

Striking a Balance: Tips and Tricks for Effective Youth Engagement

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Jack Talks



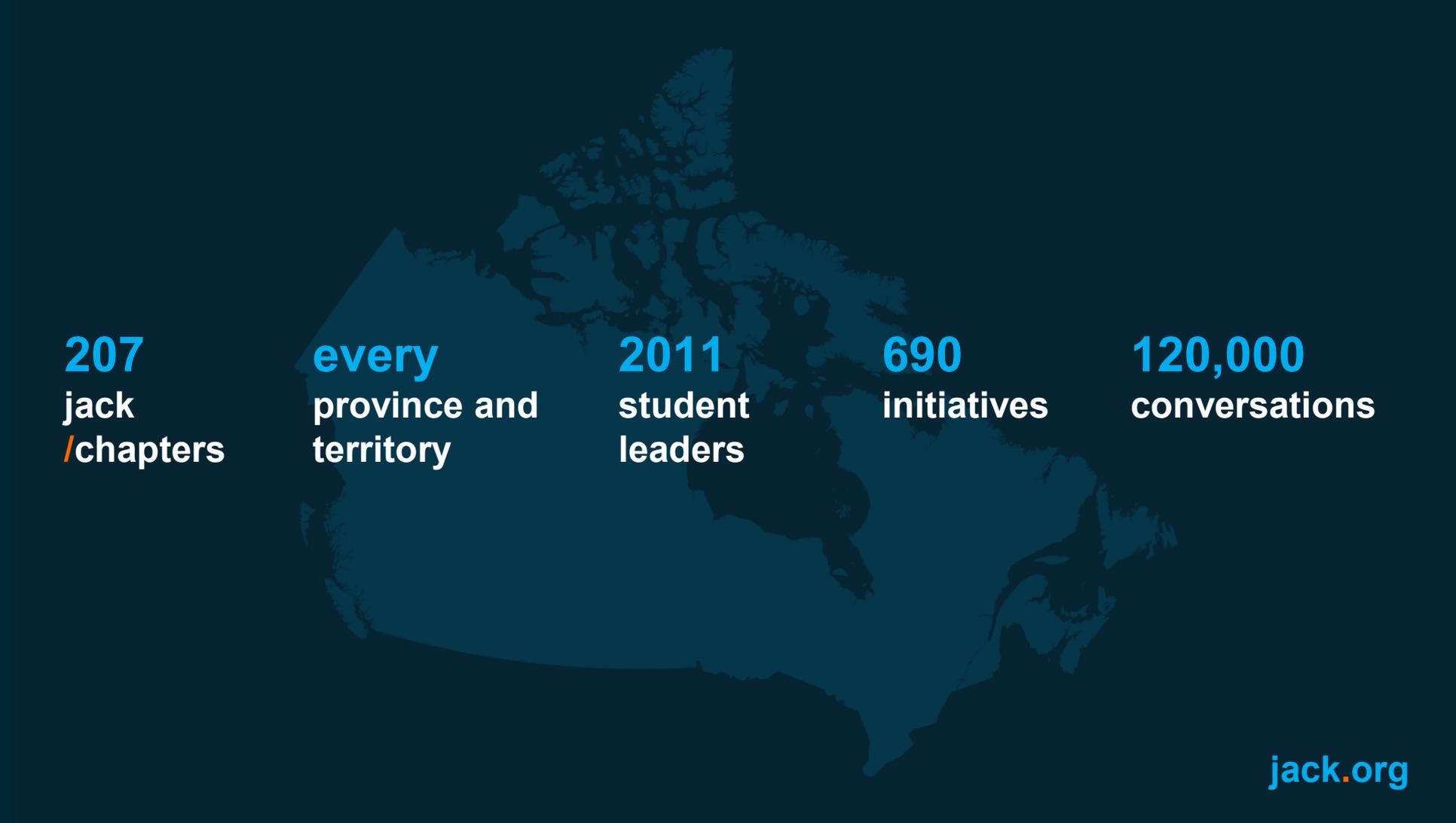
Jack Chapters



Jack Summits



the network



207
jack
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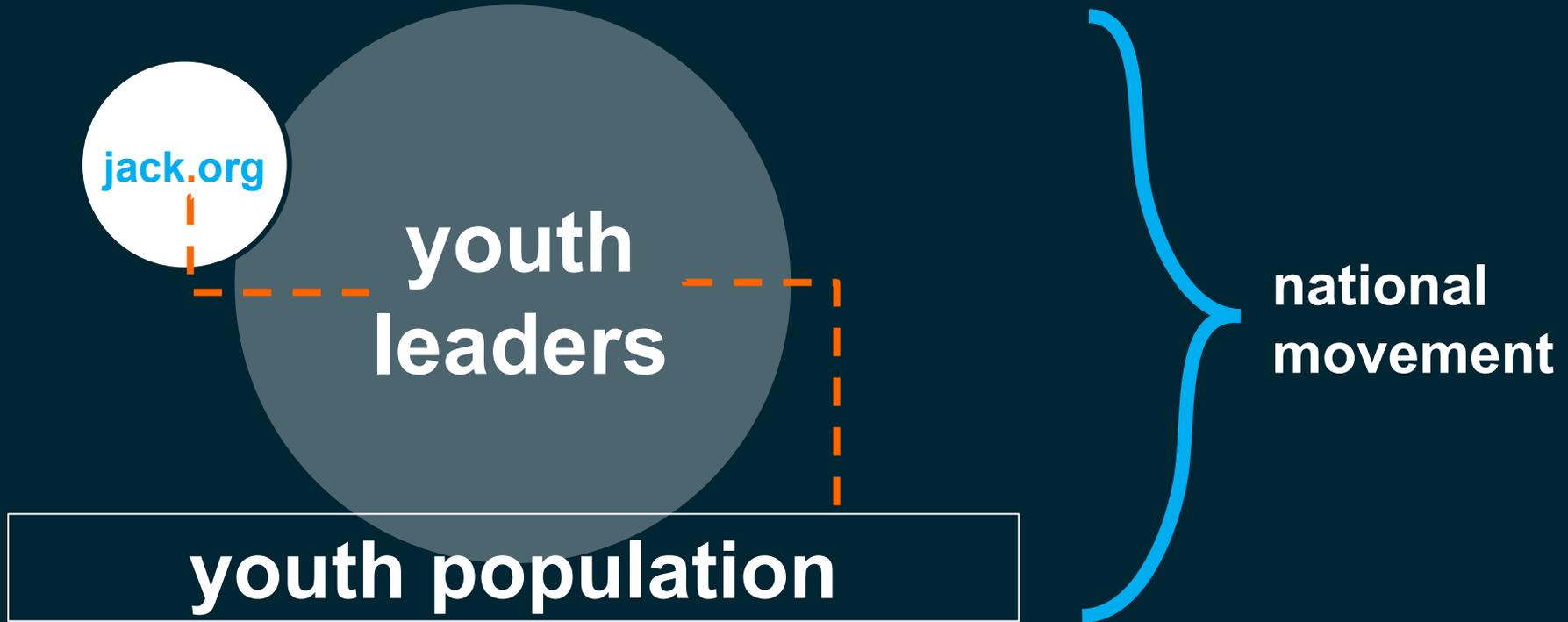
every
province and
territory

2011
student
leaders

690
initiatives

120,000
conversations

our approach.



What is Youth Engagement?

What is Youth Engagement?

Youth engagement is **NOT** a one-time activity. It's an intentional, long-term, and resource-intensive process.

It's a commitment to equal collaboration toward a common goal, and to providing sustained opportunities for youth development and growth.

Youth engagement has tremendous benefits. Not only will the young people you work with gain knowledge, skills, and inclusion into spaces where they are normally left out, but your work will become considerably more sustainable, reactive, relatable, and effective.

Who is youth engagement for?

- Internal Stakeholders:
 - Young People, Adult Allies, Those who work on issues that affect young people (i.e. you)
- External Stakeholders:
 - Donors
- Future Stakeholders:
 - Everyone!

Developing our Approach



2013 Initiative Guides

BE BALLSY



This isn't just the ball pit you want; it's the ball pit you deserve.

What does it have to do with mental health? It takes balls to talk about it.

Be Ballsy promotes mental health awareness and helps students de-stress using a ball pit. By setting up a ball pit surrounded by mental health facts, students will get to relax while learning about mental health. It's a nice, chill way to get the conversation started.

GOALS	COSTS	TIMEFRAME
Increase mental health awareness	Kiddie pool (ball pit) \$30	Suggested length 1 day
Decrease student stress	Balls \$30 per 250	Suggested planning 3 weeks

REQUIRED TEAM

For Be Ballsy, all you'll need is a few people to get permission, grab supplies, advertise, and supervise the event.

WALL OF AWESOME



What's awesome?

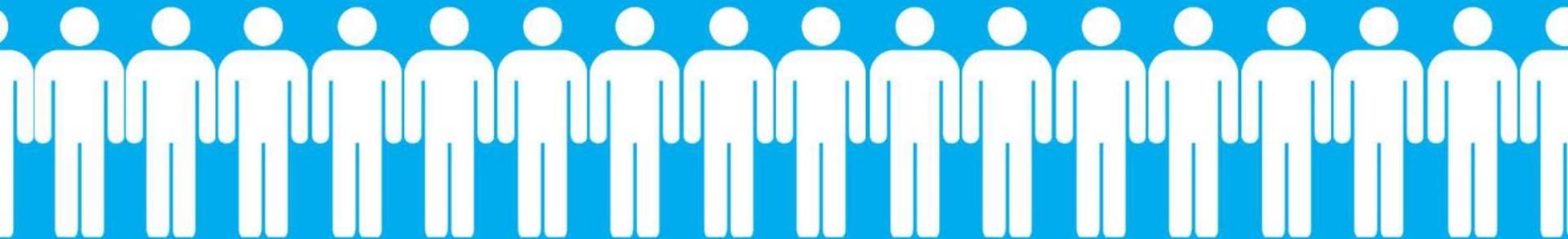
You're awesome.

And so is this initiative. With the Wall of Awesome, you'll install a display of quotes, funny memes, top places to study, cute animal pictures, and other facts that are just flippin' awesome. And guess what? It's interactive, so students can add to it. So find a wall, some post-it notes, colourful markers, and let's get started.

GOALS	COSTS	TIMEFRAME
To increase mental health awareness	Sticky notes, markers, paper	Recommended event length ongoing
Help students de-stress		Recommended planning time 1 week

REQUIRED TEAM

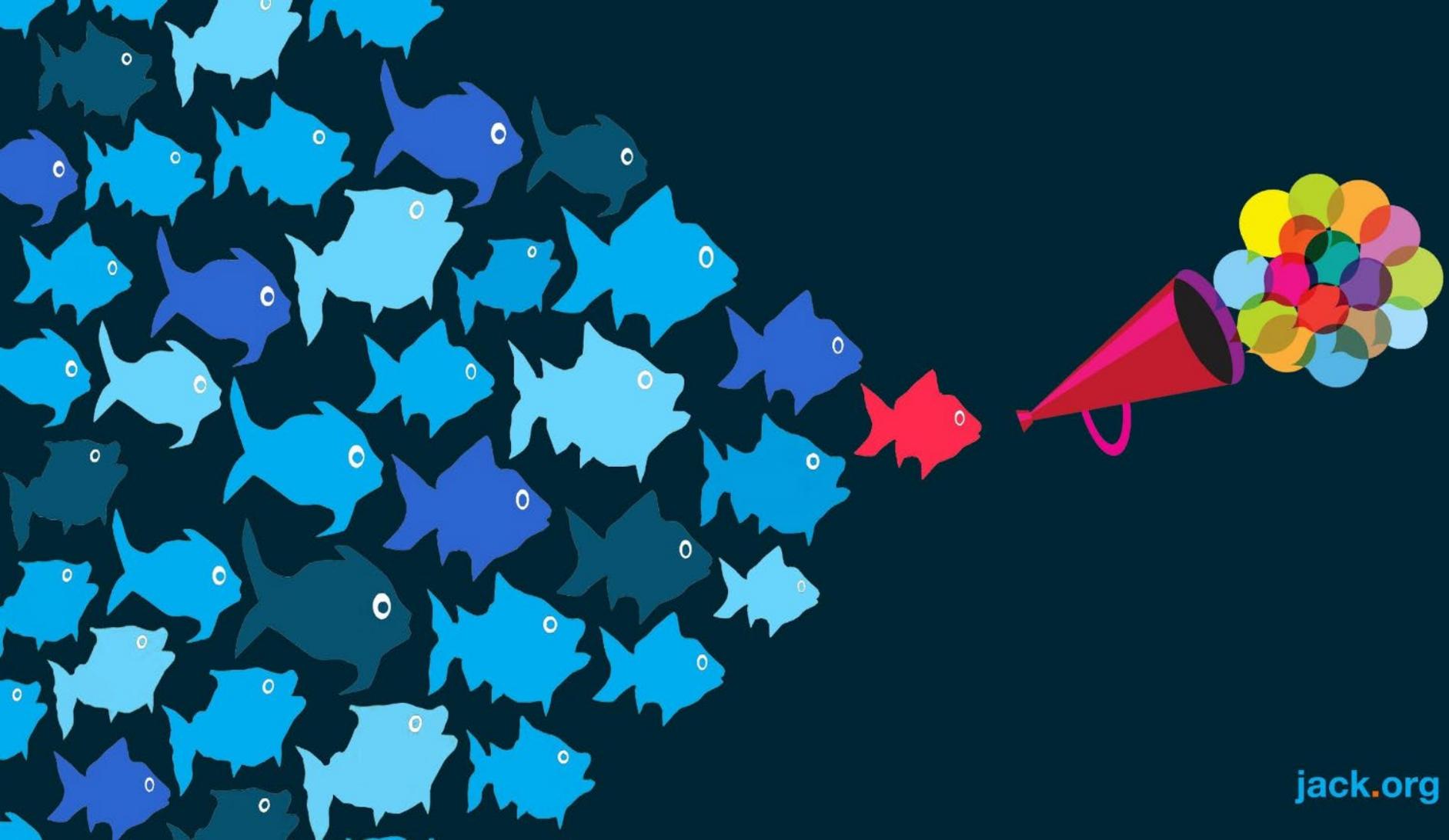
You'll need a small team to put up the initial wall, and then to check it every few days to remove any inappropriate comments.



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HOW. 

(not what)



Youth Engagement Implications

- **Building capacity empowers young people**
- **Building capacity allows for scalability**
- **This capacity is responsive to youth-identified barriers**

The Jack.org Approach: Our 5 Steps for Youth Engagement

STEP 1: Reflection & Preparation

1. Reflection & Preparation

Since youth engagement involves a balance between different forms of expertise, it's important to define what adult stakeholders will bring to the table, what youth expertise will add to the discussion, and what skills or knowledge young people may need to develop in order to effectively lend their voices to this process.

1. Reflection & Preparation

Ask yourselves:

1. What is a common goal you share with young people?
2. What is the primary goal of this youth engagement work?
3. Who should be engaged as part of the young team?
4. What expertise, access, or qualities are youth stakeholders bringing to the table?
5. What expertise, access, or qualities are adult stakeholders bringing to the table?
6. What resources or training will youth need to support them in this engagement process?
7. What community resources already exist that may address this issue?

1. Reflection & Preparation

Next steps/suggestions?

- Have a **youth engagement mission statement** (common goal)
- **Role clarity** and governance (linked to common goal and youth engagement goal)
- **Budget and commitment**
- Establish systems for **accountability**

STEP 2: Transfer Knowledge

2. Transfer Knowledge

Part of this step will be to build the knowledge of the young people involved in this process. The goal of this phase is not necessarily to have youth leaders become experts on a given topic. It is instead to fill in any knowledge gaps they may have so they can meaningfully develop their own ideas and participate in the work that you intend to do together.

It is also during this stage that young people should be regularly asked for their opinions and ideas. Whatever expertise they offer to this process (e.g. their experiences, community knowledge) should be sought during this stage, and adult stakeholders should work meaningfully to integrate this youth knowledge into work moving forward.

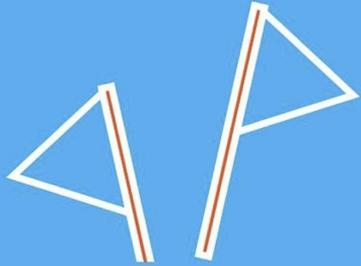
2. Transfer Knowledge

Ask yourselves:

- 1) What knowledge do young people bring to adult-youth partnerships?
- 2) What knowledge do you or other adult collaborators (i.e. content experts) bring to these partnerships?
- 3) What baseline knowledge do young people need to make progress towards meeting common goal?
- 4) How can knowledge between adults and young people be transferred effectively?
- 5) What benefit, beyond making progress on the common goal, will this knowledge transfer provide young people?

2. Transfer Knowledge

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Mental Health Advocacy Training

Module 1: Defining Leadership & Advocacy

Objectives:

- To understand that team members are leaders with the purpose of mental health advocacy
- To understand that being a leader and an advocate is more than a title
- To think of leadership as a process of listening, reflecting, and representing your community
- To understand advocacy as the process of taking action that addresses your community's concerns surrounding a particular social issue

What is Leadership?

While leadership and management often go hand-in-hand, they are not the same thing. Managing a team's structure, progress, and work is an important part of being a team leader, but leadership involves so much more than that. It is a process of listening to your community, reflecting, and representing their interests, priorities, and concerns in the work you do. Listening is just as important as taking action in your community, as it informs the priorities your team will address, the impact you have on your community, and who benefits from this impact. Incorporating the voices and experiences of the diverse population of people in your community is paramount for your success as a team leader.

ACTIVITY: What makes a good leader? (15 mins)

The purpose of this activity is to get the group thinking about leadership as less of a static identity, and more of a process that requires constant reflection and improvement. The group should also take away from this activity that there is no clear-cut definition of being a leader, and that everyone has a unique leadership style that is dependent upon their skill-set and community context.

Steps:

1. Ask everyone in your group to each think of a leader they really admire. This could be a family member, a historical figure, a politician, an athlete, or anyone! (2 mins)
2. Next, have each person write down the qualities of that leader that they admire. (3 mins)
3. Once they've created a list, ask each student to determine which of these qualities they feel they have, and which they would like to strengthen over the year. (2 mins)

Module 2: Mental Health 101

Objectives:

- To define mental health and position it as equal to physical health
- To emphasize the inclusive idea that everyone has mental health and everyone needs to care for it
- To position mental illness on a spectrum from optimal health to crisis
- To define mental illness and understand that those who experience a mental illness can fall anywhere on the spectrum – including optimal health

Mental Health - Defined

Mental health, like physical health, is a key component of what makes us well. We can think of mental health like we think of physical health, but where physical health refers to our bodies, mental health refers to our *thoughts, feelings, and behaviours*.

Mental health is often thought of as only being applicable to the 1 in 5 people who experience mental illness, but this is not true. The reality is that 5 in 5 people have mental health, and therefore everyone needs to be a part of the conversation.

This is an important message to realize – we ALL have mental health. Whether you are part of the 1 in 5 or not, this conversation is relevant to everyone.

Mental Health Spectrum

Mental health is often thought of as either black or white – the idea that someone is either entirely mentally healthy, or entirely mentally ill. But this is not true. The reality is that mental health, like physical health, exists on a spectrum. How one is feeling can fluctuate throughout their life and vary depending on circumstances (see the mental health spectrum below).



2. Transfer Knowledge

Next steps/suggestions?

- Scope out **content**
- Focus on **process**
- Experiment with different **methods** + provide **options**
- Ask **questions** of young people
 - Engage in a “listening session”

STEP 3: Develop Skills

3. Develop Skills

This is where you must work to strengthen the skills of the youth team members so that they can elevate their voices to the level required for meaningful engagement, and so they can be effectively heard.

One common misconception in youth engagement work is that the baseline skillset of young people is a key element of their youth identity. At Jack.org, we disagree. If young stakeholders are set up to deliver a poor presentation solely because they have not had the opportunity to receive effective training or they have been given a task that is inappropriate for them, that is a failure of the youth engagement program.

3. Develop Skills

Ask yourselves:

- 1) What skills do young people already bring to adult-youth partnerships?
- 2) What skills do you or other adult collaborators (i.e. content experts) bring to these partnerships?
- 3) What skills must young people have to make progress towards meeting common goal?
- 4) What are effective ways to build these skills with young people?
- 5) How will these skills benefit young people?

3. Develop Skills

How to Tell a Story Safely

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This document is adapted from Jack.org's many resources to train and equip young leaders to take action for mental health across Canada. We're thrilled to be sharing our learnings externally with this resource. "It should be noted that this resource goes best in tandem with our other resource, "How to tell a story."

Objectives

- To understand the gravity of sharing a personal mental health story and how to choose which stories you are comfortable with sharing
- To learn to speak from your personal experiences in way that is not only safe for you, but your audience as well



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What should we consider?

- Stories should not be a comprehensive, detailed account of your entire "story" and the many experiences throughout your life.
- Don't present any struggles you've had as your identity; these are just **one part** of who you are.
- When building your story, eliminate details that are irrelevant to main messages.
- Don't include details that make you feel vulnerable or make you uncomfortable. Make sure you have distance from the experiences you're sharing.

What are the messages of the story?

Going into any presentation, you should be able to boil down your content to a handful of key messages. For example, in Jack Talks, speakers are encouraged to understand several important **Key Messages**, and speakers choose one or two to focus a story on:

- Stigma is harmful, we need to end the silence around mental health
- Everyone has mental health, 5 in 5 of us
- Everyone can struggle with their mental health at times
- It's okay to talk about mental health and reach out for help
- Mental illness is real, recovery is possible
- It's important to know how to help ourselves and support others

Any stories you tell should present how you learned one or two of your key messages – illustrating a problem and demonstrating how change is possible.

How to Tell a Story Safely

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2

Stories should work to gain common ground with the audience and lead them to a new learning. Typically, the best way to do this is to describe a way that a relevant problem (e.g. stigma or a lack of mental health knowledge) existed in **your life** - so audiences will hear it and think, "Yeah that's awful-let's change this!"

Important things to avoid

- Too many details or going off on tangents, especially if they are irrelevant to the messages or inconsistent with your narrative. Pick every detail with intention.
- Making your story too long – a story should be no more than five minutes at a time
- Trying to convey too many thoughts - the message should be simple and clear
- Providing details on personal mental health distress, symptoms, treatment, or recovery - focus more on the impact of stigma/silence/other broader factors and what happened in your life to challenge these and/or lead to positive changes
- Triggering language and descriptions

- This means not going into vivid details, whether around a suicide attempt, a traumatic experience, distressing symptoms, etc.
- Say just enough so that the audience gets the point, the gravity, and no more
- For example: "I felt really hopeless, and I tried to take my own life. After that, I realized that I needed to get help."
- Avoid: "I thought about all the ways I could end my life and I planned it [like this]."
- This is important in order to keep the audience comfortable, but also for your own safety. **Sharing a part of your story should never be difficult or traumatic for you!** If it is, choose different stories from your experiences to tell.

Don't feel pressured to represent your entire self and life in any presentation. That shouldn't be the purpose, unless the presentation is at a book launch for your auto-biography! Instead, this is an opportunity to bring some important messages to life through real life experiences.

Final Note

Sharing a story from your personal experiences up on a stage is a brave and vulnerable thing to do. It's important to remember that you've likely only shared these experiences before in controlled environments with close friends or family members. When you bring these to a stage, you are bringing these experiences to a **public forum**. That's why it's so important to pick details with intention, and only share what you're comfortable with everybody knowing about you. Your experiences are meant to colour the presentation and bring it to life, but never to make you feel uncomfortable. With practice and preparation, you can stay in control of your messages and keep this a positive experience for both you and the audience.

Homework

Get going on a story with a mental health message!

Using the guidance in "How to tell a story" and everything you've learned here, craft a story around a key mental health message you want the world to know. Depending on your comfort level with speaking, either write a detailed outline in bullet points or a full script. Be sure that it follows the standards and tips laid out here. Now, film it, watch it back, perform it for a friend, and develop it until you feel it's safe and effective!

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3. Develop Skills

/Speaker Safety Documents

Speaker Safety Policy

For some people, mental health can be hard to talk about – especially if you've struggled or had a difficult experience recently in your life. It is for this reason that we take extra caution to make sure our Jack Talks speakers are ready and able to speak comfortably and publicly about mental health in school presentations. Speaking on a stage about mental health is not going to be for everyone – and that's okay! There are many ways to show your passion and be an advocate for mental health in your community that don't include public speaking. But no matter how you choose to speak up – your safety is the most important thing.

In order to assess your safety and readiness, we have two documents that you must complete for each term. The first document is a **speaker readiness assessment**, and the second is a general **safety plan** to prepare in case anything ever comes up for you. Importantly, we do not collect these forms and they **do not** diagnose mental health struggles! They are tools for assessing if Jack Talks presentations are a good fit for you right now, if any precautions need to be personally addressed, and to check if you might need to take some time off from the program.

Please note, if any concerning items come up from this assessment or during your time in the Jack Talks program, you may be asked to step away from the program temporarily to take some time for yourself. This is not a bad thing or a failure in any way! Speaking up for mental health also means knowing when you need to focus on yourself for a period of time. These tools are here to help you make these decisions in a confident and informed way.

Requirements

These two documents will be sent to you each term for private completion. Then, you will be asked to confirm that you've reflected on your personal wellness and deem yourself ready and comfortable to commit to give presentations for the duration of one academic year. If at any time you are no longer comfortable giving Jack Talks, you will be asked to step away from the program temporarily until at least the following year.

You will also be asked to confirm that you've both completed your safety plan, and shared it with a supportive friend, parent, counsellor, or other individual you trust. This helps us know that you are well supported to take part in the Jack Talks program, and that it will be a positive experience for you.

/Speaker Readiness Assessment

The following questions ask about common psychological, behavioural and/or personal problems that can come up for different individuals. These problems can be considered **significant** when they have persisted for two or more weeks, when they keep coming back, when they keep you from meeting your responsibilities, or when they make you feel like you can't go on. Please read through this list and reflect on your own mental health and wellness with respect to these questions. Please also personally take note of any "yes" answers you make.

Consider the following questions:

1. During the past 12 months, have you felt significant problems:

- With feeling very trapped, lonely, sad or hopeless about the future?
- With feeling very anxious, nervous, tense, fearful, or panicked like something bad was about to happen?
- When someone reminded you of the past, you became very distressed and/or upset?
- With thinking about ending your life or dying by suicide?

2. During the past 12 months, did you do the following 2 or more times?

- Have a significantly hard time focussing or paying attention at work, school, or home?
- Been a bully or threatened others?
- Have you been quick to anger or threatened others?

3. During the past 12 months, did you:

- Have a significant increase in use of substances (e.g. alcohol, drugs, and/or marijuana)?
- Continue to use substances even if they caused significant social problems or led to fights?
- Give up, reduce, or have problems at important activities (work/home/school) due to substance use?
- Have withdrawal problems from substance use like shakiness, vomiting, restlessness,
- OR use substances to avoid withdrawal problems?

Personal Reflection

Only you can know if you're in a good place to be giving presentations, but if your answer is yes to quite a few of these questions, this may be an indicator that giving talks isn't a good idea for you right now. If you feel like this may be the case – that's okay! It just means you may need to take a step back and focus on yourself for a while. Don't worry, we'll always welcome you back when you're feeling more well. Your mental health always comes first!

/Speaker Safety Plan

In the event that something comes up for you or you experience a low point while you're involved with Jack Talks, it's important that you're well supported in your life to come back to a good mental place. Please think about your own experiences with mental health and wellness, and answer the questions below as honestly as you can. Then, please share this plan with a trusted friend, family member, counsellor, or other individual in your life.

1. Who are your supports in your life? Who can you turn to if you're struggling?

2. What are some triggers or situations that may cause you to struggle with your mental health? What kinds of things might wear you down?

3. What does it look like when you're not doing well?

4. What helps when this happens? What kinds of things help fuel you back up?

5. How do you usually communicate if you're struggling? What steps will you take if this happens while you're involved in Jack Talks?

3. Develop Skills

Next steps/suggestions?



- Consult with **experts**
- Focus on **process**
- Experiment with different forms and **provide options**
- Give opportunities to **practice** and for feedback

STEP 4: Provide a Platform

4. Provide a Platform

The next step is to provide young team members with a platform to actually act upon. The nature of this platform will take different forms depending on the specific initiative you are running, but the goal in this stage is to provide youth leaders with an arena where they can use their learnings to tackle an important issue, plan a meaningful initiative, or otherwise make an impact.

4. Provide a Platform

Ask yourselves:

- 1) What or who do young people need access to in order to achieve their long term goal?
- 2) Where do young people need to be heard, but currently aren't being heard?
- 3) How can we make these platforms/venues/arenas attractive to (and comfortable for) young people?

4. Provide a Platform

Youth Voice Report.

jack.org

Executive Summary

This report reflects the voices and action of over 2,500 trained youth mental health advocates from every province and territory in Canada. Young people across Canada have identified the primary barriers to positive mental health in their communities, and have worked tirelessly to dismantle them.

These barriers include: poor knowledge of mental health services, pervasive mental health stigma and accompanying shame, and poor access to mental health services. To address these barriers, youth in the Jack.org network have planned over 630 initiatives for over 100,000 of their peers, and delivered over 260 mental health education talks to over 50,000 more. To continue improving mental health for youth across Canada, you can support their efforts by ensuring you:

- 1) Prioritize mental health in all policies
- 2) Ensure services are accessible, not just available
- 3) Provide services that reflect the diversity of Canadian youth and the mental health issues they face
- 4) Bolster community-based supports for mental health
- 5) Embed youth voice in decision making



How can you Support Youth Mental Health Advocacy?

Youth have identified and responded to mental health challenges in communities across Canada. They've made progress and continue to work hard, but they are just a part of what must be a comprehensive response to improve the state of mental health nationally. When asked how they could best be supported to this end, this is what youth had to say.

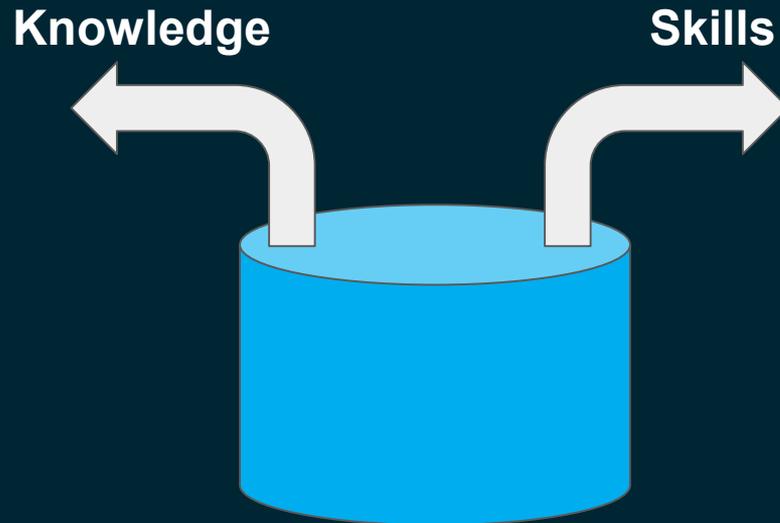
- 1 Prioritize Mental Health in All Policies
- 2 Ensure Services are Accessible, not just Available
- 3 Provide Services that Reflect the Diversity of Canadian Youth and the Mental Health Issues they Face
- 4 Bolster Community-Based Supports for Mental Health
- 5 Embed Youth Voice in Decision Making



4. Provide a Platform

Next steps/suggestions

- What kind of a platform are you able to provide?



STEP 5: Close The Loop

5. Close the Loop

In order to keep young leaders empowered and engaged, it is important that they see how the work they are doing is being heard, utilised, and having an impact. It is vital that you report back to young team members (e.g. through progress reports, evaluation reports), that they are given opportunities to reflect on their work, and that their achievements are celebrated.

5. Close the Loop

Ask yourselves:

- 1) What indicators of progress are measurable and reportable?
 - a) Progress towards the common goal
 - b) Progress made in Youth Engagement
- 2) How can you report this progress to young people?
- 3) How do we hold young people and adult allies accountable?

5. Close the Loop

For us?

Survey Section 2: Skills

Having gone through the Jack Talks training, and having delivered talks over the course of the year, please indicate how strongly you agree or disagree with each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am very knowledgeable about mental health. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am able and comfortable to speak in front of an audience of 200 or more. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I believe that I can engage a crowd naturally, with ease and comfort. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at reading the reactions of an audience and adjusting my speech to effectively communicate my message. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I would be able to safely share a story about mental health. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can speak to an audience of youth about mental health safely, effectively, and in an engaging manner. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strong public speaking skills *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have well developed safe storytelling skills *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strong audience facilitation skills *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In addition to the skills discussed above, which skills do you feel like you gained from the program?

- Leadership Crafting a Story Communication Organization
 Teamwork Interpersonal Skills Mental Health Knowledge Other
 Confidence Conflict Resolution Time Management

Are there any other skills you believe you gained from the Talks program?

How would you say you gained most of these skills?

- Talks Training
 Delivering Talks
 Attending Talks-related workshops (i.e. during summit)
 Ongoing coaching and support from my Talks Coordinator

5. Close the Loop

For us?

2019 National Summit Survey

Your Needs

	Yes	No	Unsure
I felt like National Summit content was relevant to my interests and priorities *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt inspired by National Summit content *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt my voice was heard at National Summit *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next year's National Summit would benefit most from focussing more on:

- Hard Skill Development (i.e. research, statistics)
- Soft Skill Development (i.e. communication, conflict resolution)
- Mental health content knowledge (i.e. facts, statistics)
- Knowledge Exchange among delegates
- Building a sense of belonging
- Summit enjoyment
- Other:

If you would like to tell us more about how we can improve National Summit for next year, please share with us below:

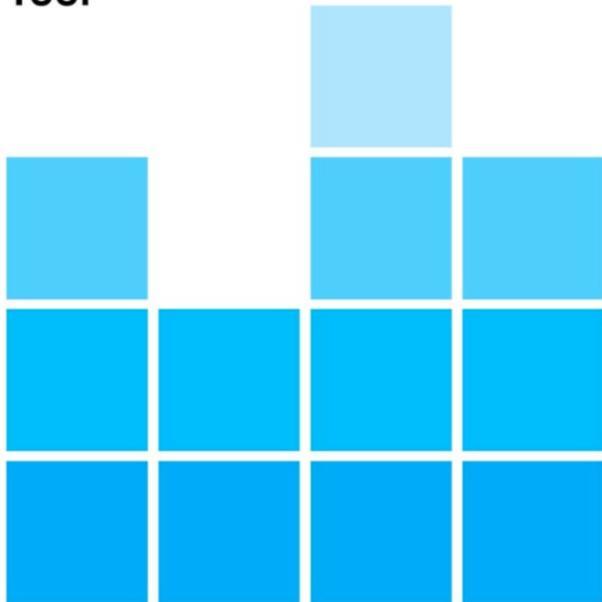
5. Close the Loop

Next steps/suggestions

- Measure goal against **outcomes**
- Measure against **YE expectations** (Remember those systems of **accountability**?)
- **Report** on progress

Case Study: Campus Assessment Tool.

Campus Assessment Tool



Section 1: Campus Checklist

In this section, we'd like to gain an objective understanding of what key resources exist on your campus and where there may be gaps for students. This will serve as a baseline for the remainder of the assessment helping to identify the strengths and gaps of your campus' resources. This section can be treated like a checklist of yes or no questions and is to be completed by your Assessment Team.

Purpose: Baseline checklist

Who: Assessment Team + campus administration/health services/others as needed

Suggested Timeline: 2-4 weeks

Questions:

Service Provision:

1. Does your campus have a counselling centre? Are services available every weekday? On weekends? Are services available over the summer/during academic breaks?
2. Does your campus have a peer support program/centre? Are services available every weekday? Are services available over the summer/during academic breaks?
3. Does your campus have a health centre with nurses and/or doctors? Are services available every weekday? Are services available over the summer/during academic breaks?
4. Are links to phone and/or web helplines available on health services websites?
5. Is resource information readily available and up to date?

Policies in Place:

6. Does your school have a mental health policy? Does campus security?
7. Does your school have a policy for withdrawal from classes without penalization for mental health reasons? Are there alternative exam writing possibilities for students with mental health and/or learning requirements?
8. Does your campus have a suicide response/postvention plan? An emergency plan?

Mental Health Capacity:

9. Are the RAs, TAs and/or professors on your campus trained in suicide prevention? Mental health first aid? Other training?
10. Does your school have an early alert program where professors can reach out to mental health services if students are exhibiting early warning signs for mental health issues?
11. Does your campus offer free suicide prevention training programs?
12. Does your campus offer free mental health first aid?

Suggested Sources & Methods:

- Student services websites, health services websites
- Student life representatives, clinic staff, administration

Note: We're not assessing the quality of these services yet, just simply what's available.

Data Log: Campus Checklist

Questions	Yes	No
Service Provision		
1. Does your campus have a counselling centre?		
a. Are services available every weekday?		
b. On weekends?		
c. Over the summer/during academic breaks?		
2. Does your campus have a peer support program/centre		
a. Are services available every weekday?		
b. On weekends?		
c. Over the summer/during academic breaks?		
3. Does your campus have a health centre with nurses and/or doctors?		
a. Are services available every weekday?		
b. On weekends?		
c. Over the summer/during academic breaks?		
4. Are links to phone and/or web helplines available on health services websites?		
5. Is resource information readily available and up to date?		
Additional notes on findings if needed:		

5 Steps for Youth Engagement

1. Reflection and Preparation

- Young people wanted to influence local systems

2. Transfer Knowledge

- Understanding system gaps

3. Develop Skills

- Research and Analysis Skills

4. Provide a Platform

- Encourage dialogue with decision makers; Youth Voice Report

5. Close the Loop

- Update on Progress; Opportunity for Feedback

Final Thoughts

Questions or final thoughts?

