MEANINGFUL AND INCLUSIVE YOUTH PARTICIPATION

MIYP Integration Pocket Book in
Urban Futures Indonesia Program

DISCLAIMER

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Foreword

Behind every plate we eat, there is a long story of access, sustainability, and inequality. In a complex yet interconnected food system, Pamflet clearly sees how youth participation is not yet meaningful. Young people who are going through this transitional period carry a certain temporal vulnerability. Starting out as children whose diets were determined by their parents, to becoming young people who can choose for themselves what they would like to eat according to their taste and nutritional needs. From previously only buying food, now they can be involved in the food production process. For young people, being involved in discussions about the food system is an effort to become involved in making decisions that will affect their livelihoods. Therefore, it is important to provide the right access so that their participation is not just a decoration or tokenized.

This Meaningful and Inclusive Youth Participation Integration Pocket Book came about with the trust given by the Urban Futures Indonesia team of Pamflet to lead the Simpul Pangan consortium. All the materials and checklists that we present in this document have been submitted to all Urban Futures Indonesia implementing organizations at the Meaningful and Inclusive Youth Participation training in July 2024. The meeting space between adults and young people who support the Urban Futures Indonesia program was a medium for intellectual and emotional journeys that encourage intergenerational discussions.

Pamflet Generasi Team, in collaboration with the authors and facilitators, summarized several findings that took place during the discussions. This mapping of the conditions and challenges of youth participation in the food system concluded with bountiful observation results that may nourish the Urban Futures' implementation team in carrying out their program. Lastly, we provide a checklist recommendation for mainstreaming meaningful and inclusive Youth Participation in the program, as well as the integration of youth-adult partnership values in the organization. This checklist is expected to be a self-assessment tool used by organizations to continuously evaluate and design youth-centered activities.

The journey of Pamflet to continue to encourage youth participation in the discourse of sustainable food systems has just begun. Hopefully, the knowledge and information we share in this document can inspire readers to encourage their organizations to involve the youth.

Warm regards,
Rebecca Liony
General Coordinator of
Pamflet Generasi

About Urban Futures Indonesia

Urban Futures (UF) is a 5-year global programme (2023–2027) at the intersection of urban food systems, youth well-being, and climate action. It is funded by Fondation Botnar, managed by Hivos, Yayasan Humanis dan Inovasi Sosial, and local partners, networks, and experts. Urban Futures operates in 10 intermediary cities/city regions in Colombia (Cali and Medellin), Ecuador (Manabi and Quito), Indonesia (Bandung and West Manggarai), Zambia (Chongwe and Kitwe), and Zimbabwe (Bulawayo and Mutare). These intermediary cities vary in size and have in common that they are rapidly growing and connect metropolitan and rural areas or different groups of cities within urban systems and manage flows of people, goods, capital, information, and knowledge. They each have a specific set of challenges and opportunities.

About Simpul Pangan & Pamflet Generasi

Simpul Pangan or Youth Hub for Sustainable Food Systems is a consortium that supports youth in Bandung and West Manggarai to collaborate in voicing their priorities in a sustainable food system. Consisting of Pamflet Generasi and Rombak Media, Simpul Pangan acts as a support system for youth to learn, reflect, create narratives, and promote their ideal city's food system through concrete actions. To achieve it, we will connect youth to learn from other food system stakeholders, and support them in campaigning local-based solutions to food challenges.

Pamflet Generasi is a non-profit youth-led organization. We uphold intersectionality, meaningful and inclusive youth participation, and critical thinking as the main principles in our works to create a world where youth can enjoy their human rights.

Pamflet acts as a supporting ecosystem for young people through our work in Linking, Activism, and Learning. Since 2013, Pamflet has been working with youth from diverse identities and across numbers of issues, providing training for young activists, strengthening networks of youth in social movements, facilitating consolidation, and building platforms for collaboration in producing knowledge with youth's perspective. These activities led to the formation of youth hubs from several Indonesian regions. With 10 years of experience, Pamflet has now successfully reached more than 15,000 young people across Indonesia to become social movement actors on wide ranges of issues, including human rights, gender, tolerance and diversity, inclusivity, education, disability, sexual and reproductive health and rights, mental health, climate crisis, and sustainable food systems.

Part I

Meaningful and Inclusive Youth Participation

1. Definition of Young People

There are several words that are often used to refer to groups of young-aged individuals, for example, in English, there are terms such as "youth" or "young people"; "adolescent"; and "children". These words also indicate different age groups.

There is no one universal definition in determining the category of young people. The United Nations (UN) defines "young people" or "youth" as those aged between 15 and 24 years, while children are considered to be aged 0 to 17 years.[1] Each country also usually has its own definition and category of youth based on the context prevailing in that country. In Indonesia, according to Law Number 40 of 2009 concerning the Youth, the age group for the youth is between 16 and 30 years. For statistical data purposes, the Central Bureau of Statistics (BPS) usually refers to the UN category, which is 15-24 years.

For example, here are the age categories in several countries based on the national policies implemented.[2]

Country	Age category
Zambia	15-35 years old
Zimbabwe	15-35 years old
African Union	15-35 years old
Ecuador	there is no official age limit
Colombia	14-28 years (age to be involved in the Youth Council)

In discussing issues related to young people, it is important to go beyond the biological age categories above. One way to discuss youth issues is by using **a relational approach**.

This approach assesses how young people's life experiences in various places are shaped by the results of the interactions of various life aspects they experience in different life stages. This allows us to consider the complexities of youth discourse, which intersect economical, social, and cultural, with self developmental aspects.[3]

1   General Assembly Resolution A/RES/50/81, 14 September 1995. Retrieved from https://documents.un.org/doc/resolution/gen/n96/771/43/img/n9677143.pdf.

2   More information available on factsheet created by YouthPolicy.org. Available at https://www.youthpolicy.org/factsheets.

3   Helen Osborne and Paul Vandenberg, "Youth Employment Support in Asia and the

When viewed from **a life cycle approach**, young people are in a transitional phase from childhood to adulthood. This means that young people are also in a period of development in terms of themselves, their behavior, social and emotional abilities, as well as their participation capacity.[4] In this transitional period, young people are subject to specific conditions inherent to their youth in itself, which also produce specific vulnerabilities, for example economic vulnerability as job seekers, or social and political vulnerabilities in the hierarchy of society and the family.

This approach addresses how the life experiences of young people in different places are formed from the interaction of various aspects of life experienced in their life stages. This allows us to consider the complexity of the discussion of young people, which connects economic, social, cultural aspects with self-development.

Youth Diversity

As a group, young people represent diverse identities. This diversity includes identities based on class, ethnicity, sex, gender, sexual orientation, disability, education level, geographic location, religion, and beliefs. These identities intersect with one another and influence young people's interactions and the roles they play in society.

In an ideal world, young people should be able to freely express themselves with respect. Unfortunately, there are many forms of barriers and violence that limit young people's space to express themselves. When we want to invite young people to participate in a program or activity, it is important to ensure that aspects of diversity and inclusivity are met.

Youth Participation Perspective

Narratives on the role of youth in the development agenda have been frequently discussed. Many development institutions and global and national programs have raised the role of young people as the main focus of their interventions.

Youth involvement can be seen as both an end goal and a means to achieve that goal. There are institutions that make youth participation a

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Pacific: What Works," ADB Briefs, (Philippines: Asian Development Bank, April 2022), 4. Retrieved from https://doi.org/10.22617/BRF220148-2.

4   UNICEF, "Program Guidance for the Second Decade: Programming with and for Adolescents", October 2018, 34. Retrieved from https://www.unicef.org/media/57336/file.

basic right that must be fulfilled in program implementation. There are also institutions that see youth participation as a way to help achieve program targets related to youth and the community in general.

Many analysts see both perspectives as important. While a rights-based approach underpins youth participation, their involvement must also lead to better program outcomes in order to provide appropriate time and financial resources for staff.

Rights-based

Fulfillment of the rights of young people to participate meaningfully is one of the components of the rights stipulated in the UN Convention on Children's Rights. Article 12 states that children must be free to express their opinions and be heard, while Article 13 emphasizes that children have the right to freedom of expression, freedom to seek and convey information through any media they choose.

Resource potential-based

As the group with largest age population in Indonesia and the world today, young people are seen as a group that has great potential to achieve a more sustainable world in accordance with the Sustainable Development Goals (SDGs). To ensure that young people are able to go through a pleasant transition to adulthood and are ready to join society in political, social, economical, and cultural manners, the government, development institutions, and society at large need to make efforts that can support and empower young people.

In the program implementation scheme, youth involvement is seen as a strategic way to achieve the expected results of the development program. Youth involvement is usually seen as something that allows institutions to create more relevant, credible, and effectively targeted programs.

2. Meaningful and Inclusive Youth Participation

When young people participate, they are involved in influencing things related to their lives. Young people's participation occurs from the closest space in the family, educational institutions, work, to society at large.

There are two keywords need to be ensured in encouraging youth participation, namely:

Inclusive, This means that young people, with all their diverse identities, are fully involved and allowed to fully participate, given choices and opportunities in their involvement in institutions or society at large without being discriminated against for certain parts of their identities.	**Meaningful,** This means that young people are involved as active agents, their views are considered and respected, and they are given space to influence institutions and society.

In order to ensure the fulfillment of the two principles above, there are several tools that can be used to encourage meaningful and inclusive participation within the framework of programs and organizations.

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a. Flower of Participation by CHOICE For Youth and Sexuality[5]
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The Flower of Participation was created as a tool to help the implementation of youth participation. Like a flower, meaningful youth participation needs to be planted and nurtured in order to grow beautifully.

Meaningful youth participation means that young people are involved equally alongside adults or allowed to act independently, within an organization, its programs and policy formulation, from the planning, implementation, monitoring, even down to the learning processes.

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5   Adapted from "The Flower of Participation" developed by CHOICE for Youth and Sexuality. Retrieved from https://www.choiceforyouth.org/assets/Toolkits/MIYP/ Flower-of-Participation-Narrative/20171122-Flower-of-Participation-Narrative- 2.pdf.

CAPACITY STRENGTHENING

ENABLING ENVIRONMENT

Higher-level of meaningful participation

‣ Adult-led, shared decisions with youth

‣ Youth-led, shared decisions with adults

‣ Youth-led, adults have no decision making power

‣ Youth-adult partnership.

Enabling environment

‣ Commitment from adults

‣ Policies

‣ Financial means

‣ Safe space

‣ Youth friendliness

‣ Flexibility

Preliminary steps towards the meaningful participations

‣ Young people are appointed a role and informed

‣ Young people are consulted and informed

TOKENISM

MANIPULATION

FREEDOM OF CHOICE

DECISION-MAKING POWER
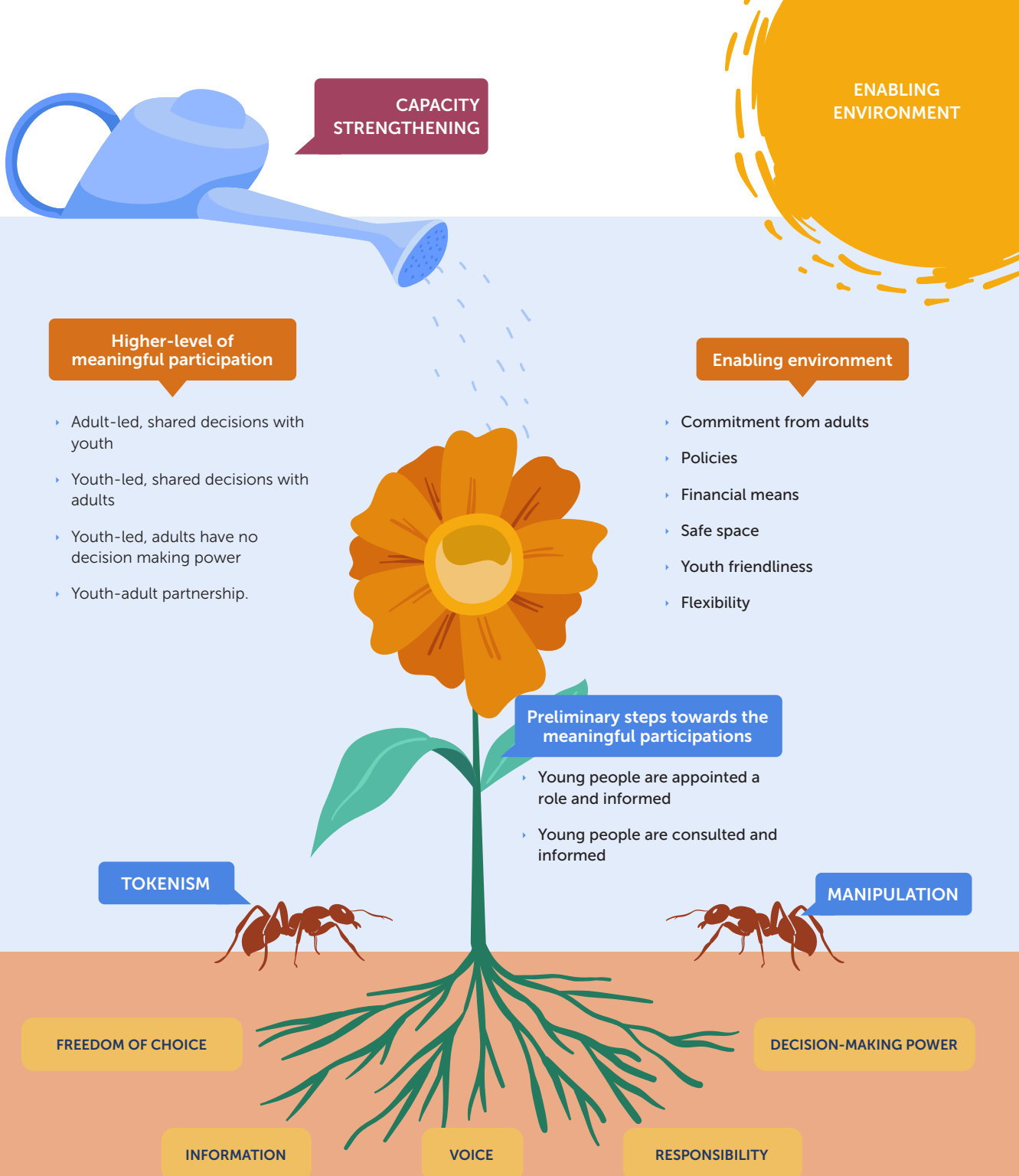
INFORMATION

VOICE

RESPONSIBILITY

Figure 1 | Flower of Participation (translated from Flower of Participation, CHOICE for Youth and Sexuality)

The air: inclusivity

Like the circumambient air we breathe, inclusivity should be integrated into all components of program implementation and organization. Young people represent such a diverse group. To run an inclusive program, it is important to ensure that youth representation is able to reflect the diversity of identities, whether in terms of gender expression, sexuality, beliefs, abilities, class and more.

The soil: commitment from young people

For a flower to grow, there needs to be soil in which it grows. Youth participation will only happen when young people are committed to actively participating and taking part.

The roots: the core elements of meaningful youth participation

There are five main components that need to be fulfilled to create meaningful participation. They are metaphorized as roots, which are essential to ensure that the flower can grow firmly.

‣ **Freedom of choice:** This means that young people are free to choose whether to participate, and the decision is made independently without coercion.

‣ **Information:** young people have access to complete information about the aims and objectives of a program, activity or organization and how young people will play a role in it, including information about the opportunities that young people have and may obtain in a program, activity or organization.

‣ **Decision-making power:** young people are empowered to make decisions about activities or programs within the community or organization.
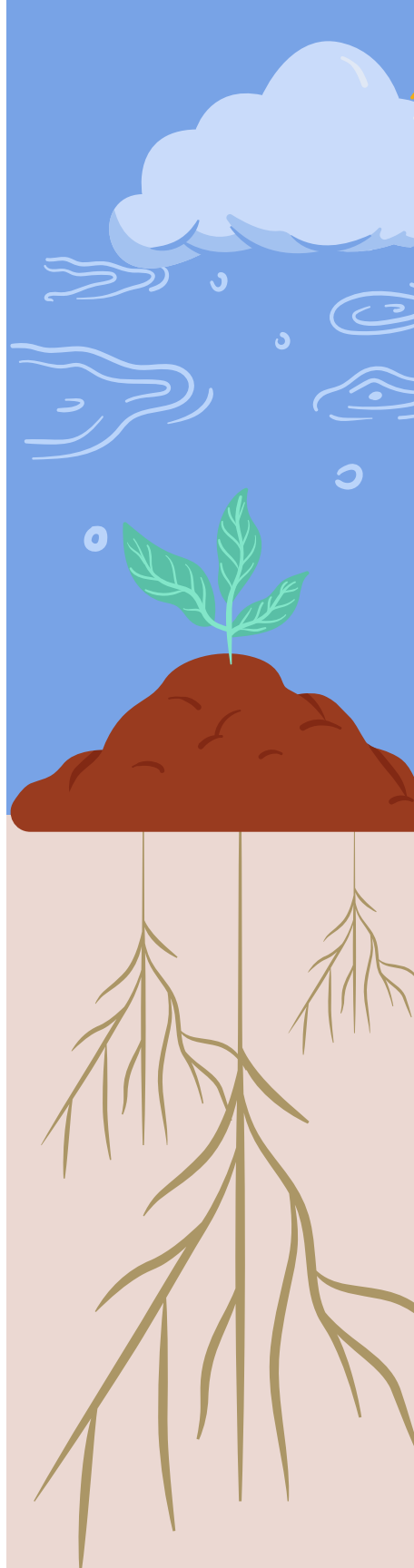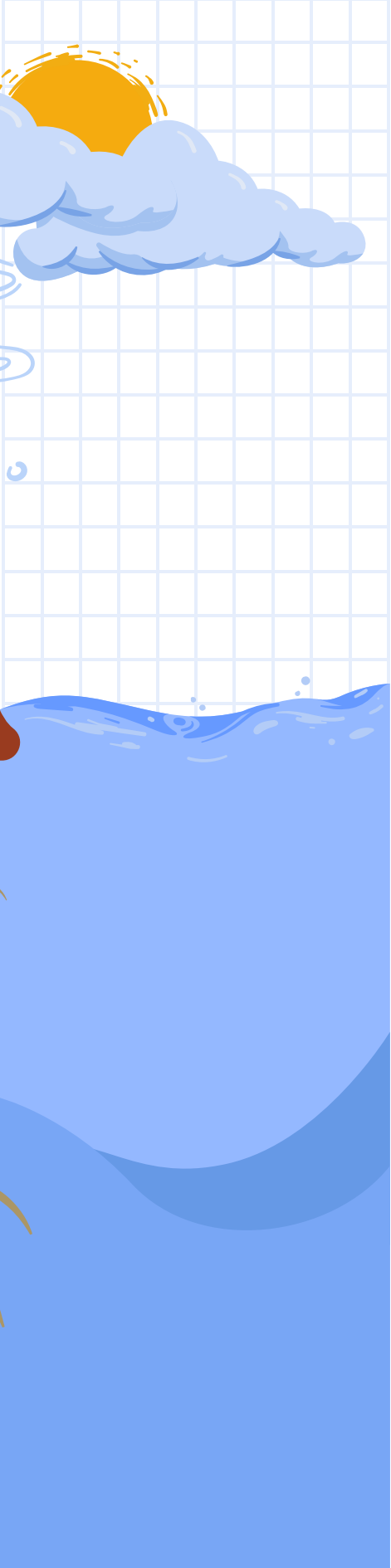
- **Voice:** young people can express their views and opinions. Community members or other organization members listen to and respect the views and opinions of young people, then integrate them into programs or policies within the community or organization.

- **Responsibility:** Young people have a role and responsibility to act on independently within a program, activity or organization.

Sun and water: preconditions for meaningful youth participation

In order to grow, flowers need water and sunlight. Like flowers, youth participation needs to meet two specific requirements.

Water: capacity strengthening

Capacity strengthening is needed to sustain meaningful youth participation. Strengthened capacities can vary and include knowledge, skills (e.g. budgeting, management, planning), and critical self-reflection.

Sun: enabling environment

- **Commitment from adults:** young people are supported and valued by adults as equal partners.

- **Financial means:** Young people are often still in school or have no income, so financial support is needed to help them participate without hindrance. This support may cover travel costs, accommodation and more. If young people are given the same responsibilities as adults, they should also be compensated fairly.

- **Youth-friendliness:** young people are given comfortable space to engage. For example, by avoiding the use of exclusive jargon or by implementing learning methods that are appropriate and relevant to young people.

- **Safe space:** create a safe learning space that accepts mistakes as part of a young person's learning process.

- **Flexibility:** When working with young people, flexibility is essential in terms of deciding work or meeting schedules, and also applies when it comes to perspectives or approaches used.

- **Policies:** In order to integrate meaningful youth participation, policies governing youth involvement need to be implemented within programs or organizations.

Leaves and petals: different forms of meaningful youth participation

The efforts to create meaningful and inclusive youth participation must meet most of the root or core elements. The result of the efforts can be analogized as leaves and petals of the flower. There are six forms of meaningful youth participation, which are divided into two levels–leaves and petals of flower.

Leaves: preliminary steps towards the meaningful participations

1. **Young people are appointed a role and informed**

   This model involves inviting young people to participate in the work, with the freedom to choose whether or not to be involved. They are given clear information about the organization's programs and goals beforehand. In this model, young people have the autonomy to choose, access information, and be given a voice as well as urged to take responsibility for their actions, despite not having decision-making authority.

2. **Young people are consulted and informed**

   This model involves consulting and informing young people about the project. Their input and opinions are solicited and listened to carefully. They are also given information about the goals of the program and/or organization, the reasons for their involvement, and how their input will be used. However, the final decision is still made by the adults. Young people do not have decision-making authority and have only limited responsibility.

Flower petals: higher-level of meaningful participation

1. **Adult-led** collaboration, **sharing power** in decision-making with youth

   In the programs, activities, and organizations, adults hold the primary role and responsibility. However, they involve young people as a group that also has control in decision-making, although in the end the voice of adults is more dominant. Young people are fully informed about the goals of the program and/or organization, and they have a voice in the design, implementation, monitoring, and evaluation processes. Young people also have power (albeit limited) in decision-making and are held accountable for their actions.

2. **Youth-led** collaboration, **sharing power** in decision-making with adults

   Although led by young people, the organization implements a decision-making model that involves adults. In some cases, young people actively invite adults to get involved and provide suggestions. This is usually done when young people feel they need help and guidance from adults due to their limited abilities and/or experience in the learning process and improving the quality of programs and the organization. Ultimately, young people still have the main control, but they work together with adults in decision-making.

3. **Youth-led**, adults have no decision-making power.

   In this leadership model, projects or activities are led entirely by young people without adult involvement. Young people

have full control over decision-making, information, voice, and responsibility. External support in this form is generally limited. However, young people can consult with adults and invite them to help build their capacity.

4. **Youth-adult partnership**

   Partnerships between young people and adults are characterized by equal participation and balanced distribution of power. Decision-making is done collaboratively, and this process is mutually empowering for both parties. Adults help to build the capacities of young people, and in turn, young people contribute to the development of adults.

Insects: Non-meaningful youth participation

Manipulation

Young people are taken advantage of to support certain agendas. The initiators of these ideas pretend that the agenda originates from young people and/or has their support. One common example of this manipulation is the use of young people as a complement to make an activity or program look more attractive. In reality, the young people who are used as complements have no control over the activity, no room to voice their opinions, and no responsibility whatsoever.

Tokenism

Tokenism occurs when young people are involved symbolically, without the opportunity to provide input or be involved in decision-making and accountability. Unlike manipulation, tokenism gives young people the freedom to choose whether or not to be involved. The most recognizable sign of tokenism is when young people are not given the space to speak as equals and their opinions are not heard.

b. Youth-Adult Partnership

One form of meaningful and inclusive youth participation is the formation of youth-adult partnerships. This form of partnership allows for cross-generational working relationships in running an organization or program. This section can be used by organizations that want to build a culture and mechanism for youth and adult partnerships.

By definition, partnership or cooperation between young people and adults refers to a working relationship in the professional realm. This partnership has the following characteristics:[6]

- realistically integrating the perspectives and skills of young people with the experience and wisdom of adults;

- providing an opportunity for each party to voice suggestions and make decisions;

- appreciating and recognizing the contributions of both young people and adults;

- enabling young people and adults to fully collaborate throughout all stages of work: from idea generation to development, implementation, to program evaluation.

In youth-adult partnerships, there is an intention and full awareness to share decision-making power (distribution of power). Young people should also have a voice in the decision-making process. Adults, in turn, shall respect and trust the judgment of young people. This would show that adults recognize the potential of young people, understand the contribution they bring to the collaboration, and are willing to provide additional support and assistance when young people need it.

Both young people and adults may need to accept change and adjust for this partnership to succeed. There needs to be a flexible space that allows both parties to learn and establish good understanding with each other.

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6 Family Health International, "Youth Participation Guide: Assessment, Planning, and Implementation," Background Handout 2, 2008. Retrieved from https://www.unfpa.org/sites/default/files/resource-pdf/youth_participation.pdf.

How do we build partnerships between youth and adults?

The following are steps that need to be taken to build partnerships between youth and adults.[7]

1 **Set clear goals.** All parties, both youth and adults, must understand the reasons and goals for forming this partnership. Clear goals will help guide the direction and activities of the partnership.

2 **Share decision-making power.** True partnership requires young people to have a voice and the power to make decisions. Otherwise, their involvement is limited to passive participation.

3 **Commitment from the highest level**. Full support from the organization's top leadership is essential to ensure meaningful partnerships. This commitment demonstrates the organization's seriousness in engaging young people.

4 **Clarify roles and responsibilities.** Clearly define who are involved in the partnership, both youth and adults. Each member of the partnership must understand their respective roles and responsibilities to avoid confusion and conflict.

5 **Be selective in choosing members.** Select the right youth and adults to be involved in the partnership. Young people vary in abilities and readiness to take on responsibilities. Likewise, adults vary in their commitment to working with young people. A proper selection process will ensure that the partnership is effective.

6 **Provide training**. Young people may need training in communication, leadership, assertiveness, and specific technical areas. Adults may also need training in how to work effectively with young people, in addition to technical training.

7 **Respect differences in communication styles**. Different communication styles do not necessarily indicate disrespect, disinterest, or differences in goals and expectations. Ask questions and communicate clearly to prevent conflicts that may arise from differences in communication styles.

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7   Family Health International, Background Handout 3.

8 **Value participation.** Valuing young people's involvement means holding them accountable for their work, just as adults are. The skills and commitment that adults bring to the partnership also need to be valued.

9 **Include room to grow.** Create opportunities for young people to increase their responsibilities. This can be opportunities to hold higher positions or work on more complex tasks. This way, young people feel motivated to continue learning and developing.
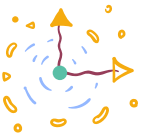
10 **Remember youth have other interests.** Young people may have limited time and other commitments outside the partnership. Work with them to determine the level of responsibility that is appropriate to the time and commitment they are able to give.

TARGET GROUPS → COLLABORATORS → YOUTH INITIATORS

Focus on working with and for youth towards effective development

Working for youth as **BENEFICIARIES** → Engaging with youth as **PARTNERS** → Supporting youth as **LEADERS**

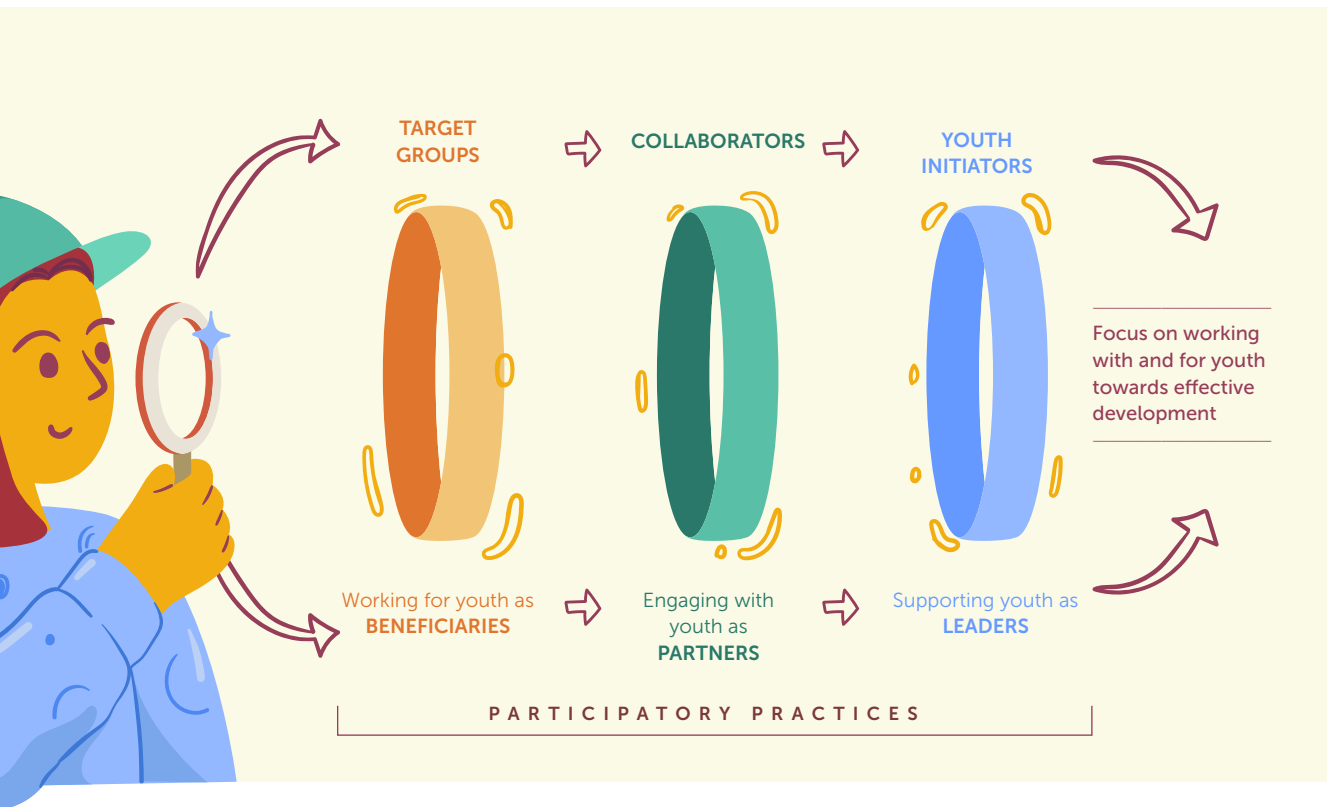**P A R T I C I P A T O R Y   P R A C T I C E S**

Figure 2 | Participation Lens, developed by DFID

c. The Three-Lens Approach to Youth Participation by DFID-CSO Youth Working Group[8]

To assist development agencies such as donors, governments, NGOs and policy makers in their efforts to work for and with young people, the Department for International Development (DFID) has developed a tool called The Three-Lens Approach to Youth Participation (see Figure 2). This lens can be used as a foundation for institutions working on youth issues or working with young people in implementing their programs.

There are three levels of participatory practices formulated by DFID based on the level of youth involvement in them. Before further examining the components in this participation lens, it is important to note that:

▶ The level of participation in the lens are forms of engagement that are **not mutually exclusive**. This means that an institution may combine the engagement methods it carries out depending on its existing capacity.

▶ **This approach is flexible.** One lens may be more appropriate or preferred on the local context and existing development interventions. Different lenses may be used for different groups of young people in an intervention/initiative. For example, youth leaders may reach out to new groups of young people as targets.

▶ It may seem that youth participation is only about young people serving as partners or leaders, not beneficiaries. However, participation must also be built on a strong foundation, starting with engaging them as the beneficiaries of the program.

▶ Young people who act as partners and leaders are essentially also beneficiaries.

▶ The main objective of the approach is to encourage young people to become partners and leaders in development. This is based on young people's ownership of: **their capacity to act, their skills and abilities, and their ability to change their own lives.**

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8   DFID–CSO Youth Working Group, "Youth Participation in Development: A Guide for Development Agencies and Policy Makers," March 2010. Retrieved from https://www.youthpolicy.org/library/documents/youth-participation-in-development-a-guide-for-development-agencies-and-policy-makers.

Working for Youth Beneficiaries

- young people as beneficiaries refers to the young people as target group with sufficient information;

- focuses on youth issues;

- can be a **starting point** for entering the stage of working with young people as partners.

Working with Young People as Partners

- **collaborative** interventions that ensures young people are fully **consulted** and informed;

- implies cooperation and shared responsibility;

- recognizing that young people generally need work experience as collaborators. This experience is essential before they can develop into leaders and development initiators. However, this progression is not something everyone is willing or able to achieve.

Supporting Young People as Leaders

- enabling **youth-initiated and -directed** interventions;

- opening up space for youth-led decision-making (delegation) within existing structures, systems and processes.

Part II

Young People and Food Systems

Indonesian Context

Youth engagement is essential to drive an inclusive and climate-resilient food system. Considering its very large youth population, amounting to more than 23% of Indonesia's population today, youth engagement in Indonesia's food system is still very limited.

In 2019, there were 31.3% of young people aged 15-34 years in West Manggarai, and only 62% of them were employed. However, only half of the young working population worked in West Manggarai, while the other half chose to migrate to other cities in hopes of getting better employment opportunities. The limited involvement of young people in the local food system is also influenced by the areal development which encourages West Manggarai to become a premium tourist destination, indirectly leading to the loss of local food diversity and pride. In addition, the Gender Inequality Index in Manggarai of 0.499 shows a significant gender gap. This inequality is also an obstacle for young people, especially young women, to becoming involved in the local food system.

On the other side of the nation, the city of Bandung has a current youth population of 32%. This significant young population provides potential for young people to take significant roles. Currently, the local government is encouraging the development of the economic and social sectors by focusing on the creative economy, such as the arts, culture, handicrafts, and culinary. This focus poses potential for youth involvement that may leave substantial impact when carried out effectively. On the other hand, the Gender Inequality Index in Bandung of 0.36 shows the various challenges that young people, especially women, must face in order to be able to involve themselves in a meaningful manner in the Bandung City food system.

Understanding The Position of Young People in The Food System

In the issue of food systems, young people possess special conditions that produce special challenges and potentials. To cover the discussion of young people and complex food systems, the High Level Panel of Experts or HLPE developed a conceptual framework in one of their series of reports.

According to HLPE,[9] there are four main pillars that need to be built to achieve conditions where young people are able to get involved and work in sustainable food systems.

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9   HLPE, "Promoting Youth Engagement and Employment in Agriculture and Food Systems," (Roma: Committee on World Food Security, 2021), 10-16.

Figure 3 | Dynamics of the Youth, Employment and Food Systems (Illustration by Sam Brado)

1. The Agency Pillar

An important foundation in realizing a sustainable food system is to empower young people. This means giving them space to **develop agency**, both individually and collectively. Young people are not just objects or tools of development that are only needed to drive economic growth. They have political, economic, and social power that may **drive the creation of a sustainable food system**. Their influence not only impacts their personal lives, but also **changes society at large.**

Providing space for **the development of this agency** means recognizing

the role of young people in political and social processes. In reality, **the development of young people's agency** is often hampered by unequal power relations, such as intergenerational imbalances, structural injustice, and social exclusion based on class, age, gender, ethnicity, religion, and others. These factors are often interrelated and overlapping.

For young people **to exercise their agency**, efforts need to be made to break down existing structural barriers. These barriers may be economic, social, and gender disparities. Through collective action that drives policy change, we can work together to create a more equitable system. In addition, young people also need to have a decent life, with a fair and prosperous livelihood. With this, they have greater ability and space **to participate in decision-making that affects their lives.**

2. Pillars of Equity

An essential foundation for realizing a sustainable food system is equity. This pillar emphasizes the reality that young people face today: living in a world with increasing disparities in income and wealth. Addressing this pressing issue requires a widespread transformation of public policies. This transformation must seek to create a food system that upholds justice for all stakeholders, especially vulnerable and marginalized groups. Empowering these groups and guaranteeing their right to food must be a top priority.

3. Pillar of Rights

This pillar is rooted in the fundamental "triangle of rights": the right to protection, the right to non-discrimination, and the right to participation. In the context of food systems, young people's rights include:

a. **Right to Food:** Access to sufficient, safe and nutritious food is an essential human right for young people. It enables them to grow and develop optimally, reach their full potential and contribute actively to society.

b. **Right to Work and Earn Income:** Young people have the right to decent and fair employment opportunities in the food system. This includes access to safe employment, fair remuneration and humane working conditions. The income earned allows them to meet basic needs and contribute to the economy.

c. **Right to Participate and Be Heard:** Young people must have a voice

and active roles in decision-making related to food systems. They have the right to be heard, involved in policy-making processes, and contribute to solutions to food problems.

4. Pillars of Recognition

The recognition pillar focuses on recognizing young people as equal members of society. This means going beyond the stereotypes and stigmas often associated with young people and affirming their important roles in building a sustainable future. It also emphasizes the importance of efforts to meet the needs in the three pillars above in order to support young people to participate in sustainable food systems.

Key Youth Issues in The Food System

❶ Youth Employment and the Right to Work for Young People in the Food System[10]

The Universal Declaration of Human Rights guarantees everyone the right to work, including the right to choose their employment, to work in just conditions and to receive protection against unemployment. Based on these fundamental principles, it is not surprising that ensuring access to decent work for young people is a central and growing concern within the Sustainable Development Goals (SDGs) framework. Several SDGs, including 1, 3, 4, 5, 8, 9, 12, 13 and 17, all highlight the importance of employment for young people.

To understand the challenges faced by young people in entering the labour market, an analysis of several indicators is needed. Some key indicators include the unemployment rates, labor force participation rates, NEET (not in education, employment, or training) status, and the prevalence of vulnerable employment (informal work with low wages and no social protection). It is also important to compare these indicators across agriculture and food systems with other sectors.

Young people in agriculture are at a crucial stage of physical and mental development, making them particularly vulnerable to hazardous work and exploitation. Furthermore, in most countries, young people under 18 can legally work but are denied the right to own property (land or other productive assets).

10 "Promoting Youth Engagement and Employment in Agriculture and Food Systems," 35.

Barriers in the agricultural sector prevent young people from seeing this sector as a desirable career path. As a result, agriculture is often not seen as a promising type of work. Food systems that fail to provide decent, meaningful work and adequate livelihood opportunities are inherently unsustainable, both socially and economically. Conversely, young people will be reluctant to participate in the food systems that do not offer meaningful work, economic rewards or intellectual stimulation.

The challenge, therefore, is to transform food systems to create decent work opportunities that attract and sustainable for young people. This requires a multi-pronged approach that addresses issues of property ownership, representation rights, and the elimination of harmful work practices. Sustainable future can be achieved only if we create productive food systems and empower young people.[11]

❷ Access to Resources[12]

Access to resources such as land, labor, knowledge, finance and markets are key barriers to youth participation across the food chain, from primary production to consumption. The distribution of resources needs to be targeted to support a more environmentally and climate-resilient transformation of agriculture and rural livelihoods. The goal is to reduce risks to farmers, farms and value chains in the face of extreme weather events, and to reduce emissions from diets and value chains for health and climate sustainability.

However, young people's access to these resources is influenced by factors such as social class, gender, generation, and even racism and heteronormativity. Generally, better access to resources in food systems will make youth engagement more sustainable and resilient to economic and climate crisis. This is done by empowering them to have fairer and significant access to existing resources in their environment and communities, rather than relying on continuous external funding.

Intergenerational solidarity is key in this regard. This solidarity is defined as a relationship between young and adult generations, driven by shared desires, goals, emotional ties, and values. The transfer of knowledge and

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11 "Promoting Youth Engagement and Employment in Agriculture and Food Systems," 45–46.

12 "Promoting Youth Engagement and Employment in Agriculture and Food Systems," 48–70.

resources between generations, as well as cooperation in various activities, can build a strong foundation for the smooth transfer of ownership, management control, and specialized skills of a farming or food business. The process of inheriting a farming business is essentially an intergenerational process.
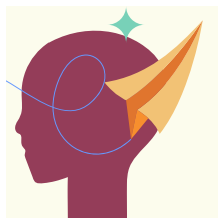
❸ Knowledge, Biocultural Heritage and Intergenerational Learning[13]

Knowledge in food systems is location and context specific. It includes intergenerational knowledge transfer, innovation, use of new technologies, social and community networks, educational institutions (public and private), social movements, NGOs, and practical learning in the field. Education and learning do not only occur in formal schools, but are also lifelong processes.

Young people act as intermediaries and bridges of knowledge in the fields of extension, consulting services, social movements, and the use of information and communication technology (ICT). Unfortunately, the types of knowledge possessed and produced by young people are not always recognized and supported.

❹ Innovation and Technology[14]

Innovation in food system is not just about new technology, but a process of continuous improvement. Young farmers can innovate by combining traditional knowledge and science, for example. Social innovations that prioritize the greater good are also important, such as agricultural models that support environmental and community sustainability.

Although often seen as innovators, youth involvement is not always easy. Unequal access to information and education can hinder youth innovation. Information and communication technologies (ICTs) have great potential to address this gap, but the digital divide could be a new problem.

Innovations involving young people must pay attention to equal access to resources, technological infrastructure, and democratic governance.

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13 "Promoting Youth Engagement and Employment in Agriculture and Food Systems," 71–84.

14 "Promoting Youth Engagement and Employment in Agriculture and Food Systems," 85–93.

Digital technology can help equalize access to knowledge, but the digital divide needs to be addressed. In addition, it is necessary to ensure that innovation and automation actually create new jobs for young people, not reduce them. Not to forget, social innovation to share resources and strengthen the local food economy is also important.

Part III

Lessons Learned from the MIYP Urban Futures Indonesia Training
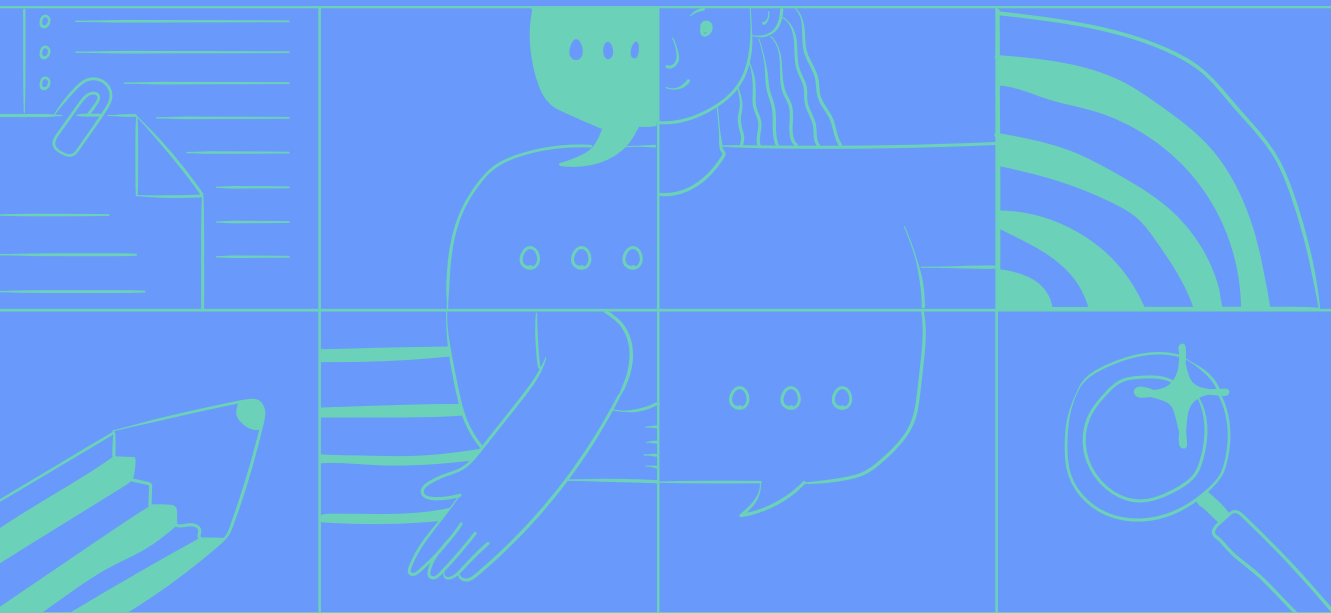
As a program that focuses on food system issues, Urban Futures in Indonesia faces specific challenges and potentials in promoting meaningful and inclusive youth engagement. In the Meaningful and Inclusive Youth Participation (MIYP) training in July 2024, Urban Futures partner organizations have mapped out several trategies that can be implemented to strengthen the role of the youth in the program implementation and in building sustainable urban food systems. This learning section will explain the challenges, potentials, and strategies for youth engagement in the implementation of the Urban Futures Program in Indonesia.

Challenges and Potential

▶ The scope of food system

In general, the definition of a food system covers a very broad scope. Not only because it covers the stages of the entire food chain from production to distribution to consumption, but also because of its inseparable relationship with the economic, political, cultural situation, and the policy-making process. In addition, differences in perspective in the context of food, such as between food security and food sovereignty, lead to different views regarding the objectives to be achieved and the intervention paths that need to be taken.

On the other hand, this also opens up the potential for youth engagement. By using a participatory approach, partners can empower young people to formulate a vision of the food system and the changes they want based on the context of their respective cities, and the roles they want to play in it.

▶ Young people's access to employment in the food system

In the context of the food system, the sector that absorbs the largest workforce is the food production, which includes farmers, plantation workers, fishers, or livestock breeders.

At the national level, agriculture is the sector with the highest labor absorption rate in Indonesia, accounting for 28.64% of the total workforce, or approximately 142.18 million people.[15] However, despite

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15 Central Bureau of Statistics, "Indonesian Employment Conditions February 2024," May 6, 2024. Retrieved from https://www.bps.go.id/id/pressrelease/2024/05/06/2372/tingkat-pengangguran-terbuka--tpt--sebesar-4-82-persen-dan-rata-upah-buruh-sebesar-3-04-juta-rupiah-per-bulan.html.

the significant contribution to employment rate, the agricultural sector ranks as the second lowest in terms of average national wages, just above other service sectors. The national monthly average wage for agricultural laborers in Indonesia is 2.24 million rupiah (2.38 million rupiah or 139 euros for men and 1.56 million rupiah or 91 euros for women).[16] This figure varies across regions depending on the local conditions and challenges. Furthermore, there are different layers of vulnerability between landowning farmers, agricultural workers, landless farmers, women farmers, young farmers, or children involved in agriculture sectors.

In the city of Bandung, the city's workforce absorption is mostly dependent on the service sector, which makes up 74.64% of the population, followed by the manufacturing sector at 24.8%. The agricultural sector only absorbs 0.48% of the total workforce and has decreased since August 2021 to 2022.[17] This is in line with the state of the city of Bandung which relies more on surrounding cities and districts as its food suppliers. Based on an assessment conducted by Rikolto, 96% of Bandung City's food needs come from other cities and districts. The continuous declining number of farmers is also in line with the increasing conversion of land in Bandung City from agriculture to residential area or business districts.[18]

In addition to job opportunities, Urban Futures partner organizations also feel that relevant capacity building for young people in the food system is still limited. There needs to be alignment between the job-readiness training provided, with the potential and objectives of sustainable food system development.

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16 Central Bureau of Statistics, "Indonesian Employment Conditions February 2024."

17 Central Statistics Agency of Bandung City, "Employment Conditions in Bandung City August 2022," November 25, 2022. Retrieved from https://bandungkota.bps.go.id/id/pressrelease/2023/01/16/1076/keadaan-ketenagakerjaan-kota-bandung-agustus-2022.html.

18 Bima Bagaskara, "The Continuous Shrinking of Rice Fields in the City of Bandung," August 15, 2024. Retrieved from https://www.detik.com/jabar/berita/d-7491272/terus-menyusutnya-lahan-sawah-di-kota-bandung.
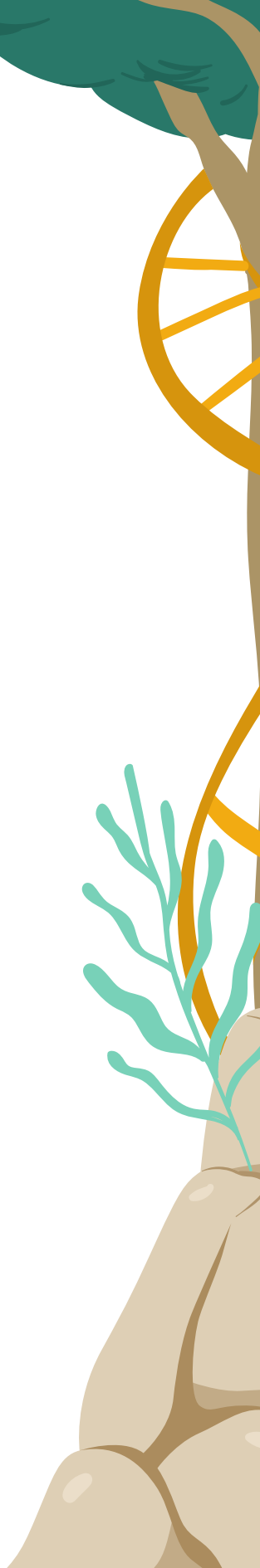
The urban farmer group, Seni Tani, mentioned that young people's interest in becoming farmers is relatively low compared to other work sectors because of the lack of role models who can attract and convince young people to become farmers.

Seni Tani's initiative to start community-based urban farming (community-supported agriculture or CSA) shows how young people shows interest when there is an alternative platform of involvement. CSA has great potential to encourage urban farming run by young people, particularly when there is support from policy makers.

In West Manggarai, specific challenge faced by the community is its dependence on rice, which leads to a homogenous diet. With the high demand of rice, the farmers mainly focuses on rice plantation that resulted in less diverse agricultural employment opportunities. Moreover, the high cost of agricultural production equipment in West Manggarai makes farming an expensive profession for young people.

According to the Urban Futures partner organizations, tourism development in West Manggarai can be leveraged as economic opportunity for the community, including in the food sector. Current development progress has also encouraged financial institutions to facilitate easier access to credit for people who want to start business or enterpreneurship.

▶ Young people's access to resources

Key resources, such as land ownership and business capital, provide the financial capacity for young people to enter the market system and significantly drive their role in the food system. In both Bandung and West Manggarai, access to these two resources needs to be advocated through policy changes.

Several opportunities can be maximized, including the support currently provided by the West Manggarai government, particularly by the local leaders and Regional Development Planning Agency (BAPPEDA). This opportunity creates avenues for government collaboration with civil

society organizations. Meanwhile in Bandung, Seni Tani has established communication with the city government and introduced their urban farming and funding scheme that is currently being managed by young people. However, there is only limited follow up actions of this consultation process.

▶ Young people's access to information and knowledge

One of the major challenges in grounding the knowledge about food systems is the lack of journalistic pieces and knowledge products that can bridge the intergenerational information gap.

Several forms of community-level initiatives have emerged to archive knowledge and deliver information in a more accessible and modern way. For example, in West Manggarai, a local youth community has an initiative to summarize narratives about local food in the form of videos and podcasts, which can simultaneously accommodate non-verbal cultures that are more appropriate for Eastern Indonesian communities.

▶ Technology Innovation

In discussions with the Urban Futures partner organizations, technological innovation is considered highly relevant to the other four issues mentioned above. Initiatives to promote technological innovation should aim to enhance young people's access to employment, resources, information, and knowledge. There needs to be a shift in perspective in approaching technological innovation, from defining it as "modern" (such as applications and newly invented devices) to one that emphasizes on creating or utilizing appropriate tools or infrastructure. With this change of perspective, indicators of innovation can be adapted to the specific context and conditions of each city.

Youth Engagement Strategy

Responding to the challenges and potentials above, the Urban Futures implementing partners in Indonesia discussed feasible strategic actions. The following table lists these recommendations based on youth's level of participatory practices (beneficiaries, partners, and leaders).

	Working for youth as Beneficiaries	Engaging with youth as Partners	Supporting youth as Leader
Employment	▶ Sustainable capacity development ▶ Providing information on market conditions and opportunities ▶ Providing information for young people about job opportunities in the food system	▶ Mentoring young people involved in food system activities at the community level ▶ Inviting individuals and collectives of young people to join and become part of CSA	▶ Empowering young people to formulate and recommend policies to relevant government agencies ▶ Empowering young people to start CSA initiatives in their respective communities ▶ Empowering young people to influence policies on city/district tourism

Resource	▶ Capacity improvement	▶ Increasing the capacity of young people to engage in public dialogues and policy-making processes	▶ Allocating funds specifically for young people to manage
	▶ Engaging young people as participants in multi-stakeholder dialogues	▶ Encouraging young people to deliver programs through multi-stakeholder forums to improve access to resources	
Information and knowledge	▶ Providing information and knowledge	▶ Providing research and knowledge-management training	▶ Empowering young people to generate new knowledge through youth-led research
	▶ Involving young people as informants or research participants		
Technology Innovation	▶ Providing an innovative technology platform for young people to understand the food system	▶ Engaging young people in the process of developing technological innovations led by partner organizations	▶ Working with young people to develop relevant technological innovations to create a sustainable food system
	▶ Inviting young people to become informants for the development of the latest food technology		

Conclusion

Through this module, we aim to highlight the connection between the role of young people with the urban food system transformation toward sustainability. This module serves as an effort to compile existing information and knowledge from various related fields, making it accessible for use in the implementation of the Urban Futures program as well as by other actors within Indonesia's urban food system.

The sections in this module function as adaptable guidelines that can be tailored to the context of different programs and organizations. Some organizations may need to strengthen their approach to youth engagement, while others may require a more contextualized urban food systems approach. This module does not offer a single definitive answer on the best way to involve young people in food systems. Instead, it emphasizes key components that should be present throughout all stages of program development, implementation, and evaluation.

These key components can be summarized as follows: 1) strengthening agency, by providing access and space for young people to express themselves and take action, 2) ensuring justice, by addressing existing inequalities within youth identities through intersectional lens, 3) recognizing young people's rights to food, employment, income, participation, and being heard, and 4) acknowledging youth as equal actors in the social structures which reinforce the previous three points.

Annex: Checklist 1

Assessment of Meaningful and Inclusive Youth Participation Integration in Organizations

This self-assessment tool is developed as part of the material for the Meaningful and Inclusive Youth Participation Training for Urban Futures partner organizations (July 2024). This assessment is recommended for organizations/institutions that aim to promote the integration of meaningful and inclusive youth participation as one of the core values upheld by the organization.

The assessment can be used as a reflective tool during various stages of organizational development, strategic planning, or organizational evaluation. The process of completing this assessment is expected to encourage internal discussions within the organization, which in turn will foster a stronger commitment to youth engagement.

Organization Name: _____	Staff in charge:
	Date of Completion:

1. Does youth currently have a role in your organization?

    a. Yes

    b. No

> If yes, please specify and describe the positions and responsibilities of the staff, board members (voting/non-voting), volunteers, or others.
>
> _____
> _____

If no, what role do you think youth could take in your organization?

_____

_____

2. Has your organization taken the time to reflect on the lessons learned from past experiences involving youth?

   a. Yes

   b. No

If yes, please specify and describe the positions and responsibilities of the staff, board members (voting/non-voting), volunteers, or others.

_____

_____

3. Has there been discussion(s) about youth involvement within your organization with all staff, board members, supervisors, and youth?

   a. Yes

   b. No

If yes, is there currently a consensus at all levels?.

_____

_____

If no, why has it not been discussed yet?.

_____

_____

4. Does your organization want to involve youth in efforts to achieve its organizational goals?

   a. Yes

   b. No

If yes, explain those goals and how youth involvement will contribute to achieving them.

_____

_____

If no, explain why your organization does not involve youth.

_____

_____

5. Does your organization have a framework and work plan to guide youth involvement?

   a. Yes

   b. No

If yes, in what ways does this framework involve youth? Are youth involved in planning, decision-making, implementation, and monitoring and evaluation?

_____

_____

If no, does your organization plan to create a framework and work plan? .

   a. Yes

   b. No

6. Has your organization identified the demographics of the youth involved?

    a. Yes

    b. No

If yes, who is the target group (based on age, gender, marital status, education level, socioeconomic status, ethnicity, etc.)?

_____

_____

If no, what kind of youth should your institution target?

_____

_____

7. Have efforts been made to consider how to recruit youth that represent the communities served by your organization?

    a. Yes

    b. No

If yes, explain the recruitment process.

_____

_____

If no, how can youth work in your organization? What can be done to involve the relevant youth who represent this population?

_____

_____

8. Has your organization researched and incorporated national laws or guidelines for involving youth?

   a. Yes

   b. No

   If yes, explain the relevant laws and policies related to youth involvement in your institution.

   _____

   _____

   If no, does your organization plan to research and implement these laws?

   _____

   _____

9. Do all staff, board members, and volunteers (youth and adults) receive written job descriptions and the necessary support to perform their work as expected?

   a. Yes

   b. No

   If yes, mention examples of positions, expectations, and support provided in your institution.

   _____

   _____

   If no, what happened?

   _____

   _____

10. Do all staff, board members, and volunteers (youth and adults) receive the same training and orientation when they begin working at your institution?

   a. Yes

   b. No

If yes, specify the type of training and components of the orientation.

_____

_____

If no, explain the differences.

_____

_____

11. Is there a mentoring program to foster youth-adult partnerships?

   a. Yes

   b. No

If yes, explain the mentoring program and training for adults to become mentors and supervisors.

_____

_____

If no, is your institution interested in this type of training?

_____

_____

12. Are youth trained to lead discussions, participate in decision-making meetings, and represent your institution externally?

    a. Yes

    b. No

If yes, what training is provided, and how much time is allocated for it?

_____

_____

If no, does your institution plan to implement this type of training?

_____

_____

13. Are youth encouraged to create career development plans as their skills and experience grow within the institution?

    a. Yes

    b. No

If yes, explain the career planning and development process.

_____

_____

If no, where will youth go after they leave your institution?

_____

_____

Annex: Checklist 2

Mainstreaming Meaningful and Inclusive Youth Participation in Program Implementation

This self-assessment tool is developed as part of the material for the Meaningful and Inclusive Youth Participation Training for Urban Futures partner organizations (July 2024). It is recommended for partner organizations and institutions implementing the Urban Futures program to monitor and evaluate the mainstreaming of MIYP as a framework across all aspects of program implementation. This self-assessment tool is based on the Youth Participation in Development framework in four operational areas established by the DFID−CSO Youth Working Group (2010)[19].

1. Organizational Development

This relates to changes in the structure, systems, and internal processes of an organization that need to be implemented to ensure that youth participation becomes an integral element of organizational practices. Organizational development serves as an essential initial step in efforts to mainstream youth participation.

Youth as Beneficiaries (Target Group)

1.1   Performance and evaluation frameworks, training, budgets, and procedures are adjusted; youth competencies are integrated into the relevant staff appraisal systems.

1.2   Staff are aware of and have a shared understanding of youth issues, as well as the networks and resources available (expertise).

1.3   Adequate resources are provided to support youth (e.g., fellowships), including dedicated staff responsible for youth issues as focal points.

Youth as Partners (Collaborators)

1.4   Youth are employed and provided with fair remuneration, benefits, recognition, allowances, and protection in accordance with the human resources policies in place within the organization.

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19 DFID−CSO Youth Working Group, "Youth Participation in Development: A Guide for Development Agencies and Policy Makers," March 2010. Retrieved from https://www.youthpolicy.org/library/documents/youth-participation-in-development-a-guide-for-development-agencies-and-policy-makers.

1.5   Resources (financial, training) are dedicated to youth staff and adults to share decision-making in daily operations (e.g., involving youth in board meetings, project management planning, etc.).

1.6   The organization has policies and work plans regarding youth, which have been consulted with young people.

Youth as Leaders (Initiators)

1.7   Youth participate in and have the ability to influence decisions regarding planning and budgeting of human resources (recruitment, training, staff appraisal), and are given recognition for their contributions.

1.8   Youth-led processes (such as the recruitment of peers into the organizational structure) are supported through mentorship, guidance, and transparent communication. (e.g., there are guidelines on how to respond to ideas initiated by youth).

1.9   Young leaders (individuals or groups) are engaged based on capacity/merit (leadership quality, commitment, public speaking skills); there is clarity regarding whether youth are part of donor organizations, NGOs, political figures, or citizens. Selection is based on a competitive process or democratic election by peers, if necessary.

Supporting strategies:

▶ Conduct internal advocacy activities (e.g., brown bag sessions or informal information-sharing sessions) to promote the integration of youth within the organization, policies, and program implementation.

▶ Adapt existing mainstreaming and learning approaches from the gender sector or issues.

▶ Engage existing youth organizational structures before initiating the formation of new organizations.

▶ Select competent, enthusiastic, and/or highly committed youth. The selection process should not only consider experience.

▶ Take actions or make decisions that are positively aimed at creating gender balance and diversity.

▶ Establish a review mechanism for youth fellows, create action plans, and provide training and mentoring for staff working with youth fellows.

Apply a participatory approach internally with staff, externally with stakeholders, and with beneficiaries.

2. Policy and Planning

This relates to the process of institutionalizing inclusive work practices, particularly in programs related to youth.

Youth as Beneficiaries (Target Group)

2.1 The existing policies are consistent with international and/or national legal frameworks and policies (including non-discrimination between young women and men); the rights-holders group is explicitly included as a component in the policy documents.

2.2 The views and experiences of youth (which may be derived from survey data) are part of the evidence-base and value-base policy.

2.3 There are sound reasons behind the selection of the target youth group, including gender analysis and social exclusion; there is justification for distinguishing youth from older adults; the policy/plan does not equate adolescents with pre-adolescent children.

Youth as Partners (Collaborators)

2.4 There are clear procedures, accountability, and conflict resolution principles in place to minimize the risk of intimidation or political retaliation.

2.5 There is a strong commitment to the implementation of policies/plans (through public statements in the media, allocation of financial resources), which is achieved through meaningful consultation with youth.

2.6 There are feedback mechanisms to show which recommendations and views have been adopted or not, along with the reasons for those decisions.

Youth as Leaders (Initiators)

2.7 Involvement goes beyond mere consultation. There are no pre-determined youth issues. Young leaders participate in determining the topics, agenda, and procedures.

2.8 Existing groups or organizations and their agendas are recognized. Young leaders are involved based on merit (attitude and performance), and youth-led processes are given full support.

2.9 Young leaders participate in policy processes across various sectors, such as education, health, and trade.

Supporting strategies:

▶ Check if there is an existing youth policy in place within the organization. If so, review whether the action plan, resource allocation, and mechanisms related to that policy are functioning effectively.

3. Implementation

This relates to the implementation of programs that specifically address, work with, or alongside youth. This section discusses ways to enable the achievement of program targets involving youth as beneficiaries, partners, or leaders.

Youth as Beneficiaries (Target Group)	
3.1	There is a clear rationale for the selection of the target group and interventions, based on a situational assessment. The situational assessment ensures that the interventions are designed based on local needs and are aligned with the program plan.
3.2	A risk assessment is conducted (particularly for sensitive issues such as post-conflict areas, gender identity, and sexuality). Measures are taken to avoid conflicts with adults. Interventions are grounded in values that align with the culture, and age-appropriate consent forms are available for all ages.
3.3	Resources are allocated in a transparent and accountable manner to youth and their communities.
Youth as Partners (Collaborators)	
3.4	Youth assist in program delivery through consultation and collaboration with adults who provide guidance.
3.5	Capacity building is carried out to enable youth to progress from being beneficiaries to partners (e.g., sharing in budget decision-making).

3.6	Youth are not exploited; program implementation work is in line with fair and appropriate work agendas.
Youth as Leaders (Initiators)	
3.7	Youth lead the implementation of the program with the appropriate guidance and support they need to fulfil their roles.
3.8	There is a system in place that allows young leaders to be accountable to their peers, communities, partners, and donor institutions.
3.9	There are opportunities for youth to participate in all aspects of the program cycle, including situation analysis, planning, and day-to-day management.

Supporting strategies:

▶ Identify the 'champions' of youth participation; leverage their knowledge and expertise to build coalitions that include government, donor institutions, NGOs, and communities.

▶ Conduct stakeholder mapping.

▶ Familiarize decision-makers with participatory principles and practices, including: youth-adult dialogue, youth-adult partnerships, participatory assessments and mapping, participatory planning and budgeting, peer education, and other volunteer activities.

▶ Build and maintain a database and network of organizations, leaders, activists, and alumni serving youth.

Ensure that youth participation is documented, analyzed, communicated, and celebrated.

4. Monitoring and Evaluation

This relates to the indicators to be used in the monitoring, evaluation, and learning processes of the program. Additionally, youth can also play a role in carrying out the M&E processes.

Youth as Beneficiaries (Target Group)

4.1	The existing M&E processes are designed to ensure the long-term documentation of beneficiaries.
4.2	The project design is flexible enough to incorporate informal feedback from beneficiaries.
4.3	The existing indicators are capable of assessing the quality of facilitation received, the quality of the experience (process) felt by youth, as well as the outcomes and impact.

Youth as Partners (Collaborators)

4.4	There is a formal mechanism in place to ensure that youth feedback is incorporated.
4.5	Youth have the opportunity to reflect and learn at all key points in the M&E process, including reviewing.
4.6	Youth are trained to fully understand their role in M&E (including data collection, indicator selection, and storytelling through various media).

Youth as Leaders (Initiators)

4.7	Youth compose and present independent evaluation reports through various creative media.
4.8	Youth lead the analysis and interpretation of evaluation data (supported by adults).
4.9	Youth train others (peers, community members) in formal/informal M&E methodologies.

Annex: Checklist 3

Integration of Youth-Adult Partnership in Organizations

This self-assessment tool is developed as part of the material for the Meaningful and Inclusive Youth Participation Training for Urban Futures partner organizations (July 2024). This assessment is recommended for organizations/institutions to help provide direction, uncover hidden issues, help understand tasks, and guide the commitment of organizational members to meaningful youth participation initiatives. Use this tool as one of the communication tools with organizational leaders, staff, young people, or other stakeholders. This checklist is adapted from Taktik tuk Kita: Taktik Partisipasi Orang Muda yang Bermakna (Pamflet Generasi, 2022)[20].

> Notes: Some organizations may not be able to answer all the questions. This checklist can be used as a catalyst for integrating Youth-Adult Partnership within the organizations.

Yes = We have done it, and no assistance is needed.
No = We have not done it, and would like capacity strengthening.
N/A = This does not apply

1. Understand why your organization wants to engage young people			
	Yes	No, next step	N/A
Have you thought about the reasons why your organizations involve young people?			
Have you discussed your thoughts on meaningful participation with other members in the organization? Whether verbally or in writing (such as in a statement letter)?			

20 Pamflet Generasi, "Taktik Tuk Kita: Taktik Partisipasi Orang Muda yang Bermakna," 2022. Retrieved from https://pamflet.or.id/2024/10/15/taktik-tuk-kita-taktik-partisipasi-orang-muda-yang-bermakna/.

2. Understand why your organization wants to engage young people			
	Yes	No, next step	N/A
Have you thought about the reasons why your organizations involve young people?			
Have you discussed your thoughts on meaningful participation with other members in the organization? Whether verbally or in writing (such as in a statement letter)?			

3. Assess your organization's readiness			
	Yes	No, next step	N/A
Have you discussed and assessed the commitment of:			
Board members of the organizations?			
Members of the organization?			
Working body (staffs) of the organization?			
Young people?			
Related parties involved?			

4. Determine the right model for your organization			
	Yes	No, next step	N/A
Has your organization considered involving young people directly in existing structures, such as governing bodies or management within the organization?			
Have you considered creating a youth body such as a youth advisory board, planning committee, or peer mediation group?			
Have you considered placing young people as staff at your organization? (e.g. as peer group leaders or program staff)			

5. Identify Organizational Barriers			
	Yes	No, next step	N/A
Has your organization created a policy (or adjusted existing regulation) that regulates young people's role as a permanent part of the governance, providing advice on programs, or developing projects?			
Does your organization allocate budget and staff to engage young people?			

	Yes	No, next step	N/A
Are youth tenure and voting rights in the organizations the same or similar to those of adults?			
Is there a replacement system if a young people's term ends earlier than expected? (e.g. due to relocation or other life changes)			
Do young people have access to the resources needed to participate in your organization's work, and are costs paid up front (rather than reimbursed later)?			
Is there any flexibility for youth participation in activities carried out during school hours?			
Has the organization developed a conflict of interest policy if young people provide advice on programs they participate in?			

6. Overcoming Attitude Barriers - Adults

	Yes	No, next step	N/A
Are young people involved in all issues, not just those that affect young people?			

Does your organization understand that the young people involved in your organization do not represent the voices of all young people?			
Does your organization regularly ask young people how the adult can help them better? And does your organization take their recommendations seriously?			
Has your organization considered the negative assumptions that arise from within yourself and stereotypes about young people, to learn about sharing real authority with young people?			
Has your organization considered adapting the language used (both programmatically and organizationally) to make it easier for young people to understand?			

7. Overcoming attitude barriers - Young people			
	Yes	No, next step	N/A
Have you recognized the value you have in making your voice heard?			

	Yes	No, next step	N/A
Do you take on leadership roles when the opportunity arises? (e.g. being asked to be on a committee)			
Are you able to share your thoughts, even when you feel uncomfortable doing so?			
Do you encourage written policies for organizations to implement youth participation?			

8. Responding to legal issues

	Yes	No, next step	N/A
Are the top management of the organization aware of their obligations, including the duty of care and duty of loyalty?			
Are there specific policies regarding youth governance within government as well as within contract law relating to the bodies that regulate operations?			

9. Recruiting young people

	Yes	No, next step	N/A
When recruiting members, does your organization recruit in a way that will attract a diverse group of young people?			

	Yes	No, next step	N/A
Does your organization use the recruitment process to educate your organization's constituents about projects involving youth, as well as the importance of involving youth in the community?			
Have you thought about your recruitment criteria?			
If all groups are made up of adults, does the organization have at least two young people in the group so they can participate and not feel alone or isolated?			

10. Building a strong onboarding process

	Yes	No, next step	N/A
Is an authoritative adult within the organization available to explain the commitment to the parent of the young people involved? If the member is a child.			
Is there an orientation system for new people in the organization?			
Do you have a letter of agreement or contract that outlines program responsibilities and the roles you ask young people to take in the organization?			

11. Training young people in their roles

	Yes	No, next step	N/A
When recruiting members, does your organization recruit in a way that will attract a diverse group of young people?			
Is there a system for members (especially adults) to train new young people? Is there a mentoring process?			
Has your organization thought about recruitment criteria?			
If all groups are made up of adults, does the organization have at least two young people in the group so they can participate and not feel alone or isolated?			

12. Conducting Intergenerational Training

	Yes	No, next step	N/A
Is there any training for adults to understand young people so they can be strong allies?			
Does the organization have innovative ways in the training?			
Has your organization involved young people in the design of this intergenerational training?			

13. Making meetings a success

	Yes	No, next step	N/A
Does your organization start meetings with a separate open discussion to let young people know what to expect from the meeting agenda? Or does the meeting have a small group discussion process?			
Do you provide appreciation during meetings?			
Does your organization provide special opportunities for young people to have their say in meetings?			

14. Building a mentoring plan

	Yes	No, next step	N/A
Is there a mentor or buddy system available?			
Are there staff to support youth members?			
Are there regular meetings between youth members and senior leaders of the organization? (e.g. directors, foundation chairpersons, etc.)			
Do mentors ensure that new members attend meetings, get the support they need, and are properly oriented to the organization they are joining?			

15. Building youth-adult partnerships			
	Yes	No, next step	N/A
Does everyone understand that a strong relationship is the key to the success of social change programs and movements?			
Is there time (informally) for young people and adults to build close relationships with each other?			
Can your organization and its elements maintain a commitment to youth engagement consistently, not letting it get overshadowed by "more important" meetings and commitments?			
Can organizations ensure that young people are given the opportunity to speak about every issue, not just program issues?			
If young people seem to have no opinion, are you willing to respond and give them the information they need?			
Is equal recognition given to their opinions?			
Does the organization involve parents from the start? (Especially for young members who are children)			

	Yes	No, next step	N/A
Does the organization inform the young person that it will talk to their parents without violating the principle of confidentiality?			

16. Building a support network			
	Yes	No, next step	N/A
Do young people still have opportunities to network with their peers?			
Is there time allocated for young people to share knowledge and skills with other young leaders?			
Is there time set aside by adults for young people to exchange ideas and discuss things together?			

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