

# ADOLESCENT ENGAGEMENT TOOLKIT



*how to involve  
young people in the  
development,  
delivery and  
evaluation of  
mental health  
interventions*

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## Understanding the Terms

Term	Definition
<b>Adolescent</b>	“a person in the phase of life between childhood and adulthood, from ages 10 to 19 years” “10 to 19 years old”
<b>Adolescent Engagement</b>	“The active and meaningful involvement of young people in all aspects of their own development and that of their communities, including their empowerment to contribute to decisions about their personal, family, social, economic, and political <u>development</u> ”
<b>Empowerment</b>	“The outcome by which the target individuals, as change agents, gain the skills to impact their own lives and lives of other individuals, organizations and communities and realize/demand fulfillment of their <u>rights</u> .”
<b>Mental Health</b>	“broader than the absence of a mental health condition. Mental health is a state of well-being which allows an individual to realize their own abilities and to connect, function, cope and <u>thrive</u> ”
<b>Safe Space</b>	A clean, quiet, and enclosed environment where conversations cannot be overheard.
<b>Youth Participation</b>	“an active process where young people take part in, express views on and have decision-making power about issues that affect them. It can refer to a spectrum of intensity of involvement, from participation in consultation and review processes to activities which are initiated and led by young <u>people</u> .”

# THE IMPORTANCE OF ADOLESCENT ENGAGEMENT

Adolescents are not just the leaders of tomorrow—they are active agents of change today. Their perspectives, creativity, and energy bring valuable insights to communities, organizations, and decision-making processes. Engaging young people ensures that their voices are heard in shaping policies, programs, and initiatives that directly impact their lives. When young people are meaningfully included, they gain a sense of belonging, develop critical skills, and contribute to building more inclusive and responsive societies.

The level of engagement might shift throughout a project—early stages might involve more adult-led structuring, while later stages may allow young people to take on leadership roles. Regardless of where they are positioned within a project, it is essential to maintain an even distribution of power, ensuring that young people are not merely token participants but are genuinely involved in shaping outcomes.

Effective engagement goes beyond simply inviting young people to participate—it requires active listening, respect for their lived experiences, and providing them with the tools and opportunities to make a real impact. By ensuring that their involvement is inclusive, transparent, and supportive, we create a foundation for lifelong civic engagement, leadership, and innovation. Investing in young people today strengthens communities for the future, fostering a society where all individuals, regardless of age, have the opportunity to contribute and thrive.

## **Why Adolescent Inclusion Matters in Mental Health**

Young people are experts in their own experiences. In the context of mental health—where stigma, discrimination, and power imbalances often silence adolescents—meaningful participation is essential. Young people frequently face barriers such as shame, fear of judgment, limited access to care, and adult-dominated decision-making structures. Involving them directly:

- Reduces stigma through authentic, peer-driven dialogue
- Improves relevance and acceptability of mental health programs to adolescents and their caregivers
- Builds trust between adolescents and service providers
- Ensures interventions meet the needs of young people, not adult assumptions
- Strengthens empowerment and agency, key components of mental well-being
- Promotes sustainability, as adolescent leaders continue shaping systems beyond a single project

When adolescents shape the systems meant to serve them, mental health programs become more responsive, more culturally grounded, and more effective.

## **Levels of Adolescent Engagement: From Tokenism to Power-Sharing**

This toolkit uses descriptions of the different levels of adolescent engagement, inspired by [Hart's Ladder of Participation](#) and [WHO](#) recommendations:

<b>Level</b>	<b>Description</b>	<b>Power Distribution</b>
<b>Tokenism</b>	Adolescents are included symbolically but have little real influence.	Minimal influence; decisions are made by adults.
<b>Consultation</b>	Adolescents provide input, but decisions are still made by adults.	Moderate influence; adolescents provide feedback but do not make final decisions.
<b>Collaboration</b>	Adolescents and adults share responsibility, but adults lead the process.	Shared decision-making, but adults still guide the process.
<b>Power-Sharing</b>	Adolescents take on leadership roles with shared authority.	Equal distribution of power and decision-making.
<b>Adolescent-Led</b>	Adolescents fully design and implement initiatives.	Adolescents have full control and leadership over the initiative.

While teams should aim to avoid tokenism, the level of adolescent engagement may vary depending on the activity or objective. For example, adolescents may be part of a core leadership team for the development of a mental health intervention (power-sharing). As part of this process, they may design and carry out (adolescent-led) a series of meetings with young people within the community to better understand their mental health needs (consultation).

## The Purpose of This Toolkit

This toolkit aims to provide practical, adaptable approaches for engaging adolescents as equal partners in mental health program design, implementation, and evaluation. It is designed to help organizations:

1. **Reduce stigma** by normalizing adolescent leadership and voice in mental health
2. **Strengthen program impact** through adolescent-informed decision-making
3. **Build adolescent capacity** to participate fully and safely
4. **Promote accountability** by positioning adolescents as co-drivers of change
5. **Integrate adolescent leadership** across research, service delivery, advocacy, and governance

Ultimately, the toolkit supports a shift from adolescents as participants to adolescents as partners. It was designed in partnership with adolescents (aged 15–19 years), their caregivers, service providers and service planners.

This toolkit builds upon existing resources for adolescent engagement with a particular focus on working in the field of mental health. It is organized to provide practical support for each aspect of adolescent engagement:

- Preparing organizations and teams
- Getting young people involved
- Preparing and supporting young people for partnership
- Working with adolescents
- Monitoring impact
- Transition planning

Each section provides an overview of key considerations, supporting resources and, where available, relevant case studies. These materials are intended to increase your interest, confidence and competence in meaningfully engaging adolescents in mental health decision-making. As you incorporate these activities into your daily work, there will be activities that work easily and those which are more challenging. This is expected and will require thought and adaptation to achieve partnerships which lead to improved adolescent mental health outcomes.

## **Resources**

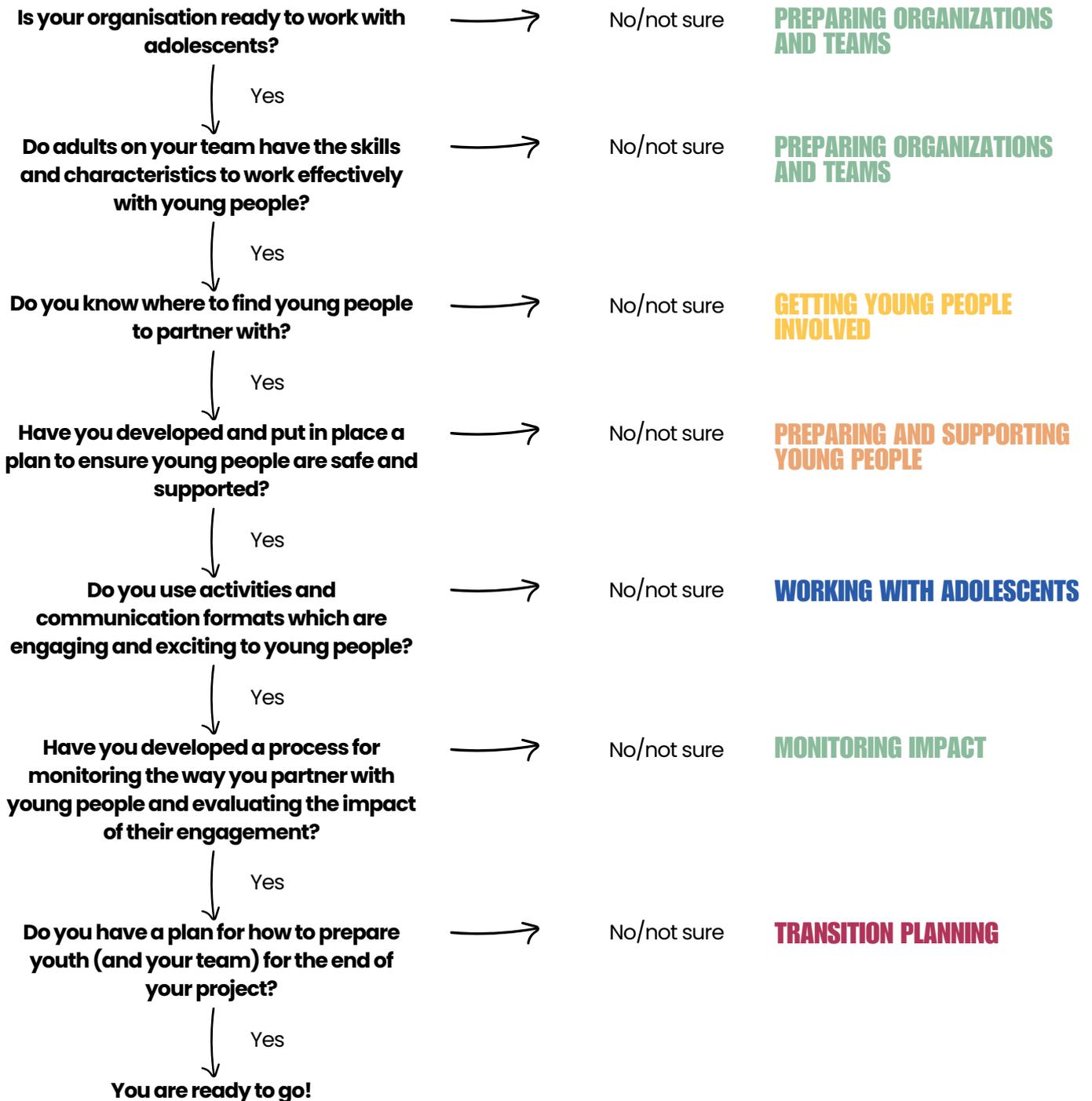
[UNICEF Ten key approaches for working with adolescents](#)

[WHO Youth engaged for mental health](#)

[UNICEF Toolkit for adolescent and youth engagement](#)

## Navigating this toolkit

No organisation or team will start from nothing. This toolkit has been designed to build upon your existing strengths. Use the flowchart below to help you determine where to start.



# PREPARING ORGANIZATIONS AND TEAMS

Before including young people, it is important that you ensure that your organization's structures and individuals are ready to support them. At an organizational level, this includes examining policies, structures and ways of working.

## Organizational Readiness Survey

Use this survey to determine if you are ready to begin working with adolescents. If any answer is a no, address these issues before continuing your work.

	Yes	No
1 Is your organization open to adolescents participating in planning and management of activities to support mental health?		
2 Does your organization have a mix of staff including men, women and different age groups, who represent the cultural and ethnic backgrounds of the community?		
3 Do staff members have experience of working with adolescent girls and boys?		
4 Do staff members have experience of working with adolescent girls and boys with lived experience of mental health problems?		
5 Do staff members have qualifications and training in child/youth-based approaches?		
6 Are staff members open to using participatory, inclusive approaches for working with adolescents?		
7 Does your organization have a child protection policy and child safeguarding procedures?		
8 Does your organization have trust with adolescents, their families and the community?		
9 Does your organization have an existing network of contacts and relationships with youth initiatives, the local community and other mental health programs?		

Adults working with adolescents must also be able to build positive relationships with them and feel comfortable and confident in their ability to share power and decision-making with adolescents. Those working most directly with adolescents should:

- Have a positive opinion of young people
- Be able to build positive relationships with adolescents
- Be non-judgmental
- Have strong communication skills
- Allow adolescents to take the lead and provide support, where necessary, for them to do this
- Have an understanding of mental health conditions which affect young people and how to support their engagement
- Have an understanding of how stigma and discrimination associated with mental health conditions can impact adolescent engagement

## **Stigma and Engagement**

Stigmatizing beliefs and discriminatory behaviors associated with mental health conditions can create difficulties for adolescent engagement. Adults working with young people must understand that stigma from young people's families, friends, and communities may stop them from taking part in initiatives and activities regardless of whether or not they have a mental health condition for fear of being stigmatized. Young people with lived experience of mental health conditions may also experience self-stigma. This causes them to believe what others may think about them and their abilities resulting in their hesitation to engage. Before approaching young people, it may be necessary to run mental health sensitization events within the community and with young people and their families to address the stigma and improve their understanding of mental health. It is also important that adults who will work with adolescents understand how stigma and discrimination can impact adolescent engagement.

## **Resources**

Young Minds: What is participation in children and young people's mental health?

Young Minds: How to be a good listener

Young Minds: Building supportive relationships with young people

WHO Mosaic toolkit on mental health stigma

WHO mhGAP Intervention Guide (identifying and supporting mental health problems).

# GETTING YOUNG PEOPLE INVOLVED

Now that your organization and team are ready to work with adolescents, it is time to get them involved. This section outlines best practices for selecting adolescents, obtaining informed consent, and ensuring young people have the knowledge and support needed to participate effectively.

## Identifying young people

Agree the objectives, needs and desired outcomes of engagement. Determine the characteristics of the young people you will want to engage based on the objectives, needs and desired outcomes. Consider the diversity of those recruited to reflect:

- Age
- Gender
- Socioeconomic status
- Religion
- Experience of a mental health condition
- Education
- Employment
- Disability
- Ethnic background
- Language
- Marital status
- Household characteristics
- Neighborhood

Identify adolescents through schools, youth organizations, community centers, and online platforms. Use peer networks and youth ambassadors to expand outreach and build trust among young participants.

## **Providing information and obtaining consent**

Adolescents and their caregivers must be given written and verbal information about why they have been identified to participate, what they are being asked to do, how they will be supported and who they can speak to if they are unhappy about how they are being involved.

- Provide written information to adolescents and their caregivers about what participation entails, their rights, compensation and available support. The information can also be explained in conversation. Information sheets should:
  - Be written in clear language appropriate for the young person's age and level of development;
  - Explain the reason for their engagement including its purpose and goals;
  - Describe the young person's responsibilities in participating, any potential risks or considerations, compensation and who to contact if they have questions or encounter any challenges relating to their participation;
  - Clearly explain that participation is voluntary and that even if they consent to participate they may stop taking part at any time without negative consequences;
  - Explain who they contact to stop their participation.
- Provide opportunities for young people and their caregivers to ask questions
- Obtain consent from adolescents and caregivers (where participants are minors)

## **Resources**

[WHO Youth Engagement for Mental Health Toolkit for Youth and Adolescent Engagement](#)

# PREPARING AND SUPPORTING YOUNG PEOPLE

To get the most out of the young people partnering with you, you need to ensure that they have the knowledge, skills, and support to engage in meetings and activities with confidence. In addition to making sure adolescents understand the goal of their participation and the responsibilities of everyone on the team, this might include mental health training, an introduction to how your organization works, support with language and literacy, leadership training, and transport to meetings.

## Preparing for Confident Participation

To identify the knowledge abilities adolescents will need for meaningful engagement, you might consider what adolescents will be asked to do, their developmental age, socioeconomic status, and where they live.

Common skills and knowledge which will enable adolescents to participate confidently are:

- Interpersonal skills
  - Verbal and written communication
  - Working with others individually and in groups (teamwork)
  - Understanding different perspectives (empathy)
  
- Self-management and decision-making skills
  - Understanding their own feelings (self-awareness)
  - Speaking up for themselves and others (agency)
  - Recognizing and solving problems (problem-solving)
  - Coping with changing circumstances
  
- Life skills
  - Ability to speak about and identify emotions and identify challenges (mental health literacy)
  - Regulating emotions (coping)
  - Managing daily tasks and activities (practical)

You may need to provide support to help adolescents build and strengthen these skills both before and during your project.

## **Content Warnings and Support**

Inform adolescents of the content of and activities of each meeting in advance. This will give them time to prepare and also provide an opportunity for them to inform you of content which may cause them distress. Adolescents should always be informed in advance of content including:

- Violence and abuse
- Traumatic experiences
- Loss and bereavements
- Stigmatization and discrimination
- Health complications

Agree a plan with adolescents at an initial meeting to decide how to handle these situations: maybe the young person does not participate in a certain meeting, or a safe space is available (with support staff) if they feel uncomfortable at any time.

This script may be useful:

“This [material/session] contains [description/depiction/live discussion] of [potentially distressing topic]. I’m including this content in order to [rationale for why the material is used]. If at any point you feel uncomfortable, you are welcome to take a break and step out. A safe space is available for you, and [specific support person/group] is available if you need someone to talk to.”

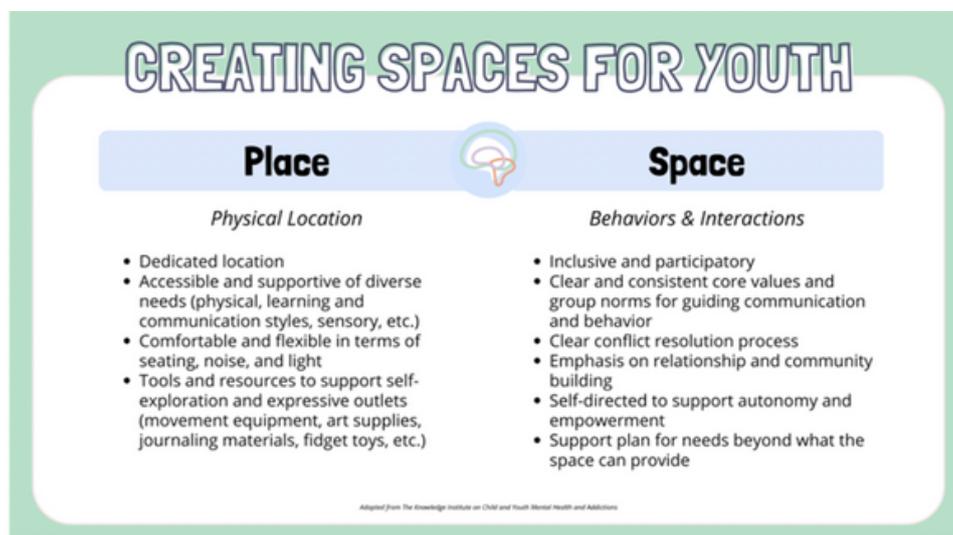
## Keeping Adolescents Safe

Ways to ensure young people are kept safe during their engagement with you include:

- Keeping personal details private
- Ensuring adolescents are not put in unnecessary danger when attending meetings (e.g. travelling in the dark or other potentially unsafe conditions)
- Ensuring adolescent facilitators are trained to identify when adolescent safety is threatened during meetings and can appropriately intervene and provide support
- Engaging adolescents in the development of ways of working and actions for keeping everyone safe
- Maintaining clear communication with caregivers
- Providing safe spaces for adolescents with a supportive adult during meetings and activities

## Creating Safe Spaces

- Safe spaces should be available during all activities
- Safe spaces are not only physical places but environments that are free from judgement, discrimination and stigma
- Safe spaces support young people to share their ideas, beliefs, feelings and experiences



## Managing Distress

- Create an environment where adolescents feel free to talk about their ideas, hopes and worries, without fear of being judged.
- Listen supportively to adolescents and reassure them that their reactions to their circumstances are normal. It is okay to feel afraid, confused, angry or guilty.
- Allow adolescents to discuss their circumstances (if they want to) and help them to find positive ways to cope with challenges in their lives.
- Provide opportunities for adolescents to express themselves but don't pressure them to relive their experiences or to talk about (or draw pictures of) negative events in their lives if they don't want to.
- Include time for expressive art, drawing, singing, dancing, writing, storytelling and drama to help adolescents to explore their feelings and to gain insight into their needs, concerns, ideas and opinions.
- Include a mix of energetic activities and quiet, restful activities.
- Provide opportunities for adolescents to positively influence what happens to them, for example by including them in efforts to rebuild and rehabilitate their homes and communities (if appropriate).
- Encourage adolescents to support each other through team-building and group activities.
- Observe adolescents carefully and notice persistent signs of distress or worrying behaviour that may require specialized support.

**Remember!** Facilitators are not counsellors. Counselling should only be carried out by trained and experienced staff who can ensure adolescents receive appropriate support and follow-up, and who work within agreed standards.

- Establish and train facilitators on confidential reporting and referral procedures for responding to concerns about adolescents
- Outline and rehearse steps facilitators should take if adolescents persistently show severe signs of distress
  - Ensure adolescents know who to report their concerns to (e.g., their programme coordinator or a case manager)
- Make sure that facilitators are aware of the type of services and support available for adolescents. These could include:
  - Activities to help adolescents deal with particularly distressing events (e.g., support groups for survivors of sexual violence)
  - Specialized mental health care in hospitals or health clinics
  - Support or counselling available from social workers, psychotherapists, counsellors, traditional healers and religious leaders

## **Resources**

[UNICEF A mental health literacy guide for young people](#)

[Understanding my journey: a toolkit for soft skills development for young people](#)

[UNICEF Supporting adolescents in distress](#)

[UNICEF Connecting adolescents to support](#)

# WORKING WITH ADOLESCENTS

Building a sense of trust and belonging among participants is essential for a successful engagement process. These activities offer strategies for strengthening interpersonal relationships, incorporating cultural sharing to create a welcoming environment. Activities should be tailored to the context, considering culture, participant's developmental age, mental health support needs, and accessibility needs. Young people are more likely to meaningfully engage in situations where they are provided with a clear structure and expectations which are aligned to their abilities and needs.

## Team Building

At the start of each meeting, include time for adolescents and adults to get to know each other a little better. Ice breaker activities help people get to know each other and relax. These activities do not need to take too much time but should invite everyone to join in and speak to each other.

Possible ice breakers include:

- Cultural Sharing: Ask participants to share a traditional song, dance, or story.
- Food Memories: Ask attendees to share a memory related to a traditional dish from their culture. This could be a story about learning to cook the dish with a family member or a particular event where the dish was featured.
- Personal Scavenger Hunt: Each person finds someone who shares something in common with them (e.g., school, number of siblings, favorite color). Each time they find something in common, they will fill out a sheet with the person's name and what they have in common.
- Human Knot: Everyone stands in a circle and grabs the hands of any other two people. The challenge is to untangle the group without releasing hands, promoting communication and teamwork
- Stretching exercises: Participants engage in a series of beginner stretching exercises to engage the body and mind
- Musical chairs: Music is played while participants walk around the perimeter of a chair circle. When the music stops, everyone must sit in a chair. Whoever is left standing is eliminated from the round.
- Dance activities: Participants learn trending dance steps
- Two truths and a lie: Participants tell two truths and a lie about themselves and other participants guess which one the lie is.
- Childhood games
- Concentration games/Rhythm games

While ice breakers can make it easier for people to participate in the rest of the meeting, they can also make people uncomfortable. When choosing an ice breaker activity, consider how participants might feel about it. No one should feel forced to participate in an activity that makes them uncomfortable or share information they are not willing to.

You can also build friendship and belonging by including other ways for youth to interact with each other outside of working activities. For example, providing food before or after sessions can help adolescents feel welcome, comfortable, and engaged throughout your work together.

## **Ways of working**

Creating a set of agreed ways of working together at the start of a meeting will help to create a more supportive and engaged group. The group's ways of working can be reviewed and agreed at the start, during, and at the end of each meeting.

1. Ask the group to think of ideas of things they will or will not do to ensure everyone feels supported to participate. You might ask participants to do this individually or with one or two other people. Young people may prefer working together rather than working with an adult.
2. Participants share their ideas with the larger group
3. The group should discuss each idea and agree which ones to include
4. Agreed ways of working should be written down so that they are easily seen by all members during the meeting
5. All members of the group are given the responsibility of ensuring the agreed ways are followed
6. Let members know that the ways of working can be reviewed, changed or added to during the meeting
7. At the end of each meeting check, discuss if the ways of working supported the meeting and if there is anything they would like to change or add

Example ways of working:

- Everyone listens while people are speaking
- Leave the room if you need to take a call during the meeting
- Everyone is entitled to their own opinion

## Getting ideas from everyone

As a new group is getting to know each other, you may find that some adolescents find it harder to share their thoughts in a large group. Even when a group is comfortable with each other, not everyone will want to share their thoughts in a large group.

It is important that you include a variety of activities to allow people different ways to share their ideas. This might include activities where they work/think on their own first or share with a smaller group of people. You might also ask adolescents to write their ideas down anonymously. This gives people the chance to share their thoughts in the ways they are most comfortable with. Example activities for generating thoughts and ideas include:

### Round Robin Sharing

A simple structure to ensure every participant contributes at least one idea.

How it works:

1. Pose a single question or prompt to the group.
2. Go around the circle, giving each participant up to 30 seconds to share an idea.
3. No interruptions, discussions, or responses during this phase—only listening.
4. Once everyone has shared, open up for group discussion, clustering ideas and building on them.

### Sticky Note Brainstorm (a.k.a. “Gallery Walk”)

Great for quickly collecting lots of ideas with minimal influence from others.

How it works:

1. Give each participant sticky notes (or digital notes if online).
2. Ask them to silently write one idea per note for 3–5 minutes.
3. Participants place their notes on a wall or flip chart.
4. Everyone walks around, reading the ideas.
5. As a group, cluster similar ideas and briefly discuss themes.

### **Dot Voting (a.k.a. “Heat Mapping”)**

A quick way to gather opinions and identify priorities after generating ideas.

How it works:

1. After ideas are collected (from any activity), write or post them visibly.
2. Give each participant 3–5 dot stickers (or let them mark with a pen).
3. Participants place dots on the ideas they feel are most important.
4. The ideas with the most dots rise to the top for further discussion.

## **Keeping in touch**

Sustained engagement requires maintaining open and effective communication channels. This section outlines best practices for keeping in touch with adolescent participants through various digital and in-person methods.

- Utilize multiple communication platforms, including social media, email, and messaging apps, to maintain engagement.
- Create private group chats or discussion forums where adolescents can interact, ask questions, and receive updates.
  - Use platforms such as GroupMe to avoid privacy issues (this prevents people from accessing others personal contact information)
- Schedule regular virtual or in-person check-ins to ensure consistent involvement.
- Provide newsletters or digital updates summarizing key activities and upcoming opportunities.

- Maintain open channels for feedback and collaboration.
  - Assign a designated point of contact or mentor for adolescent participants to facilitate two-way communication and address concerns promptly
  - Point of contact should regularly check in with adolescents
- Utilize social media, email, and messaging platforms for continuous engagement.
- Ensure all communication is appropriate to participants' age and developmental levels.

## **Adapting to Needs**

Adolescents come from diverse backgrounds, with varying schedules, learning styles, confidence levels and accessibility needs. This section focuses on adapting engagement strategies to accommodate these differences.

- The topics being discussed and addressed are genuinely relevant to young people's lives.
- Ensure all engagement activities are age-appropriate and tailored to the diverse needs of young people.
- Use a variety of participation formats (e.g., in-person meetings, online forums, interactive workshops, one-on-one meetings) to accommodate different learning styles and accessibility needs.
- Provide translation or interpretation services to include non-native speakers and ensure inclusivity.
- Train adult facilitators in adolescent engagement strategies to create a supportive and respectful environment.
- Allow flexibility in participation, recognizing that young people have varying schedules and commitments.
- Use age-appropriate communication and engagement strategies.
- Provide training for adults on how to engage with adolescents effectively.

## **Empowering Adolescents**

True engagement means not only involving young people but also empowering them to take ownership of initiatives and contribute meaningfully to their communities. Ways to support adolescent leadership, professional development, and long-term engagement include:

- Provide both paid and voluntary opportunities to recognize adolescent contributions and commitment.
- Support professional development through mentorship, capacity-building, networking events, and leadership training.
- Offer platforms for adolescents to present their ideas, advocate for change, and participate in decision-making processes.
- Publicly acknowledge adolescent involvement through publications, certificates, or recognition in reports.
- Encourage mentorship (peer-to-peer and traditional) to foster skill-sharing and capacity-building within adolescent communities.
- Support network building to help adolescents form connections.
- Offer opportunities for adolescents to present and advocate at public forums.
- Recognize adolescents' contributions publicly by listing them in reports and documentation.
- Adjust strategies based on adolescents' input, ensuring that their needs and concerns are reflected in program modifications.
- Share findings and provide regular progress updates with adolescents to maintain transparency and motivation.

## **Resources**

[Ice breaker ideas](#)

[Youth Programming Assessment Tool](#)

[UNICEF Ten key approaches to working with adolescents](#)

[No Lost Generation: Youth engagement toolkit](#)

# MONITORING IMPACT

Now that you have put so much effort into planning how you will partner with adolescents, it is important to make sure that all your hard work is making the impact you want to see. To measure the success of engagement efforts, it is essential to monitor progress and collect feedback from participants. Deciding on ways to monitor the impact of your engagement activities must happen while you are planning for these activities, not after. This is an area young people should also be involved in. It is important to ask them what successful engagement looks like so that you can make sure you are meeting their needs and expectations. This section outlines strategies for assessing the effectiveness of adolescent engagement initiatives.

Successful engagement ensures adolescents understand why they are being involved and feel their ideas, beliefs, goals and experiences have been acknowledged and used in the outcomes of the activities they have taken part in. To understand whether or not you have successfully worked with young people and how you might better partner with them in the future, you can:

- Regularly collect feedback from adolescent participants through surveys, focus groups, or one-on-one interviews
- Track engagement metrics such as attendance, participation rates, and qualitative feedback on experiences
- Ask questions:
  - Did you understand the purpose of the session?
  - Did you gain any new knowledge?
  - What did you learn from the session?
  - Did you feel that your input was acknowledged?
  - How was your mental or emotional state during the session?
  - Did you feel your opinions were taken into account?
  - Would you consider attending another session?
  - What were your expectations of the session and were they met?

Here are some examples of monitoring and evaluation materials from Young Minds (Evaluating participation: A guide for professionals)

## Useful resource: Template participant journey

**Participant:**

**Project:**

**Expectations / goals:** What were the participants hopes or expectations before starting the project?

**Timeline:**



**Activities:** What were the main stages of the project?



**The journey:**

What happened?



**Reflections:**

How does the participant feel about the project overall?  
What did it mean to them? Did it meet their expectations?

**Skills gained:**

What did the participant learn? What can they do now that they couldn't do before?

## Useful resource: Participant project feedback form

1/2

Your name:

Project name:

When you joined:

Today's date:

### About your experience

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not sure
I got the practical info about the project meetings (e.g. what time and where) in enough time before each meeting to feel prepared						
I got enough info about the purpose and content of any meetings beforehand to know what to expect and what my role would be						
It was always clear what decisions in the project young people could and couldn't influence, and why						
I always received feedback within a couple of days of meetings with clear info about the final decisions made at the meeting and the actions being taken as a result						
The way the project was run allowed all young people involved to have an equal say in it						
Adults and young people involved in the project had equal influence on it						
In between project meetings I felt informed and involved						
I received enough support before meetings						
I received enough support during meetings						
I always received any travel or other expenses in good time						
I feel that my contribution to this project was valued and appreciated						

What difference did the project make?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not sure
I believe this project will make a positive difference around young people's mental health						
I have learnt more about young people's mental health and/or topics related to this such as participation in this area by being involved in this project						
Through this project I have developed skills that will be useful in other parts of my life in this project						
As a result of being part of this project, I am more likely to take up other opportunities (like volunteering and participation) to have a say around mental health						
I have been introduced to information and resources on this project (e.g. about mental health, volunteering etc.) that will be useful in other parts of my life						
Being part of this project has met my hopes and expectations						

## Final thoughts!

What has been the biggest benefit for you personally in taking part in this project?

What have been the best parts of being involved in this project?

If we did a project like this again, is there anything we should change?

### Sample Tool: Monitoring competency goals

Competency Goals	Negative change	No change	Some change	Big change	Notes
<b>Communication and expression - Adolescents can:</b>					
Listen to other people's perspectives, concerns and needs					
Express their ideas, perspectives or opinions					
Communicate calmly and effectively in challenging situations					

### Sample Tool: Monitoring competency goals

Competency Goals	Negative change	No change	Some change	Big change	Notes
<b>Coping with stress and managing emotions - Adolescents can:</b>					
Recognise and express different emotions safely and constructively					
Use healthy strategies for reducing stress and managing negative emotions					
Respond constructively to other peoples' emotions and stress					
<b>Cooperation and teamwork - Adolescents can:</b>					
Listen to the ideas and opinions of others and find solutions cooperatively					
Work in inclusive ways and compromise when working on a group or team task					
Form healthy, respectful and cooperative relationships with others					

Collecting this information is just the start. Once you have gone through the feedback, it is important that you review it with young people to identify what you have learned and any changes that need to be made. This should be documented in a report, which can be shared with all those involved and other stakeholders. Then those changes to improve engagement will need to be made to strengthen your work. This is another example of how to be transparent with adolescents and show that their thoughts and ideas are leading to change.

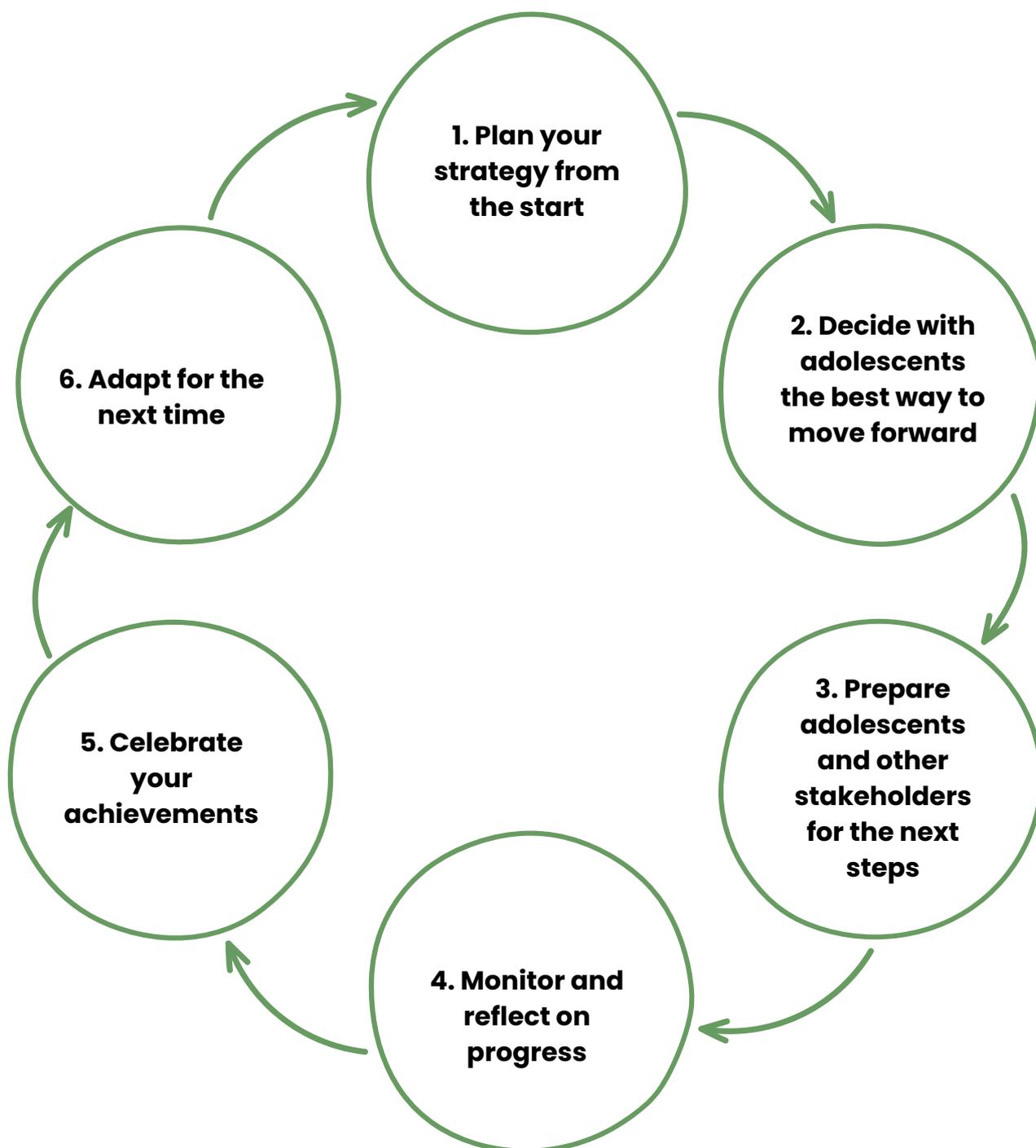
## **Resources**

[Young Minds Evaluating participation: A guide for professionals](#)  
[UNICEF Tool Measuring Progress Toward Competency Goals](#)

# TRANSITION PLANNING

Just as it is important to plan for how you will monitor the success of your engagement activities, it is vital that you think about how you will end or transition your engagement activities with adolescents. Discussing the engagement process with adolescents from the beginning, and being clear about what will happen at the end, helps everyone better understand the partnership's goals and processes. The amount of time you engage with youth will depend on your goals, the available funding, adolescent and community interest, success of the partnership and context.

## Developing your transition plan



Some ideas for how adolescents might move on from your project include:

- Adolescents continue to work with you to deliver or evaluate the mental health intervention
- Adolescents move on to develop or address a new issue for adolescent mental health
- Adolescents or community lose interest in participating and the partnership ends
- Adolescents are supported to develop an organization to support other young people to engage in their community

## **Resources**

[UNICEF Prepare for your intervention to transition or end](#)