to new members.
- Youth maintain the project team member contact list.
- Youth share information about their involvement with friends and others, thus encouraging their participation.

Theme #4 – Youth as Researchers and Evaluators
Indicators 29 to 32

29. Youth are asked to provide feedback about their youth engagement experiences.

Examples could include:

- Youth are asked to describe what is working and what is not working during and after their participation in projects and initiatives.
- Check-in and debrief sessions are part of meetings.
- Youth participate in surveys to provide feedback.

30. Youth are collaboratively involved in research and evaluation.

a) design (e.g. surveys),

b) implementation (survey administration),

c) knowledge sharing

Examples could include:

- Developing and reviewing an evaluation approach.
- Specifying a research question.
- Undertaking a literature review.
- Designing data collection methods, such as questionnaires.
- Collecting and analyzing data.
- Communicating results via a youth report, presentation, etc.

31. Youth are actively involved with collecting information about what is working and not working in the organization.

Examples could include:

- Facilitating focus groups to find out what people think about a particular service.
- Designing questions and interviewing stakeholders to get feedback about services.
- Responding to a survey or participating in a focus group.

32. Resources, training and expertise are available to support the participation of youth as researchers and evaluators.

appendix A: indicators in practice

Examples could include:

- Offering training sessions where young people can learn new skills and build capacity about research and evaluation.
- Experts in evaluation are avilable to support young people.
- Educational materials about research and evaluation are available for youth.
- Adults are aware of ethical considerations when engaging youth as researchers and evaluators.

Theme #5 – Diversity
Indicators 33 to 35

33. The organization engages youth with different a) perspectives (cultural, geographic, socio-economic, sexual orientation),

b) skills and abilities (physical and mental),

c) demographic characteristics (age, gender, ethnicity, cultural)

Examples could include:

- Including youth with all types of "skills and abilities". (Some youth may be good public speakers, have strong written work, or be stronger with visual media.)
- Arranging for interpreters to allow youth with English as a second language and those with different communication styles (such as those from the deaf and hard of hearing communities) to participate.

- Developing strategies to access diverse groups of youth, including hard to reach youth.
- Adapting processes to consider the specific needs of different youth.
- Establishing initiatives that are focused on specific cultures and sub-cultures (e.g. LGBTQ2S Youth Council, Aboriginal cultural events.)

34. Adults involved with youth engagement are respectful and knowledgeable of the cultures (and sub-cultures) of youth participants.

Examples could include:

- Adults and youth attend cultural events together and discuss their impressions.
- Adults and youth attend workshops that discuss different cultural perspectives.
- Adults and youth encourage group discussion when discriminatory comments are made by group members.
- Adults and youth acknowledge religious celebrations and discuss them with others.
- Adults are educated on unique cultural considerations – whether historical, political, etc.

appendix A: indicators in practice

35. Efforts are made to make sure that youth can safely (emotional, physical, mental, cultural, and spiritual) participate from their own unique cultural perspective.

Examples could include:

- Youth feel open sharing their thoughts and ideas.
- Youth of all cultures attend meetings and activities.
- Adults and youth promote a space free of discrimination.
- Youth are encouraged to share their feelings and perspectives on safety during check-ins.
- Safety concerns are immediately addressed.
- A code of conduct is developed for a youth council.

The
YOUTH ENGAGEMENT TOOLKIT

is brought to you by

BRITISH COLUMBIA | Ministry of Children and Family Development

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