



Meaningful Youth Participation Toolkit



For the World Association of Girl Guides and Girl Scouts



Acknowledgements

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With special thanks to: Anna Bambrick, Sophie Rymer, the Meaningful Youth Participation Specialist Team, and the Learning and Leadership Development and Capacity Building Teams at WAGGGS.

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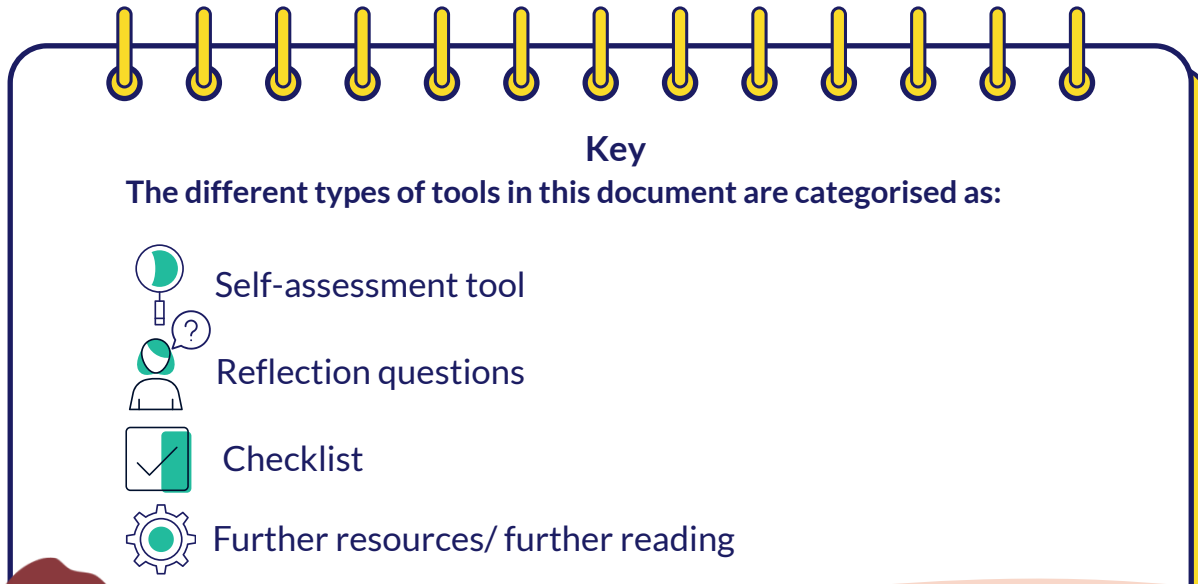
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This toolkit was written to accompany the Meaningful Youth Participation Framework of the World Association of the Girl Guides and Girl Scouts (WAGGGS). It reflects thinking, models and practice within youth participation reflected in the Framework. Both documents have been informed by consultant youth participation advisors, in conversation with members and young women across the global movement, and WAGGGS Global Team members.





These resources are also inspired and adapted from the ones that appear in A toolkit for monitoring and evaluating children's participation from Save the Children.

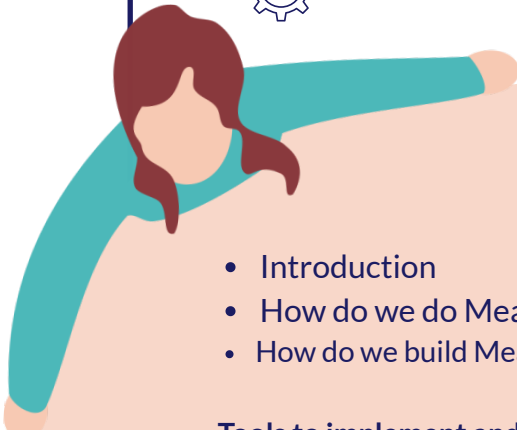




Key

The different types of tools in this document are categorised as:

-  Self-assessment tool
-  Reflection questions
-  Checklist
-  Further resources/ further reading



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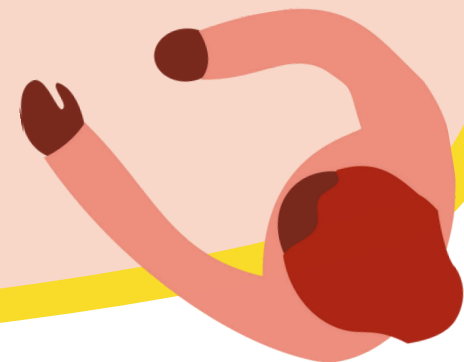
Championing meaningful youth participation: leadership mindsets reflection



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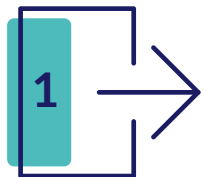
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Meaningful Youth Participation



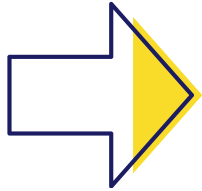
Introduction

This toolkit accompanies the [WAGGGS Meaningful Youth Participation Framework](#) and contains practical tools to support you and your Member Organisation's work and help efforts to mainstream meaningful youth participation at all levels of your organisation!

In Girl Guiding and Girl Scouting, Youth participation means actively and continuously engaging children and young people in making decisions on issues that affect their lives and communities. Meaningful youth participation means that children and young people are considered the experts in their own lives, and are informed, empowered, safe and valued when they participate.

Implementing and improving meaningful youth participation will help us work towards our shared [WAGGGS Compass 2032](#) vision for an equal world where all girls can thrive, where we are a Movement led by girls and young women.

Who is this toolkit for?



Anyone in Girl Guiding and Girl Scouting who is facilitating or interested in meaningful youth participation! It is suitable for use by young people, staff, volunteers, teams, Member Organisations (MOs) and the WAGGGS Global Team. We encourage you to adapt these tools to best suit your context and the groups you work with if needed.

The toolkit aims to support both those already actively promoting participation to continue to improve their practice, as well as those who are new to the topic to start their journey.



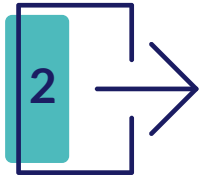
How to use this toolkit:

In this toolkit we say 'adults' when describing the facilitator of a meaningful youth participation experience, this may also be a young person facilitating an experience for other young people.

Before using this toolkit, we recommend reflecting on the indicators included in the WAGGGS Capacity Assessment Tool, in the sections “Young people in Girl Guiding and Girl Scouting” and “Adults in Girl Guiding and Girl Scouting” to assess your organisation’s current meaningful youth participation practice. Then use this toolkit to support your next steps and activities in enabling meaningful youth participation.

The sections of the toolkit can be used separately but are closely interlinked and respond to different aspects that ensure meaningful youth participation is in place. The tools can be used as a:

- **Planning tool** for helping to design projects and initiatives
- **Self- Assessment** tool for projects and initiatives that are either currently running or have finished. This can help guide evaluations and planning for future projects.
- **Training or discussion resource** for young people, leaders, trainers, national decision-making groups to consider how to include youth decision making in future projects/initiatives and how to mainstream meaningful youth participation.



How do we do meaningful youth participation? Meaningful Youth Participation Summary:



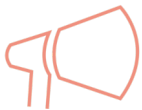
Meaningful youth participation can happen when there is...

- A culture that supports youth participation;
- Opportunities for young people to participate;
- Principles in place to ensure the opportunities offered are meaningful.



Culture that needs to be built to enable meaningful youth participation:

Its foundation is a **safe, inclusive, empowering Brave Space**. It is a space that builds young people's capacity and where adults respect and value young people for who they are and what they offer.



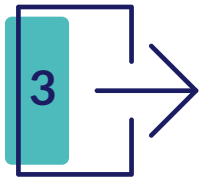
Opportunities to create for participation to take place:

- **Consultation** – young people are asked for their input to inform decisions made by adults.
- **Collaboration** – young people and adults work together and make decisions side-by-side.
- **Youth-Led** – young people make decisions at all stages of a process, adults may support this, but it is driven by young people.

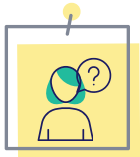


Principles to follow to ensure that youth participation opportunities are meaningful:

- **Transparent** – young people are fully informed of why and how they will participate.
- **Accountable** – young people know what the outcome and impact of their participation was.
- **Accessible** – the participation experience is designed to support all young people to be able to fully take part.
- **Intersectional** – young peoples' individual needs are met to enable their full participation.
- **Supportive** - young people are equipped with the tools and knowledge needed to participate.
- **Engaging** – the participation experience is interesting and exciting for all those involved.
- **Authentic** – young people have actual decision-making power.
- **Voluntary** – young people can choose to get involved and remove their participation during the process.



How do we build meaningful youth participation practices? Tools to implement and improve meaningful youth participation in your organisation



Tool 0: To begin... How can we build a brave space?

The foundation of any meaningful youth participation experience is a brave space which is safe, inclusive and empowering. Meaningful youth participation thrives in environments where a brave space is nurtured and encouraged. Without a brave space, true participation cannot fully flourish. Adults working with young people have a duty of care and must take every precaution to minimise the risks to participants of abuse and exploitation and any other negative consequences of participation.

From the safe foundation, a brave space then needs to be inclusive and empowering. Explore the rest of the toolkit to go deeper into these elements!

If you need further support or want to reflect more on your safeguarding processes as an organisation, please get in touch with the Safeguarding Team here:

<https://campfire.waggs.org/safeguarding-capacity-building>



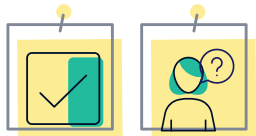
Take a moment to reflect on what safeguarding policies and processes you have in place and consider how these might be relevant in an opportunity of participation for a young person:



- Are participants safe when they participate? What safeguarding policies and procedures are being followed to keep them safe? What training have adults and/or young people completed to support safe participation?
- Have risks and ways to keep participants safe been identified?
- Do participants know where to go for help if they feel unsafe whilst involved in participation activities? Is the information accessible to them?

When facilitating meaningful youth participation, it is important to create a shared understanding and agreement of what a brave space means and looks like for the participants you are working with. To help you set a brave space, ask girls and young women the following:

- What do you/we need to feel safe in this space?
- How do we ensure everyone feels included and heard?
- What helps you/us feel confident to participate and speak up?



Tool 1. Is my organisation youth-friendly? Mainstreaming meaningful youth participation

Becoming a girls and young women-led Movement means mainstreaming meaningful youth participation across all areas of our work, from local to national to global level. This will look different for each local group, Member Organisation and Region.

Meaningful youth participation opportunities can be consultation, collaboration and youth-led (check p. 7 of this toolkit for definitions of each of these areas).

Some practices are more applicable and/or appropriate depending on context, setting, and the group of young people we are working with. By creating and increasing the number of opportunities for participation across each category we ensure that young people are:

- Supported adequately
- Not burdened with complete responsibility for everything
- Able to engage in a way that is appropriate for them

When we talk about mainstreaming, we mean looking at all areas of our work and finding ways to include participation in these. In practice, this means that young people are engaged in all areas of the organisation, not only in specific meaningful youth participation activities. They are a central part of the functioning of the organisation.



We encourage you to give this tool to the young people you're working with. See their perspectives on how involved they feel. Does this match with what you thought? If not, ask young people how they could be involved more meaningfully. You can take inspiration from the Opportunities section of the WAGGGS Meaningful Youth Participation Framework.

To reflect and evaluate the practice of meaningful youth participation in your organisation, we invite you to:

- ➔ 1 Follow this matrix and reflect on the types of opportunities in which young people are involved in each organisational area, colouring the corresponding opportunity in each.
- ➔ 2 Answer the follow-up questions for each area, diving deeper into how meaningful youth participation is mainstreamed.

Area	Types of Participation			
	Non-participation	Consultation	Collaboration	Youth-led
Programme	Young people are not involved	Young people are asked their views	Young people contribute to the design and implementation of the programme	Young people design and implement the programme themselves, adults may support



How are girls and young women included in the designing and decision-making of their own Girl Guiding and Girl Scouting programme?

Types of Participation

Area	Non-participation	Consultation	Collaboration	Youth-led
Operations (HR/Finance)	Young people are not involved	Young people are asked their views	Young people are involved in the decision making and setting priorities on how to allocate resources	Young people decide how to allocate resources, adults may support



How do girls and young women inform decisions related to HR and finance?

Governance	Young people are not involved	Young people are asked their views	Young people are part of the decision-making structures	Young people lead decision-making structures and are responsible for the decisions, adults may support
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How are girls and young women a part of the governance of Girl Guiding and Girl Scouting Organisations?

Area	Types of Participation			
	Non-participation	Consultation	Collaboration	Youth-led
External advocacy/relations	Young people are not involved	Young people are asked their views	Young people contribute to set priorities and actively advocate and work with different stakeholders	Young people decide on, design and implement advocacy and external relations actions, adults may support



How are girls and young women able to represent the organisation and its needs?



Monitoring and evaluation	Young people are not involved	Young people are asked their views	Young people are asked to contribute to the process of monitoring and evaluation	Young people design and implement monitoring and evaluation mechanisms, adults may support
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How are girls and young women involved in reporting on the impact activities have had on them?



Area	Types of Participation			
	Non-participation	Consultation	Collaboration	Youth-led
Planning Events	Young people are not involved (perhaps they are leaders at the event)	Young people are asked their views in the planning of the event	Young people are involved in the planning, running and evaluation of the event	Young people lead the planning, running and evaluation of the event, adults may support



How are girls and young women involved in the planning, execution and evaluation of events?

Two horizontal lines with arrowheads at both ends, intended for handwritten responses.








Tool 2: What do we need to create a space for meaningful youth participation? Building a culture that supports meaningful youth participation

For meaningful youth participation to happen, a **culture** that supports participation must be in place. Often, young people are depicted as a group who are less deserving of power than adults. Creating a culture that supports meaningful youth participation ensures that young people feel empowered and supported to contribute their views, and that these views are respected and valued by adults.

This rating matrix is a self-reflection exercise that is useful at all levels of Girl Guiding and Girl Scouting, for a project or a group of young people, from units to national MOs, to assess whether there is a culture that supports meaningful youth participation. It can be used:

-  at the beginning of the project,
-  as a mid-point reflection tool,
-  as an ongoing tool.



Follow-up:



If you scored mostly 1s and 2s:

- Read through the Culture section of the WAGGGS [Meaningful Youth Participation Framework](#) to learn more about what does or does not support a culture of meaningful youth participation.



If you scored mostly 3s: you're well on your way!

- Try the reflection challenges in the Culture section of the WAGGGS [Meaningful Youth Participation Framework](#) to see if you can make any changes to better foster meaningful youth participation.



If you scored mostly 4s or 5s: you're doing great!

- Be sure to keep the previous elements of what creates a culture of meaningful youth participation in mind throughout the duration of your project and expand it to other areas of your organisation. Check out other tools in this document to continue your meaningful youth participation journey!

Read the statements below and rate how much they apply to your project, initiative, group or organisation, according to the scale:

Rating key:



Not at all



A bit



Sometimes

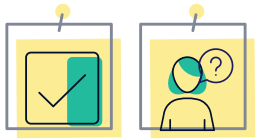


A lot



All the time

Assessment Criteria	Rating
Adults are trained in what meaningful youth participation is and have the skills and resources to effectively support participation.	1 2 3 4 5
Policies, procedures and financial resources are in place to support meaningful youth participation.	1 2 3 4 5
Adults clearly demonstrate their value and respect for young people’s perspectives, opinions and decisions, treating young people as their equals.	1 2 3 4 5
Capacity building, training and support are offered to young people to help them participate and make informed decisions.	1 2 3 4 5
Young people are continually offered opportunities at differing levels to allow them to participate meaningfully, make their own decisions and shape their involvement.	1 2 3 4 5
Young people have access to a safe space, allowing them to experiment, make mistakes and learn. Sharing knowledge and experience is encouraged by adults.	1 2 3 4 5



Tool 3: When and how are young people participating? Opportunities for young people to participate

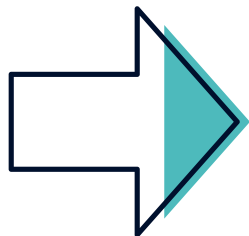
Youth participation opportunities can be **consultation**, **collaboration** and **youth-led** (check p. 7 of this toolkit for definitions of each of these areas). Some practices are more applicable and/or appropriate depending on context, setting, and the group of girls or young women we are working with.

Use this checklist throughout your project/work with young people to help you to:

- see what level of participation is being offered,
- evaluate your work with young people,
- see if young people's views differ to adults' views about the level of participation.



We encourage you to give this tool to the young people you're working with to see their perspectives on how involved they feel. Does this match what you thought? If not, ask them how they could and would like to be involved more meaningfully. You can take inspiration from the Opportunities section of the [WAGGGS Meaningful Youth Participation Framework](#).



Your project or initiative might not fit neatly into one of the categories below:

- it may have varying levels of youth participation (like in a programme co-creation process)
- it might move between categories over time
- it could evolve with you and your group of young people



...that's ok!

The checklist below is to help you see where you are now and give you a framework of how you could move between categories.

Over time, the more youth participation opportunities are happening and the more you are building a positive youth participation culture, the more youth-led initiatives there will be (which are hopefully generated from young people without any adult involvement).

Colour in or tick the boxes that apply to your project/initiative to see how you're doing and answer the follow up questions.

Stage of the project/initiative	Types of Participation			
	Non-participation	Consultation	Collaboration	Youth-led
Finding out what the problems are (Situational Analysis)	Young people are not involved	Young people are asked their views	Young people are asked to contribute to the process of identifying what the problem trying to be addressed by the project is	Young people undertake their own research with other young people to identify issues of concern/focus



How is this done? Write here

Deciding what to do (Planning)	Young people are not involved	Planning takes account of the issues raised by young people	Young people are involved in deciding what programmes to prioritise and develop	Young people decide for themselves what issues they want to work on and how
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How is this done? Write here

Stage of the project/initiative	Types of Participation			
	Non-participation	Consultation	Collaboration	Youth-led
Taking Action (Implementation)	Young people are not involved	Young people are invited to take part in the programme delivery	Young people work in partnership with adults to design and implement the programme	Young people organise and manage the programme and have full responsibility for its implementation



How is this done? Write here

Measuring what happened (Monitoring & Evaluation)	Young people are not involved	Young people are consulted on whether they think the programme achieved what it planned to do	Young people work with adults to decide how to evaluate the programme	Young people determine what should be evaluated and, possibly with adult support, undertake an evaluation of the programme
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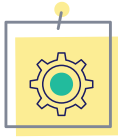
How is this done? Write here

Types of Participation

Stage of the project/initiative	Non-participation	Consultation	Collaboration	Youth-led
Deciding what happens next (Dissemination and Feedback)	Young people are not involved	Young people are invited to give feedback and make suggestions for the future of the programme	Adults involve young people in a joint discussion about the impact of the programme, possibilities for improvement and explore how that should influence future programming	Young people reflect on the monitoring and evaluation findings and come up with proposals for the future, which are then shared with adults



How is this done? Write here

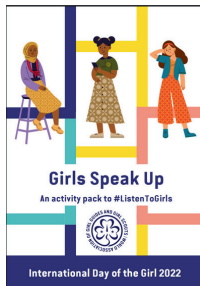


Tool 4: How can I create better and more opportunities for meaningful youth participation? Toolbox of opportunities

If you are planning a consultation, collaboration or youth-led activity or process, or if you want to know more on how these are carried out, here are some useful resources that can help you learn more about how to offer these opportunities:

Consultation

Girls Speak Up – Activity Pack to Listen to Girls by WAGGGS includes activities to carry out step by step a consultation to ensure Girl Guides and Girl Scouts of all ages can have their say.

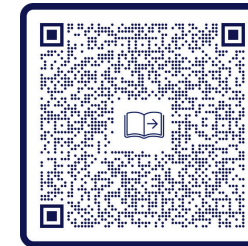


The Lundy Model of Child Participation – use this checklist to ensure you create a space for girls and young women to share their voices and ensure there is an adequate follow up.

How can we use the Lundy Model to improve pupil participation?

Considering the ten inter-related elements from above that identify the strengths and weaknesses of our practice, it can help us to improve by answering the following questions and then to write our work and to self-pace it being easy to improve practice.

QUALITY	HOW	EVIDENCE	IMPACT
<ul style="list-style-type: none"> Children and young people are given the opportunity to express their views. 	<ul style="list-style-type: none"> How can children and young people feel safe to express their views? How can we ensure that all children and young people are heard? 	<ul style="list-style-type: none"> How can we ensure that all children and young people are heard? How can we ensure that all children and young people are heard? 	<ul style="list-style-type: none"> How can we ensure that all children and young people are heard? How can we ensure that all children and young people are heard?
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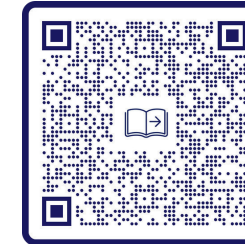
Collaboration

Intergenerational Partnerships for Transformative Change, by WAGGGS and other partner organisations, to explore the anchoring principles of quality collaborative activities, including good practices and practical examples of it



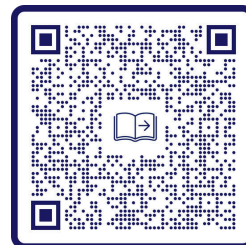
We are here – A child participation toolbox, by EuroChild, a resource full of activities to foster partnerships between adults and young people

Eurochild

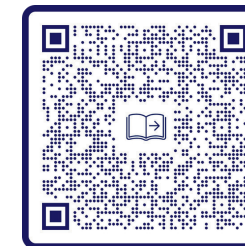


Youth-led

Power Shifting Checklist by Restless Development, a short checklist to ensure young people have the power to lead



Youth-Led Evaluation Guide Oxfam, a step-by-step manual on how to implement a youth-led evaluation





Tool 5: How can we ensure participation is meaningful? Principles of meaningful youth participation

This is a self-reflection tool, designed to be used within teams to check that a youth participation activity is a meaningful, quality one. This tool is best used in the initial stages of a project, but can be used at a mid-point, or on an ongoing basis to check in with how the principles are being implemented.

Young people are best placed to tell us what their experience is. They might perceive events and actions differently. Remember that their thoughts and feelings are valid, and sometimes our intentions can be good, but our practice needs improvement, so their opinions are suggestions on how to move forwards together.

If you feel like you are consistently implementing and monitoring these principles, try moving towards asking girls and young women what principles they expect and agree on a set of principles with them. This tool can be used as inspiration for this.



Follow-up:



If you scored mostly 1s and 2s:

Read through the Principles section of the WAGGGS [Meaningful Youth Participation Framework](#) to learn more about what does or does not support meaningful youth participation.



If you scored mostly 3s: you're well on your way..

Try the reflection challenges in the Principles section of the WAGGGS [Meaningful Youth Participation Framework](#) to see if you can make any changes to become more youth-led.



If you scored mostly 4s or 5s: you're doing great!

Be sure to keep these principles in mind throughout the duration of your project and see how you can do even better! Check other aspects of meaningful youth participation to make sure you improve your meaningful youth participation practice in all areas of your work and keep doing great!

Rating key:



Principle has not been considered



Principle has to some extent been met but not intentionally



Efforts have been made to address principle, but no system in place



System to implement principle is in place and is somewhat followed



Principle fully understood by all adults, implemented and monitored

Principle	Why is this a principle? (Explanation)	What does this look like? (Application)	Rating
Transparent	<p>Participants must be given information about their right to participate in an age-appropriate format. The information should include how they will participate, why they have been given the opportunity to participate, the scope of their participation, and the potential impact their participation could have.</p>	<p>Do participants have enough information to make an informed decision about whether and how they may participate? Is information shared with participants in age-appropriate formats and languages that they understand? Are the roles and responsibilities of everyone involved clearly explained and understood?</p>	<p>1 2 3 4 5</p>
Accountable	<p>After being involved in participation activities, participants must be provided with feedback and/or follow-up that explains how their views have been interpreted and used, how they have influenced any outcomes, and what opportunities they will have to be involved in follow-up processes and activities.</p>	<p>Are participants supported to take part in follow up and evaluation processes? Do adults take younger participants' views and suggestions seriously and act on them or give explanations as to why suggestions were not acted on?</p>	<p>1 2 3 4 5</p>

Principle	Why is this a principle? (Explanation)	What does this look like? (Application)	Rating
Accessible	Steps are taken to remove barriers to participation. Participation approaches and methods are designed or adapted based on age and abilities. Financial needs for participation are considered and reimbursement given.	Are young people or their parent/carer (age dependent), included in the conversation around making the opportunity accessible? Are accessibility plans created and made available to all members of the team? Are these consistently implemented?	1 2 3 4 5
Intersectional	There is no “one-size fits all” approach, any and every young person is included. Participants are representative of the whole group impacted (from different socioeconomic backgrounds, various geographical locations, etc.). Time is taken to understand the needs of every participant and adaptations are made to support them.	Who is given opportunities to participate? Who is missing from the groups of young people that are regularly engaged? Is this process non-discriminatory? Are participants encouraged to address discrimination through their participation?	1 2 3 4 5
Supportive	Young people are prepared and feel welcome in the participation space. They are equipped with tools and knowledge to be able to participate effectively. Adults examine their own unconscious biases, beliefs, judgements and practices and how these may influence how they work and engage with young people.	Do adults have appropriate skills, knowledge and will to work with participants? Do adults have confidence to facilitate participation across all ages?	1 2 3 4 5

Principle	Why is this a principle? (Explanation)	What does this look like? (Application)	Rating
Engaging	Youth participation is innovative, active and enjoyable. Young people are excited to take the lead and make their voices heard. It is a learning opportunity for all involved – everyone develops skills that are relevant in different areas of life.	Are young people asked about what they want to get out of the opportunity? Are adults trained to deliver this in an engaging way? Are activities reviewed in line with what participants want to get out of the experience?	1 2 3 4 5
Authentic	Young people have actual decision-making power. They act independently and are responsible for their decisions. Adults recognise that this can mean taking a step back and letting go of power and playing an active role by helping to build the capacity of young people.	Are adults prepared to take a step back and hand the decision-making power to young people? Are adults prepared to act as a barrier between young people and other adults who may wish to influence them?	1 2 3 4 5
Voluntary	Participation is always a choice; young people choose the level of their engagement and can withdraw if they wish. Young people are not coerced or pressured into participating or expressing their views; they can withdraw at any time and for any reason.	Is this voluntary? Do participants have enough information to make an informed decision on if they want to participate or not? Can a participant withdraw from this opportunity at any time? Is it made clear that participants can withdraw from situations that may be uncomfortable and that they will be supported?	1 2 3 4 5



Tool 6: How can we ensure participation is meaningful? Principles of meaningful youth participation

Take a moment to reflect...

Use the questions below (taken from the [Leadership Reflection Journal](#)) to explore how the [WAGGGS Leadership Mindsets](#) can support you to meaningfully involve young people in your programmes:

	Reflective mindset	What have I learnt from the young people in this situation? How may adults and young people see it differently?
	Worldly mindset	What unconscious bias about young people might I have had in this situation? Who has a seat at the table?
	Collaborative mindset	Could other people have helped me in this situation? Could I have involved young people more?
	Creative and critical thinking mindset	How could I have thought out of the box in this situation? Could I have asked young people for alternative ideas?
	Gender equality mindset	How could I have supported and empowered girls and young women in this situation? How were the decisions informed by what girls and women want and need?
	Responsible action mindset	What needed to be changed in this situation? What did young people tell me?



Tool 7: Where can I go next?

Championing meaningful youth participation: trefoil reflection

This activity can be completed as an individual or together as a group. We suggest completing it with the young people that you have been working with. It can be used to assess the current state of your MO/Group or at the end of a project/initiative.

Consider the elements of the Trefoil below, use markers or colouring pencils to shade the areas which you think your project/initiative is strong in. Present your trefoil to the group and compare and contrast your trefoils with each other's.

Below is an outline of the Trefoil of Youth Participation.



1

What part of the trefoil of participation do you feel you are already doing well and where do you feel you can improve?
Reflect on and write down specific examples that illustrate why you believe these areas are strong

2

What are your next steps?
Identify and write down specific actions you can take to strengthen the areas that need improvement. If doing the activity as a group: discuss these actions with the group and agree on a plan to implement them.

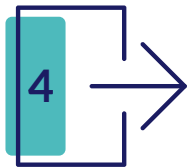
Take it further...



- When did young people get involved? (Point of Engagement)
- At what level did they get involved? (Level of Engagement)
- Which young people got involved? Who had a seat at the table? (Inclusive Engagement)

Colour the trefoil:





Next steps

We hope this toolkit ignited some reflection, thought and actions around meaningful youth participation in your Member Organisation, unit or team! Remember that the journey to meaningful youth participation is a journey and not only one event, and that every step counts.

Now, take a moment to think about what your next steps will be:



<p><u>Self-reflect</u></p>	<p>Thinking about your role in the Movement:</p> <ul style="list-style-type: none"> • What can you do to nurture a culture that encourages meaningful youth participation? • How is your meaningful youth participation practice? • What part of the trefoil of participation do you feel you are already doing well and where do you feel you can improve? • Where in your organisation do you have the power to influence further action on meaningful youth participation? • Who are the other stakeholders or actors that you can/need/should involve in supporting and enhancing meaningful youth participation in your MO, unit, or team? How can you involve them effectively?
<p><u>Do the training</u></p>	<p>On Campfire you can find more training on Meaningful Youth Participation:</p> <ul style="list-style-type: none"> • For the WAGGGS Global Team (those with a Campfire account) there is an online self-guided course. • For Member Organisations and individuals who do not have a Campfire account there is also an open version of the course. Both can be found via this Campfire page: https://campfire.waggs.org/dashboard/meaningful-youth-participation • Who are the other stakeholders or actors that you can/need/should involve in supporting and enhancing meaningful youth participation in your MO, unit, or team? How can you involve them effectively?
<p><u>Read and understand the Framework</u></p>	<p>We have created this toolkit to accompany the Framework, where you can find all the theory behind the tools and you can get a deeper understanding of meaningful youth participation in WAGGGS. The Framework is available via this Campfire page: https://campfire.waggs.org/dashboard/meaningful-youth-participation</p>
<p><u>Contact WAGGGS for Capacity Building Support</u></p>	<p>Member Organisations can complete the Capacity Assessment Tool to identify areas for their organisation to grow capacity in. WAGGGS can support this process.</p>
<p><u>Send us your examples</u></p>	<p>If you have an example of Meaningful Youth Participation you would like to share with us, please send it to us via this form or get in touch with us at idg@waggs.org.</p>
<p><u>Further reading</u></p>	<p>Check out the References and Further Reading page if you would like to read some of the documents that informed this Framework. You can also visit our Meaningful Youth Participation Campfire page for more ideas and inspiration.</p>

References and Further Reading

Wider WAGGGS resources related to meaningful youth participation:

- Growing and Learning Framework (2025)
- Capacity Assessment Tool
- Compass 2032 (2021)
- The Girl Guide and Girl Scout Leadership Framework (2021)
- From Paper to Practice: How to apply the Girl Guide and Girl Scout Leadership Model in your organisation (2021)
- Finding Our Path Toolkit (2020)
- Young Women in Governance Research (2020)
- The Girl Guide and Girl Scout Leadership Model (2018)
- Prepared to Learn, Prepared to Lead (2014)



Models of Youth Participation

- Hart, R. (1992) Children's participation: From tokenism to citizenship. Florence, UNICEF International Child Development Centre.
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- UNSCEB (2017) Leaving No One Behind: Equality and Non-Discrimination at the Heart of Sustainable Development. New York, United Nations. Available at: https://unsceb.org/sites/default/files/imported_files/CEB%20equality%20framework-A4-web-rev3.pdf.
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