

SHE SOARS:

Meaningful Youth Engagement Toolkit

A practical guide for engaging adolescents
and young people in meaningful participation
and leadership



IN PARTNERSHIP WITH



CENTER for
REPRODUCTIVE
RIGHTS

HEALTHY
DEVELOPMENT



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EXECUTIVE SUMMARY

Montingla Youth Engagement (MWE) is central to the success of the first MWE programme as a transformational and sustainable value chain for youth-led and -driven SMEs, including entrepreneurial support hubs.

Informing the initial rollout of MWE will be a series of pilot projects and a series of pilot projects. The project delivery framework will be robust, resilient, responsive and sustainable. MWE will ensure that the value chain is more effective, sustainable and profitable for the very communities the project seeks to serve.



EXECUTIVE SUMMARY

- This toolkit is designed to support project staff, partners, and young leaders in translating the principles of WFP-led practices.
- It provides practical tools for co-designing and co-leading interventions with young people, guidance on choosing the appropriate degree of youth engagement for specific activities, and facilitation measures to ensure safe, inclusive, and youth-friendly processes. It covers beyond repetitive inclusion, offering a structural approach to creating meaningful adult-youth partnerships.

The toolkit also emphasizes that engagement must be carefully monitored and evaluated. It incorporates the *2018 WFP-led Program Workflow* as a participatory assessment tool, enabling stakeholders to measure both the quality and depth of youth engagement across the project cycle. This ensures that youth participation is not tokenistic but transformative, leading to targeted programme adaptations, strengthened youth leadership, and systemic change.

In addition to providing global best practices, the toolkit is grounded in the specific realities of Eastern Southern Africa. It includes country context cards for Uganda, Kenya, and Zambia, offering insight into local adolescent health challenges, barriers to engagement, and culturally appropriate strategies for inclusion. This regional grounding makes the toolkit adaptable to Africa's unique contexts while remaining responsive to national needs.

Ultimately, the *2018 WFP-led Adolescent Health Engagement Toolkit* is both a guide and a call to action.

Young people

It is an invitation leading into leadership roles with courage and confidence.

Adults

It is a challenge to share power, listen with respect, and treat young people as equal partners.



EXECUTIVE SUMMARY

Together, these efforts will ensure that youth engagement in the UGARI is not only meaningful but also is transformative, leading to lasting impact on the health, empowerment, and futures of young people.

This toolkit is designed for all those delivering the UGARI project, ranging from propositional, consultation partners, youth-led and women's rights organizations, and young people themselves.

- It equips users with practical tools to ensure that youth are engaged so that partners across design, implementation, and advocacy.

Beyond theory: The toolkit provides facilitation guides, checklists, templates, and the UGARI MFI Program Marker. These ready-to-use resources make it easy for facilitators and practitioners to set initial sessions, monitor engagement, and adapt programmes. Above all, the toolkit is a facilitator companion. It should be adapted to different cultural and programme settings, and used to spark reflection, strengthen practice, and build transformative youth-led partnerships.



The toolkit is structured to move from principles to practice. It introduces the models and principles of Meaningful Youth Engagement (MYE), the Three Lenses, the Youth at Heart Principles and the Participatory ladder. Then it shows how to apply these across the programme cycle. Country context cards for Uganda, Kenya, and Zambia ground the toolkit in real adolescent health and empowerment challenges.

ABOUT SHE SOARS PROJECT

PROJECT SUMMARY

She SOARS (Sexual and Reproductive Health & Economic empowerment) (SRHE) Supporting Set of School Adolescents' girls' Rights and Skills (SSAGRS). The project puts set of school adolescent girls' needs and rights at the center of education and curriculum to directly supports:



Set of school
adolescent girls



Set of school boys
(10-18 years)

Ghana, Kenya, Zambia, and Uganda

Through a participatory, youth-led design and implementation approach, She SOARS will implement a comprehensive health system strengthening interventions, along with transformational community engagement on harmful gender and social norms, abuse reduction and accompanying Economic Rights Organizations and Health Care Organizations to engage in long-term and sustainable SRHR policy advocacy to address the unique risks and protection needs of set of school adolescent girls and boys (10-18 years).

About the youth advisory board

The Youth Advisory Board (YAB), composed of six members from Kenya, Uganda and Zambia, has dynamic group of young leaders with diverse experiences in community and social change who provide oversight and advisory support for the She SOARS Project.

Services through mentoring is both exciting and deeply rewarding because it reflects what meaningful youth engagement looks like in practice.



ABOUT THE YOUTH ADVISORY BOARD

Collective leadership practices, we are supportive partners who move students along the project's journey, ensuring that strategies and solutions remain relevant to the lived realities of adolescents and young people, particularly out-of-school youth and young women (14-18).

Our mandate is to ensure that the project reflects the voices of those it serves and provides the necessary young person lens.



The skills, voice, and safe spaces model informs decisions that affect their sexual and reproductive health and economic empowerment.

In this capacity, we co-design and co-manage project strategies, co-develop activities and guide co-creating, co-manage design plans, monitor and manage all implementing partners and act as a bridge between grassroots youth movements and formal project spaces. We follow a holistic and “no paperwork” to our work, beginning with identifying its clearly roles and expectations, preparing strategies about partners, engaging in facilitation or advisory processes, monitoring to reflect on successes and lessons, and ensuring follow-through which facilitates its sustainability and scaling up.

The model matters is an intentional initiative guide for adults to work with youth as true partners and a roadmap for young people to claim space as change agents. It reflects our belief that youth engagement must be transformational rather than symbolic, and it serves as a commitment to doing so. It also serves as a practical way of working with, not for, adolescents.



MYE IN CONTEXT OF SHE SOARS PROJECT

MySa

Where you are the world is a room from a manual;
and you are the change. Your future young people
take charge, speak up, and know that you're about
control.

Your activities, with willow, changeover, and
our leadership.

Together, we can make your engagement feel
meaningful, transformative.

BACKGROUND OF MEANINGFUL YOUTH ENGAGEMENT



Meaningful Youth Engagement (MYE) is a collaborative, iterative, intentional, and mutually respectful partnership between adolescents, youth, and adults in which power is shared, contributions are valued, and young people's ideas, perspectives, skills, and knowledge are integrated into the design and delivery of programmes, strategies, and policies that affect their lives.



MIYE IN CONTEXT OF SHE SOARS PROJECT



WHAT MIYE IS NOT	WHAT MIYE IS
Being heteropatriarchal systems	Encouraging heteropatriarchal systems
Acceptance of the status quo	For creating opportunities
Individualism	Collectivism
Freedom and liberation	Interconnectedness
Superior and inferior	Collective and personal
Respect and love together	Interconnectedness

METHOD: BEYOND THE CHECKLIST



MYE IN CONTEXT OF SHE SOARS PROJECT



In the context of the *Let's Talk!L* project, MYE is particularly important as youth play an active, influential role, often serving the most marginalized, at the center of project design and implementation.

They participate in social and reproductive health, gender norms, and economic empowerment and advocate for ensuring that interventions are relevant, effective, and sustainable. By recognizing young people as experts in their own realities, the project challenges traditional power structures that have often excluded them from decision-making.

MYE within the *Let's Talk!L* intervention serves multiple functions: to build system strengthening, adolescents contribute to the design of youth-friendly services and tools such as facility scorecards; to increase engagement, young people lead dialogues with adults to challenge harmful norms and promote positive change in attitudes; they shape policy agendas and influence decision makers ensuring that national and local strategies respond to their needs; finally, to make the principle of the same, meaningful engagement transforms programmes by making them fit local experiences as illustrated in the diagrams below.

At its core, MYE requires more than creating space; it requires resources, preparation, and support to ensure that young people can participate safely and effectively. The experience of co-learning in which adults and youth work together as experts, each contributing their strengths. By acknowledging *Let's Talk!L* not only empowers young people's voice, strengthens accountability, builds trust, and improves outcomes for communities.



MYE IN CONTEXT OF SHE SOARS PROJECT

Empowering Adolescents: Meaningful Youth Engagement (MYE) in SHE SOARS



WHY MEANINGFUL YOUTH ENGAGEMENT IS IMPORTANT

Meaningful youth engagement strengthens programs,
quality, accountability, and sustainability.

When young people are meaningfully engaged,
interventions are grounded in local experience and are
therefore more responsive to local barriers
and demands. Youth engagement also enhances
transparency, builds trust between implementers
and communities, and increases the likelihood that
initiatives will be sustained or sustained beyond the
project lifecycle.

While civil society, NGOs, and particularly school
teachers are critical to all school activities,
youth are often excluded from formal systems
and decision-making spaces.

Youth participation in SDG, economic vulnerability, and
protection risks are essential for designing interventions that
are relevant and culturally responsive. The Youth Advisory
Board plays a critical role in ensuring that youth perspectives
are integrated throughout the project process and that
implementers remain accountable to the principles of
meaningful engagement. For some activities, youth (NGOs,
schools, etc.) can already be meaningful stakeholders
or designed with housing environments to serve housing
improving security, efficiency, and long-term impact.

Understanding the importance of youth leads to a deeper
structural question: if youth engagement improves
interventions and strengthens accountability, what must
change within systems to make that engagement truly
meaningful? The answer lies in how power is distributed.

From Participation to Power: How CIVIL SOCIETY Shares Decision-Making

Meaningful youth engagement is not simply about
creating space for young people within existing
structures. It is also redesigning those structures so
that youth have genuine influence over decisions and
outcomes.

Power-shifting within civil society requires prioritizing
youth leadership from the start, ensuring that young
people are adequately represented, supported, and
receiving feedback mechanisms that demonstrate
how their contributions shape action.

It also requires addressing institutional barriers that
limit participation, including gender norms, disability,
economic vulnerability, and age-based exclusion.

Without deliberate effort to ensure participation risks
remaining consultative or symbolic, with power-shifting
(institutional) youth engagement becomes

transformational, strengthening both programs, integrity,
and system-level change.

The following powershift principles can help guide SHE SOARS partners to institutionalise into the program processes

Powershifting Principles



1. PRIORITIZE YOUTH LEADERSHIP

Trust youth to shape processes from the start rather than just responding to them.



2. TRAIN, SUPPORT & RESOURCE

Provide inclusive mentoring and fair compensation so youth can lead with confidence.



3. PRIORITIZE SAFETY & WELLBEING

Create risk-free spaces that protect the physical, emotional, and mental health of youth.



4. OPENNESS & ACCOUNTABILITY

Institutionalize power-sharing through transparent feedback loops that hold processes accountable to youth.



5. INTENTIONAL POWER SHIFTS

Actively remove intersectional barriers to enable youth to deliver as primary leaders.



6. RESTLESS INNOVATION

Experiment with new structures to redefine engagement beyond existing organizational constraints.

The following powershift principles can help guide SHE SCARS partners to institutionalise MRE within the program processes

1. **Reaffirm youth leadership:** Treat young people as lead from the start. Support youth-led organisations so that they shape processes, not just respond to them.
2. **Really support & resource youth:** Provide financial, technical training and mentoring, so youth can build self-confidence. Ensure youth are compensated fairly and not left out of pocket.
3. **Reaffirm safety & wellbeing:** Protect youth's physical, emotional, and mental wellbeing. Consider spaces where youth can engage without risk, and support their happiness and wellbeing.
4. **Respect, dynamic & accountability:** Foster a culture of learning. Grow power by maintaining transparency, taking youth partners into decision loops, and holding processes accountable to them.
5. **Institutionally still power:** Recognise interconnectivity – different youth organisations, different partners – and actively remove obstacles that youth, communities, and youth organisations face in their own development. Enable young people not just to inform or influence, but to deliver solutions.
6. **Normalise the process:** Generate institutional youth power in existing structures. Grow member young people's expertise, interests, and redefine how engagement works.



Accountability in Action: The SHE SOARS RACI Framework for Youth Engagement



Operational Framework for MYE: Communication and Accountability

To institutionalize a new facility for the next for trade Engagement (MYE) within the IEL Global project, this tool (the guidance, accountability, consultation, informed) the next for the communication process, engagement strategy, and oversight mechanism across each stage of youth participation. The framework is designed to provide this reflection, strengthen individual power, sharing, and ensure that MYE accountability are upheld consistently throughout the project cycle.

Stage 1: Context Analysis

Context analysis stage: stakeholders and grassroots youth actors including youth researchers, peer educators, community facilitators, youth leaders and local associations (YLA) facilitators, and youth advisory structures among others are responsible for gathering data and sharing young people's lived realities from their communities. Their role is to highlight the social, economic, and political opportunities that shape adolescent experiences.

Programme leaders, particularly project officers and field coordinators, are accountable for ensuring that this data informs subsequent context analysis and is meaningfully integrated into planning processes. This stage establishes the foundation for evidence-based youth informed programming.



Stage 2: Activity Co-Design

During this stage, programme leaders across the three project pillars work collaboratively with youth advisory boards (YAB) representatives to inform all future activities into responsive interventions. Together, they are responsible for shaping activities that address identified gaps in HIV prevention and adolescent inclusion. Implementing partners are accountable for ensuring that final activity plans reflect youth feedback and align with agreed priorities. This stage ensures that programming is actively informed by youth perspectives before its rollout.

Stage 3: Engagement

During engagement stage, facilitators and YAB members are responsible for leading sessions in accordance with HIV principles, including inclusivity, accountability, and shared decision-making. Programme leads, particularly at the local level, are accountable for ensuring that participation is structured, substantial, and non-informative.

This includes mobilising young people to address clearly communicated objectives and expectations, and ensuring that necessary resources exist in the form of accountability support (for example for adolescents' disabilities) and scaling existing resources and to place effective engagement response preparation, monitoring, and evaluation facilities.

Stage 4: Decision-Making

Youth participation informs the formal decision-making spaces, including youth advisory body meetings, Technical Working Groups (youth involvement), Gender Equity and Social Inclusion (GESI) Panels, and country-level coordination meetings. In these forums, the YAB as youth representatives are responsible for presenting young people's concerns and recommendations. Programme and session leadership are accountable for ensuring that these youth contributions are documented, considered, and integrated into strategic and operational decisions. This stage operationalises the agreed governance structures.



Stage 5: Monitoring & Learning

Monitoring, evaluation and learning activities are led by partner-specific M&L teams, who are responsible for collecting and analyzing data to assess whether and how response programming. The M&L plays a central role in leading M&L Program Officer assessments and action planning, thereby strengthening conceptual and leading partners are essential for meaningful engagement coordination. Program managers are also essential for ensuring that findings influence program adjustments and institutional learning processes.

Stage 6: Feedback & Adaptive Action

Accountability is completed through structural feedback loops. The M&L and program teams are responsible for communicating observations and accountability mechanisms such as regular focus groups, but community networks at health facilities, and radio meetings lead to young people and community stakeholders. Program managers across pillars are accountable for implementing agreed adaptations and documenting changes. This ensures that community feedback both operational and structural, reinforcing transparency and trust.

How to Use This Tool

This field framework should be reviewed at the beginning of each project cycle and revised during M&L Program Officer visiting missions. Identifying responsibilities and accountability at every stage, from start to finish, from leadership and participation are structurally embedded within the project rather than dependent on individual practices or informal practices.



SAFE SPACE NORMS/ PRINCIPLES

A safe space is more than just a physical location. It is a shared commitment to respect, openness, and mutual care. Within our (SAFE) safe spaces, we will welcome and young people to participate confidently, express their views freely, and engage without fear of stigma, judgment, or harm. They provide an empathy, equality, and respect for everyone's lived experiences.

Creating safe spaces requires intentional effort. Facilitators and adult allies must ensure that every young person feels heard and valued, regardless of background, gender, or ability. This includes using respectful and inclusive language, upholding confidentiality, and setting clear boundaries for respectful interaction. Visual norms, such as inclusive writing, positive body language, and affirmation of diverse identities, help reinforce welcoming attitudes.

Most importantly, safe spaces thrive when young people co-create the norms themselves. By defining what safety, respect, and inclusion mean to them, youth take ownership of the environment and help establish a shared foundation. Including, training, or allowing words, every (SAFE) activity should reflect these values, making participation not just meaningful, but empowering.



NYE principles are key elements that must be included in a project. They offer young people a voice, making them the center of the project from project initiation stages to the final implementation. These principles must be adopted as a guideline by the NDI members in 2020 to guide their engagement in the project from now on. The values will be passed, and they will apply to the broader concept of the NDI as an NDI-led project.

With the NDI's current strategy of young people, the NDI principles will offer guidance on how the project can be done while ensuring that young people's needs and full reproductive potential and realization of their sexual rights. NDI should also apply the following:

Co-Design and Co-ownership

Within all aspects, young people should not only participate in activities but also help design or co-create them from the start. They own the ownership of the process and ensure that interventions reflect their realities. Co-design transforms young people from passive participants into architects of change.

Co-leadership

Young people are actively engaged in setting the direction of the project and equally share responsibility, attitudes, and goals about responsibility and power regarding activities and making decisions. When young people lead, they gain leadership experience and skills that are in value youth perspectives on equal. This makes engagement more relevant and impactful.

Accountability

Young people are provided with clear, accessible, identity-sensitive, and age-appropriate information about their role. They are notified and informed about their participation and cost, showing clearly what changes in some of their contributions. Without accountability, participation is becoming obsolete. Feedback loops are essential to show young people the results of their engagement.

Flexibility

Young people's contexts are dynamic and it varies. Effective engagement requires flexible approaches that adapt to different ages, attitudes, cultures, and the situations. Flexibility ensures that no one is excluded because of rigid processes.

Inclusivity

Meaningful engagement must deliberately seek out the voices of those who are often left behind within an all-school youth participatory process, adolescents with disabilities, and religious or sexual youth inclusion opportunities. But the project reflects the realities of all young people, not just the most visible.

Transparency

Transparency means information, roles, and expectations are shared openly. Transparency ensures that young people are fully aware of their rights and responsibilities within the project, enabling them to engage confidently and safely. Together, these principles make it a long practice rather than an ideal or idealism. The process engages respect, equity, and shared ownership across every stage of the project.



HART'S LADDER OF PARTICIPATION

Meaningful youth engagement (MYE) is about more than just making young people an addition rather it is about making young people a real power and voice in influence decisions that affect their lives. In the UNH Global project, MYE means working with young people, not just for them, on their their issues, voices, and understanding the every stage of the project.

To do this, different models and tools partners to understand where young people are currently involved and how they can strengthen their voice and role. These models all take us to the heart of youth engagement (a journey that starts from being informed and included to becoming partners, and finally taking charge). In UNH Global, two models are supporting partners to create a MYE:

The Participation Ladder helps us realize steps from non-participation to meaningful leadership.

The participation ladder is a ladder:



The Ladder of Participation distinguishes between different involvement of young people and truly meaningful engagement. The ladder shows a progression from non-participation to meaningful participation. The lowest rungs manipulation, consultation, and tokenism appear to involve young people but lack their real influence. These practices are not genuine participation and are avoided in all UNH Global activities. Higher rungs represent authentic engagement in which young people are consulted and informed, engaged with their decisions-making, and finally, and at the highest levels, are empowered to initiate and lead activities themselves.

For the UNH Global project, the ladder is a practical tool to define an increasing engagement and identify opportunities to grow in some activities. Youth may be best positioned to consult and inform in others. They act as partners in designing interventions and in public-led spaces. They may lead leadership activities. When others taking leadership about where engagement sits on the ladder and working purposefully towards higher rungs where youth voices carry real power.

regretless. This means that Youth Advisory Board collaboration must go beyond gathering opinions and advice to build an issue that arises from those opinions and advice into solutions. Similarly, youth-led advisory campaigns or research projects must either (a) build upon already existing youth-led initiatives or (b) work with existing organizations. By necessarily staying the course, (a) YouthLife has been able to maintain and strengthen relationships with youth participants in safe, respectful and transformative

THE BULLY-IT'S SUMMARY OF MYC BEST PRACTICES

The Meaningful Youth Engagement Bully-It's can be used in conjunction with the following five questions to ask yourself and/or create a youth engagement opportunity or to reassess and refine youth engagement activity:

What young person(s) are you engaging with and why?

What roles define role and responsibility for the young person(s) you are engaging?

What is the space within which the engagement will take place?

What is the timeline that the young person(s) will have with engagement, and what time will they not have to attend?

What support and what space will you, as the development practitioner, be offering them?

Restless Development's Meaningful Youth Engagement Bully-It's & Questions



Figure 1. Restless Development's Meaningful Youth Engagement Bully-It's & Questions

Breaking Barriers: A Roadmap to Meaningful Youth Engagement (MYE)

Meaningful Youth Engagement (MYE) moves beyond viewing youth as beneficiaries to including them as partners, addressing systemic inequalities through inclusive, sustained interventions.

Core Elements to Engagement



Strategic Structures for MYE



Practical Realization Strategies (P-R) across Processes

Barrier	Practical Realization
 Limited youth voice and participation	 Establishing youth advisory bodies or committees
 Lack of youth leadership	 Training and capacity building for youth leaders
 Limited youth resources	 Mobilizing and leveraging resources for youth initiatives

OBSTACLES OF MYE AND HOW TO OVERCOME THEM

Young people often face multiple barriers that limit their ability to participate meaningfully in programmes like *Be Well*. These challenges include power imbalances between generations, cultural and gender norms, lack of resources, and individual issues in education or life spaces. Many of these obstacles are related to structural inequalities and social justice issues that underlie many young people's potential to lead and influence change.

To overcome these barriers, programmes must intentionally create opportunities that recognise young people as partners, not just beneficiaries. Building trust is a crucial skills and leadership, ensuring safety and reliability, and creating low-threshold ways to bring participation into people's everyday lives. The following recommendations, barriers, and practical solutions for promoting the impact from *Engagement (2019)* provide *Be Well* facilitators with:



Engaging Men and Boys as a Pathway to Meaningful Youth Engagement



Maximizing Youth Engagement within the LGBGLI

Programs using this model develop the lives of adolescents by maximizing their resources and power relations that shape their daily experience. Identity communities across language, gender, and family represent the influence and capabilities of communities, masculinities, gender roles, communities, coming out, masculinities and communities. If these terms relate to challenges, efforts to engage young men and young women maximize adolescent engaging masculinities. Therefore, they may develop a strategy for increasing meaningful youth engagement by supporting boys' identity, expanding their resources, developing their networks, and being an ally for gender equality. The programs create a culture that where adolescents and boys participate more fully in decision-making, leadership, and advocacy.

Within the LGBGLI programs, engaging men and boys is maximized as a strategic activity that also incorporates those that strengthen youth control programming. Through approaches promoted by LGBGLI and other community partners, boys and young men are encouraged to reflect a gender norms, heterosexuality, and actively support the rights and well-being of girls and women.

This model also offers spaces for dialogue and issues such as sexual violence, adolescent reproductive health and rights (ARHR), gender-based violence, and equitable participation in community life. Boys and men meaningfully involved in these discussions, resistance to change often becomes, and broader community support for adolescent health and gender equality becomes stronger.

Maximizing resources within LGBGLI

Maximizing resources within LGBGLI is achieved through a strategic plan, a set of key community-level meaningful youth engagement practices. This strategy is further made boys groups, where adolescents participate in guided sessions that explore positive masculinity, gender equality, and respectful relationships.

These groups provide a safe environment for boys and young men to discuss their own masculinity, heterosexuality, and resistance to the importance of supporting girls' education and well-being. Over time, many participants learn peer education and influence activities among other boys in schools and communities.



Another model is the Youth Savings and Loans Association (YSLA) where adolescent girls participate in an economic empowerment program. By saving and pooling resources collectively, young people learn collaboration, responsibility, and make requests about participation in their groups. They challenge identity-related economic barriers making savings priority in their lives, while also creating opportunities for boys to experience the economic challenges and aspirations of girls and young women. This model's experience has been shown to strengthen trust and reduce gender discrimination among adolescents.

The programme also provides structured, local intergenerational dialogues, which bring together adolescents, parents, and teachers to discuss sensitive issues such as menstruation, adolescent health, and gender expectations within families. Bringing fathers and male partners in these conversations helps in creating, and living, values and norms across home and schooling activities. In many communities, these dialogues reduce negative stigma around menstruation and increase open access to discussing adolescent health needs.

All the community-level dialogues and activities for transformation address pressing challenges when schools, home, and community understand and challenge all gender roles and harmful practices.

Facilitated discussions, other intimate dialogues and peer education (like group-reading, and group conversations) to question norms that perpetuate gender inequality work directly/practically when they promote respect, personal responsibility. When boys and men perform the activities alongside girls and women, ultimately their understanding and role as stronger men more solidifies.

Experience from the implementation of the SIDA highlights several important issues to about engaging men and boys effectively. **Boys learn to challenge and not are more responsible change when engaged through reflection rather than blame.** Creating safe spaces where participants can openly discuss expectations placed on them as men. These spaces require safe facilitation where all feelings get heard. Another lesson is the importance of having gender discussions with practical opportunities such as economic projects in community level.

When boys and men see the complex benefits of engagement and equality, they are more likely to suggest long-term change. Finally, programmes that engage male community leaders and men leaders often gain broader acceptance. Engaging male role models helps to build a community level.

The program experience also suggests several practical considerations that can improve the effectiveness of engaging men and boys. Facilitators should ensure that men and boys are fully in the program, activities reflect gender transformation theories, ensure men and boys are fully engaged in activities, integrating boys and girls in activities such as using group strategies, peer mentors provide robust understanding and reduce gender stereotypes. **It is also important to support male respondents who are using peer-to-peer strategies and interventions, peers.** Continuous reflection and feedback from both boys and girls helps ensure that engagement remains relevant and that the voices of girls and young women are not overwhelmed.

Ultimately, engaging men and boys strengthens meaningful youth engagement by creating supportive social environments where men and boys can exercise their rights and leadership. **Men and boys are potential co-creating partners in creating programs, supporting gender equality, programming, and leadership positions in the community groups.** By integrating these approaches across community, national, and youth-led structures, the programme does contribute to gender transformation engagement and reduces youth exclusion, strengthens accountability, and improves national for adolescents across the region.



Allies for Change: Engaging Men and Boys for Gender Equality

Strategic Models for Engagement



Role Model Boys Groups

Safe spaces for adolescent boys to explore positive masculinity and reproductive health rights.



Mixed Youth Savings (YSLA)

Collaborative economic groups that challenge stereotypes regarding male-led financial decision-making.



Intergenerational Dialogues

Household-level discussions involving fathers to break taboos around menstruation and adolescent health.

Principles for Effective Impact



Reflection Over Blame

Change is more effective when men discuss expectations without feeling judged or blamed.



Tangible Economic Benefits

Men support long-term change more readily when they see the benefits of cooperation.



Early Integration

Engaging boys early ensures gender-transformative discussions develop alongside all youth initiatives.

Measuring inclusion coverage accountability (MIA) Empower youth in planning input, delivery and accountability	Monitor if monitoring and evaluation covering youth participants is a critical line of inquiry covering age gender, sexual orientation diversity and youth representation in decision-making bodies and spaces Monitor if youth are included accountability (e.g. youth voice survey, advice panel) Monitor if youth are included in groups and accountability reports
Outcome: Measuring youth participation capacity, the engagement + not participating	Track youth participation representing comprehensive representation across gender, age, sexual orientation, and diversity Monitor if youth representation and inclusion includes age, gender, sexual orientation, sexual orientation, gender diversity Monitor if comprehensive youth youth participation is not a critical line of inquiry, or if youth are not included in decision-making bodies Monitor if a critical line of inquiry is youth representation

If a group is the holder, your measurement process should
the capacities of the youth and the engagement
activities involved.

NOTE

The future of meaningful youth engagement will depend
on the willingness of partner organizations to include
and identify young people in decision-making spaces
and people by providing opportunities for youth to include
their views, energy, and passion, and collectively work
towards shared inclusion, capabilities, and sustainable
transformation of the world through programs.



Digital Engagement

As existing youth-focused areas, digital platforms and technology continue to be youth engagement in social media, online forums, and community platforms may become even more integral to young people's contacts, while role and value shift for community involvement. These platforms can be made pivotal to surveillance of networking, tracking social programs, members.

Youth-led initiatives

The future involving more youth-led initiatives and organizations taking the lead in addressing important issues. These initiatives engage young people to identify problems, propose solutions, and drive change in their communities, governments, NGOs, and businesses will increasingly recognize the value of partnering with youth-led organizations to address social and environmental challenges.

Education and Skill Development

There is growing emphasis on equipping young people with skills and knowledge needed to be effective agents of change. Education systems are evolved and reinforced, working to include more practical, real-world problem-solving and leadership training. Non-formal education and mentoring programs increase community activities.

Diversity and Inclusion

Traditional youth engagement efforts more inclusive, embracing diversity of all cultures, ethnicities, socioeconomic capabilities, representation of marginalized groups will be a priority, and organizations will strive to create safe and welcoming spaces for all young people to participate.

Intersectorality

Youth engagement efforts increasingly recognizing and addressing the interconnectedness of social and environmental issues. Young activists are working across traditional boundaries to advocate for comprehensive and holistic solutions to complex problems.

Government and Policy Involvement

Government continues to engage with young people through mechanisms such as youth councils and advisory boards. Youth participation in the political process, including voting and running for office, are encouraged and supported.

Collaboration

There is greater recognition of youth engagement. Young people, community organizations, governments, and businesses will work together in partnerships to co-create solutions and policies. This collaborative approach will foster innovation and successful youth participation in shaping the future, making processes.

Global Perspective

Given the interconnected world we live in, youth engagement will increasingly have a global perspective. Young people will work together on international issues, leveraging their collective power to drive change on a global scale.

Mental Health and Well-Being

Recognizing the importance of mental health and well-being, the global youth engagement will prioritize support systems for young people, addressing the challenges they face and providing resources to cope with stress and anxiety.

Environmental Activism

Climate change and environmental sustainability will continue to be central issues for youth engagement. Young activists will advocate for sustainable climate and environmental policies, drive local, national, and international change.

Adult-Youth partnerships

Adult-youth partnerships reform relationships between adults and young people to work together on projects, programs, or initiatives for mutual benefit. These partnerships are often used in education, community or youth development settings and have several benefits:

Shared Decision-Making

Adult-youth partnerships empower adults and young people in decision-making processes. This helps ensure that the perspectives, needs, and ideas of young people are considered alongside those of adults.

Youth Empowerment

By involving young people in meaningful roles and responsibilities, adult-youth partnerships empower youth to take ownership of their lives and communities. This can boost their self-esteem, confidence and leadership skills.

Learning Opportunities

Young people learn valuable skills through these partnerships, including teamwork, problem-solving, communication, and project management. They also gain exposure to role models, mentors and networks.

Diverse Perspectives

Combining the experiences and viewpoints of both adults and youth is critical to more creative and effective solutions to problems and a more inclusive approach to decision-making.

Better Outcomes

Research suggests that projects and initiatives involving adults-youth partnerships are more likely to succeed and have greater impact when they build on a wider range of perspectives and expertise.

Intergenerational Understanding/Dialogue

By working closely together, adults and youth can develop a better understanding of each other's perspectives and challenges, breaking down stereotypes and generational divides.

Long-Term Impact

Adult-youth partnerships can have lasting effects, leading not just to the development of young leaders who continue their engagement after formal school, but also to broader societal change. To achieve meaningful adult-youth partnerships, it is essential to create an environment of trust, respect, and open communication. Adults should be willing to listen to young people's ideas and input, and young people should feel valued and supported in their ideas. Additionally, clear goals and expectations should be set for the partnership, and there should be opportunities for ongoing feedback and evaluation.

These partnerships can be implemented in various settings, including schools, community centers, and government offices, and they can address a wide range of issues, from education and youth development to social and environmental issues.



The Future of Meaningful Youth Engagement: Trends and Partnerships



EMERGING TRENDS IN YOUTH ENGAGEMENT



Digital-First Advocacy and Connection

Advocacy digital platforms, including social media and virtual reality, are becoming critical tools for young people to build networks globally and transcend geographic barriers.



The Rise of Youth-Led Initiatives

Future initiatives will increasingly see young people identifying community problems and driving solutions, with governments and NGOs acting as enablers rather than directors.



Commitment to Inclusion and Intersectionality

Future youth advocacy priorities will explicitly account for marginalized groups while recognizing the deep interconnections between social and environmental justice.



Focus on Mental Health and Environment

Partners are shifting toward providing resources for stress and mental health, pushing for sustainable action at local, national, and international levels.

THE IMPACT OF ADULT-YOUTH COLLABORATION



Shared Decision-Making Power

Integrating youth and adult perspectives ensures that the specific needs and ideas of younger generations are considered in every phase of a project.



Youth Empowerment and Skill Building

In taking on meaningful roles, young adults will develop and practice leadership skills, including teamwork, and project management.



Breaking Generational Divides

Cross collaboration fosters intergenerational dialogues that dismantle stereotypes and build long-term understanding between different age groups.



Enhanced Project Outcomes

Research indicates that initiatives utilizing robust youth participation are more likely to succeed, due to the wider range of perspectives and creative perspectives involved.

TIPS FOR SUCCESSFUL PARTNERSHIPS



Build a Foundation of Trust and Respect

Adults must be genuinely willing to listen, ensuring young people feel their input is valued and supported within their roles.



Prioritize Open Communication

Establishing transparent channels for dialogue is essential to maintaining a healthy and equitable relationship between partners.



Define Clear Goals and Expectations

Successful partnerships start with a shared understanding of the specific objectives and the individual responsibilities of both youth and adults.



Implement Ongoing Feedback Loops

Continuous evaluation and feedback opportunities allow the partnership to adapt and grow throughout the duration of a project.

Annex 1: YOUTH ENGAGEMENT SELF-ASSESSMENT TOOL (for project partners)

INDICATOR	RESPONSE YES	RESPONSE NOT/NEARLY
Does every programme implement at least 100 youth-led activities in your responsibility area?		
Comments:		
Is every youth group (e.g. through activities, meetings, training)?		
Comments:		
Is every youth group (e.g. through activities, meetings, training)?		
Comments:		
Is every youth group (e.g. through activities, meetings, training)?		
Comments:		
Does every youth group have a youth group leader?	Agreed/leader	
Does every youth group have a youth group leader?	Agreed	

Are youth involved in decision-making and consultation in your responsibility area?	Agreed/leader	
Are youth involved in decision-making and consultation in your responsibility area?	Agreed/leader	
Are youth involved in decision-making and consultation in your responsibility area?	Agreed/leader	
Are youth involved in decision-making and consultation in your responsibility area?	Agreed/leader	
Are youth involved in decision-making and consultation in your responsibility area?	Agreed/leader	
Are youth involved in decision-making and consultation in your responsibility area?	Agreed/leader	
Are youth involved in decision-making and consultation in your responsibility area?	Agreed/leader	
Are youth involved in decision-making and consultation in your responsibility area?	Agreed/leader	
Are youth involved in decision-making and consultation in your responsibility area?	Agreed/leader	
Are youth involved in decision-making and consultation in your responsibility area?	Agreed/leader	



Describe briefly the course programme (and organisation)	Structure/content	
	Planning	
	Implementation	
	Monitoring	
	Evaluation	
What is already known concerning international development and how is it being put into practice in the organisation?	Background	

Question...



ANNEX 2: MYE MARKER ASSESSMENT FORM

SHE SOARS MEANINGFUL YOUTH ENGAGEMENT (MYE) PROGRESS MARKER FORM

Overview

The Meaningful Youth Engagement (MYE) progress marker is a participatory tool to support the project to proactively measure extent and to which MYE is integrated at all project stages (Project Initiation/Design, Implementation, monitoring and evaluation, termination etc)

The marker facilitates participatory, honest, and objective discussions, or reflection among stakeholders with regards to integration of MYE.

The tool enables stakeholders to reflect on aspects of Meaningful Youth Engagement for both project activities which work directly with young people and those that work with stakeholders as well as activities that aim at breaking barriers to Meaningful Youth Engagement and promote transformative leadership.

The participatory methodology allows stakeholders to observe what they have done well, what could be improved to facilitate successful engagement of young people in their work. They are able to reflect about all domains of MYE and establish what limited their success.

Facilitators therefore will need to ensure the activity is as participatory as possible (picking perspectives of participants from different departments or pillars and observing the dynamic of young people and adult stakeholders).

The persons documenting outcomes of the discussions/ observations will need to pay attention to justifications, perspectives provided by participants or stakeholders about why they have a particular rating across perspectives for the information to be useful hence facilitating adaptive management in project design, implementation, monitoring, and decision making. There is need to observe differences in rating and justifications among young people and adult partners or stakeholders.

The definition of the young people being considered under evaluation is dependent on the project protagonists and categories of young people that are engaged on the specific project. For the SHE SOARS project, these include adolescents 10 to 14 years, 15 to 19 years, and young people between 20 to 35 years.

During evaluation, it is important to consider the intersectionalities among young people to ensure that the interventions or project is responsive to their diversities. Intersectional groups of young people include orphans, People With Disabilities, refugees, teenage mothers, Adolescent led families, etc.

Time Required

60-90 minutes

Timeline for Measurement

Project stakeholders ideally convene semi-annually to review their progress as a way of aligning with other project reporting timelines. This is preferably during quarterly planning meetings.

Facilitation

Program manager lead the discussion while the hMCA team leads support in documentation.

Materials Required

- Flip charts or 3 placards indicating agree, disagree and neutral.
- Projector

- Registration form
- Link /copy of MYE marker

How to facilitate the tool

Step1. Explain the purpose of the tool to the participants:

This is an honest participatory reflection and learning activity to enable participants evaluate how they integrated MYE in their operations. There may be differences in opinion hence there is a need for participants to respect each other's opinions.

The objective is to understand the differences, perspectives, and justifications of opinions, noting what was done well and what could be done differently for the different domains of MYE, and collectively define solutions to aid improvement.

Step 2. Place flip charts or placards at opposite ends of the room indicating YES/NO. Place a flip chart, so that everyone can see them. Ensure there is enough space for people to be able to move to either side.

Step 3. Facilitator provides instructions. For each domain displayed on the projector or read, everyone is given a minute to reflect individually about how they feel about a specific domain being integrated in their work without consulting others, after which they would move to the flip chart or card which represents their opinions (YES/NO). A projector would be handy in ensuring domain and success markers are clear and understood by all stakeholders.

Step 4. Facilitator displays domain and is required for successful integration (these are in form of questions) Facilitator asks participants or stakeholders to reflect individually, and then move to the flip chart /placard which represents their opinion.

Step 5. Once all participants have moved, invite participants of each group to share their reason for opinion. Ask volunteers to share with other groups why they are standing where they are.

Step 6. After hearing from all groups, ask participants if any of them would like to change their opinion and move to a different card or flip chart. Facilitator may ask those moving to share their reasons in case they would like to share. The team collectively agrees on the final rating (whether YES/NO). Remind participants about the main objective being understanding differences in opinions to support improvement.

Step 7. MEAL Lead notes the final rating of participants across domains in the marker below.

Step 8. MEAL Lead notes down observations, justifications or any relevant information to support the final rating on each of the domains.

Reflection Question for Closing Discussion

1. Did we learn anything from the discussion or reflection?
2. What should we do differently as a collective to ensure they successfully integrate MYE in their operations? MEAL Lead notes down any other reflections, and recommendations on the marker

Group repeats the process semi-annually and compares it with the previous score.

Meaningful Youth Engagement (MYE) Marker

Date of review:	Project Title:
Country:	Project Stage:
Reviewer:	

1. Select which of the following statements best describes this project:

Does NOT work with young people directly or indirectly	GRADE 8
Works directly/indirectly with adolescents and young people	Go to Column A
Works directly or indirectly with young people AND to strengthen stakeholders' capacities, challenge barriers to meaningful youth engagement and promotes transformative leadership.	Go to Column B

2. Based on the above, answer the following questions within the columns below. If Grade 8 go to section 5.0 at the end of this document. If you cannot answer all of the questions for each domain, please do not tick.

Column A	Column B
Works directly with Adolescents & Young People Tick YES for all the statements that apply:	Works to strengthen stakeholders' capacities, challenge barriers to meaningful youth engagement and promotes transformative youth leadership. Tick YES for all the statements that apply:
Analysis: Is the project informed by analysis of the different needs, desires, and aspirations of young people? Does it take into consideration the differences between young people across ages 10-14, 15-19 and 20 to 35 years?	Analysis: Is the project informed by an in depth analysis of the following: age disaggregated distinct needs of young people from implementation areas? Their roles, relationships, protection risks and power dynamics?
Activities: Are project activities co-designed, co-owned or adapted to meet the distinct needs, desires, and aspirations of young people, including differences between young people across ages 10-14, 15-19 and 20 to 35 years? Are young people supported to understand their roles and responsibilities during activities?	Activities: Are project activities adapted, co-designed, co-owned and supportive of youth leadership and decision making? Are interrelationships such as gender and age considered? Does the project provide capacity strengthening opportunities to young people to support youth leadership. Do activities include capacity strengthening on MYE for project staff, partners, government and communities? Are young people supported to understand their roles and responsibilities during activities?
Participation in Project Processes: Are 60% of meetings or activities implemented by partners together with young people where applicable? Are young people asked to co-design and co-lead specific sessions or activities? Do young people have access to spaces and processes without coercion?	Participation in Project Processes: Are most meetings/activities co-led by young people and non-youth partners? Do young people have access to spaces and processes without coercion? Are young people supported to co-create meeting agendas/co-lead on sessions? Are young people part of decision-making within the project? Are there leadership positions within the project that are held by young people? Is there a formal youth decision-making body in the project?
Monitoring, Evaluation, Learning & Accountability: Are young people included as co-designers and respondents in	Monitoring, Evaluation, Learning & Accountability: Are young people

data collection? (baseline, midline and endline) Are they included in the interpretation and dissemination of results? Is this data disaggregated by age/sex/other intersecting identities and changing protection risks and needs? Is there space for mutual accountability between youth and non-youth actors?	part of the design of MISA, systems and processes, as well as the collection and analysis of data? Are young people participating in monitoring visits and the dissemination of findings? Is this data disaggregated by age/sex/other intersecting identities and changing protection risks and needs? Is there space for mutual accountability between youth and non-youth actors?
Inclusion: Are a intersectional group of young people (orphans, YPIs/Do, Adolescent led families, refugees, teenage mothers etc.) regularly attending project meetings and activities? Are accessibility needs being considered and reasonable accommodations provided to address the diverse needs of intersectional groups including YPWDs? Is there gender and age representation of young people in project meetings and activities?	Inclusion: Are a intersectional group of young people (orphans, YPIs/Do, Adolescent led families, refugees, teenage mothers etc.) regularly attending project meetings and activities? Are accessibility needs being considered and reasonable accommodations provided to address the diverse needs of intersectional groups including YPWDs? Is there gender and age representation of young people in project meetings and activities? Does the project include advocacy around accessibility needs of intersectional groups?

3. Add up the total number of Yes answers:

For Column A: 0-1 YES= Grade 5, 2-3 YES= Grade 1, 4-5 YES= Grade 2

For Column B: 0-1 YES= Complete column A, 2-3 YES= Grade 3, 4-5 YES= Grade 4

4. Tick the Box Below based on scoring:

Grade 0 Harmful	Grade 1 - Neutral	Grade 2 Sensitive	Grade 3 Responsive	Grade 4 Transformative
Programming that ignores or is completely unaware of the economic/ social/political roles, rights, entitlements, responsibilities, obligations, and power relations associated and the dynamics between and amongst people especially young people.	Programming that works with young people. This may mean reinforcing or utilizing pre-existing inequitable structures, systems, and divisions in society relating to young people's engagement. Does not consider how this impedes the achievement of programming outcomes.	Programming that adapts to working with young people. Works around existing differences and inequalities to ensure equitable allocation/services/ support aligned with the pre-existing differences, structures, systems, and power divisions in society.	Programming that challenges inequitable participation of young people. Responds to the different needs and constraints of young people. Opens space for discussing, challenging, and engaging with inequitable youth participation, structures, systems, divisions, and power relations.	Strategies, Policies and programs that change inequitable participation and engagement of young people and relations to promote equality. Not only has the ambition to transform youth engagement roles, relations, and structures, but has the resources, willingness and capacity to institutionalize transformative programming.

5. Please describe the reasons that support your YES answers above, and provide with supporting documents or links:

Domain	REASONS (WITH SUPPORTING DOCUMENTS OR LINKS ATTACHED)
Analysis	
Activities	
Participation in Project Processes	
Monitoring, Evaluation & Learning	
Inclusion	
LESSONS	FEEDBACK
<i>What were the three main lessons (can be both positive and negative) from integrating MYE into your project design / implementation?</i>	<i>Based on these lessons, what will be changed within the intervention to improve MYE integration?</i>

6.0. If you scored Grade 0, please explain why MYE was not relevant to this intervention:

Cycle: **Identify** — **Prepare** — **Engage** — **Monitor** — **Follow through**
 Instructions: Tick ✓ for Yes or ✗ for No

1. Have young people been consulted about how processes should flow?
 a) Yes or No
2. Have young people been assigned clear roles in the planned activities?
 a) Yes or No
3. Is a budget allocated for youth participation (transport, data, stipends, etc)?
 a) Yes or No
4. Are safeguarding and protection measures in place e.g. for team leaders, PPTs etc?
 a) Yes or No
5. Were young people informed in good time to allow adequate preparation?
 a) Yes or No
6. Have the needs of special interest groups like PPTs been considered?
 a) Yes or No
7. Have they been fully briefed and given informed consent for photos, stories, or media use?
 a) Yes or No
8. Has a debrief session been scheduled to share feedback with them?
 a) Yes or No
9. Is there a clear mechanism to follow up on agreed action points?
 a) Yes or No

Go/NoGo Test Before Any Youth Engagement

Instructions: Tick ✓ for Yes or ✗ for No

 Clear role & purpose? ☐ Yes ☐ No

 Budget for transport/dono/stipends/childcare? ☐ Yes ☐ No

 Inclusive (translation, accessibility)? ☐ Yes ☐ No

 Feedback loop planned? ☐ Yes ☐ No

 If No to 2 or more → redesign before engaging.

ANNEX 4: SAFE SPACE QUICK CHECKLIST

Principle	What it means in practice
Respect	Everyone's voice is valued. Issues without interrupting or judging.
Consent	Activities are negotiated and welcomed -- No one should be left out or ignored.
Confidentiality	What's shared in the space stays in the space unless someone wants it shared.
Support & Empathy	Share in one another's suffering, emotional distress, and vulnerabilities.
Freedom to Pass	Participants can choose not to attend or stop at if they feel uncomfortable.
Private Communication	Use clear, direct language without harmful jokes or stereotypes.



CONTRIBUTORS



Gloria Ngugi

Gloria Ngugi is a current member of the board/steering committee in a small health provider and youth leader with extensive experience in health and reproductive health and rights (HRH) advocacy and meaningful youth engagement. With four years of clinical practice and over seven years of youth leadership, she has been instrumental since 2010 in the International Federation of Medical Students' Associations (IFMSA-UGHS), the largest of its kind in the region (2012) and the youth leader for Sexual and Reproductive Rights (SRRH). With previous working experience for youth advocacy and leadership, she is committed to strengthening systems accountability structures, and sustainable approaches that center on youth as co-owners, and youth leadership at the center of programming.



Lubumba Jeremiah Mulenda

He is a speaker and former Youth Advisory Board member (2018-2020) representing DRC. During his tenure, he demonstrated strong leadership in advancing political accountability and systemic health advocacy within the IFMSA framework. He was significantly involved in developing the representation of the health services, strengthening adolescent-friendly health structures, encouraging youth participation in decision-making processes. Through his engagement in Western Uganda and Karamoja districts, Jeremiah supported youth leadership, awareness and social justice dialogues, providing leadership at various strategic forums with diverse stakeholders. These efforts resulted in more transparent resource allocation, an increased recognition of young people as critical accountability actors within local governance systems. Jeremiah's leadership is characterized by strategic networking, insightful training, deliberation, and clear communication enabling him to work collaboratively with communities, health providers, and local authorities to ensure sustainable youth-centric change.



Amanda Jean Julian Mary Basore

Amanda is a senior staff writer, Youth Justice Board member (2011–2015), representing England's Black women, the Black women role in securing youth justice, and collaborates internationally across the UK. Black people, women is widely recognized for her active engagement, corporate and public education health platforms, including the International Conference on Early Childhood (2014), extensive character that emerge evidence for recovery services. Through these roles she studied public roles in past early 19th-century social movements, modernization and public and development of new social and political health settings (2011) plans for 2015/16. Amanda consistently incorporates design and political accountability, ensuring that national perspectives were meaningfully integrated into programs, opportunities and security issues. Her leadership involves strong communication, facilitation, and strategic engagement with stakeholders, strategic governance, media, with national and international policy platforms. She advocates principles in building youth engagement by providing an understanding, inclusive participation, and transformation, youth leadership across community, corporate issues.



Kevin Weangi

Kevin is a senior staff writer, Youth Justice Board member (2011–2015), representing Kenya in an operational advocate for local and representative health and rights (2014), with strong focus on education and young people with a background in a health sector. Kevin foster and extensive corporate working with non-profit organizations, Kevin has consistently advanced public sector approaches in programming, advocacy, and public engagement.

Through the 2014 health project, Kevin played a significant role in strengthening the strength, documentation and visibility of Kenyan Youth Engagement activities. Kevin has led youth, all communication facilitation, including the following media campaigns and education health conversations: National health platforms such as Kenya's Early Action, the National youth empowerment capacity education, access to youth-friendly services, strategic advocacy, and mobilizing Kenyan's youth engagement. Kevin's leadership reflects strong analytical thinking, advocacy skills, and commitment to ensuring that youth voices are not only heard but also documented, amplified, and integrated into policy and public discourse.



Aziki Derrick

He is a current Health Equity Board member representing people of color joining the Board to ensure a more inclusive culture. Derrick brings understanding of all aspects where he supports Black and brown youth, family, and communities and currently, provides support through the role he occupies with young people of color related to social and reproductive health and rights, strengthening peer-to-peer learning and youth participation in community work.

He works as a peer educator in both secondary and tertiary settings. He is currently a teaching assistant pathway from grassroots engagement to strategic governance in the current role. Derrick brings frontline experience into policy and programme decisions, conceptual, and/or consultation activities and perspectives where feasible, making inclusivity a priority.



Amber Shaurath

She is a current Health Equity Board member representing significant experience with over five years of experience in Sexual and Reproductive Health and Rights (SRHR), HIV awareness, and gender equality. She serves in public relations leadership roles, including Youth's, African Center, and also provides the National Adolescent and Young People's (AYP) Forum for youth focused strengthening youth leadership and promoting inclusive participation of adolescent girls and young women in decision-making space.

She promotes the history of Gender Action and Social Movement and continues to drive national SRHR campaigns. She works to bring strong grassroots and policy level engagement experience to the Board. She is committed to ensuring Young's youth engagement, employing the voices of girls and young women, and strengthening accountability mechanisms that promote gender equality and youth leadership within SRHR.



Matthias Nkomo

Matthias Nkomo is current faculty member representing Africa, a leading example of leadership emerging from grassroots engagement within the Global Africa portfolio. He is an past executive director, program manager, strategic implementation team leader and current executive (policy) facilitator. He is strategic facilitator (policy) facilitator, and currently, he serves (policy) facilitator through various roles. He is currently working on various projects, including a research project on the role of the state in the development of the African continent. He is currently working on various projects, including a research project on the role of the state in the development of the African continent. He is currently working on various projects, including a research project on the role of the state in the development of the African continent.



Anthony Njogu

Anthony Njogu is current faculty member representing Africa. He is a communications and digital media professional with experience managing organizational networks, content development, and technology support. He is currently working on various projects, including a research project on the role of the state in the development of the African continent. He is currently working on various projects, including a research project on the role of the state in the development of the African continent. He is currently working on various projects, including a research project on the role of the state in the development of the African continent.



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In February 2020, she was elected to the role of a full-time member, contributing to the work of the Global Africa portfolio. She is currently working on various projects, including a research project on the role of the state in the development of the African continent. She is currently working on various projects, including a research project on the role of the state in the development of the African continent. She is currently working on various projects, including a research project on the role of the state in the development of the African continent.

EDITORS



Juliet Nakachweya

Juliet is a foreign development leader with public health expertise with 15+ years of experience driving public health technical programming across Africa, Latin America, Europe, Central and Eastern Europe and the Pacific. She supports public health programs that protect society, enhance productivity and livelihoods, and promote the economic growth required to sustain health program strategy. Through her work, Juliet has supported strengthening public health systems' delivery systems, health financing, disease surveillance, the health workforce, and public leadership, policy, equity, and justice issues. She has also worked on design and implementation of health policy and strategy.



Kibito Gikundi

Kibito is an evaluation and policy specialist with 15 years experience. He currently serves as the regional coordinator for the Bill & Melinda Gates Foundation's support for health security, risk factor surveillance, disease and health facility strengthening across the region. He has supported health development across the program areas: policy, initiatives on universal health systems strengthening, gender and social norms transformation, economic empowerment, and advocacy and public leadership.

SHE SOARS:

Meaningful Youth Engagement Toolkit

A practical guide for engaging adolescents
and young people in meaningful participation
and leadership

A Training Toolkit for SHE SOARS Project Partners

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