



**The Ministry of Culture,  
Youth and Sport**



# Guide

for Establishing Community  
Youth Friendly Spaces  
2010





The Ministry of Culture, Youth & Sport's vision is one which sees spaces in all regions in Guyana, functioning at the greatest levels of their potential, to continue the positive influence on the lives of young people, reduce risk, build capacity and take leadership at the community and national levels.

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## ACRONYMS

<b>ASRH</b> .....	Adolescent Sexual and Reproductive Health
<b>AIDS</b> .....	Acquired Immune Deficiency Syndrome
<b>CYP</b> .....	Commonwealth Youth Programme
<b>GBV</b> .....	Gender Based Violence
<b>HIV</b> .....	Human Immunodeficiency Virus
<b>IEC</b> .....	Information, Education and Communication
<b>IPPF</b> .....	International Planned Parenthood Federation
<b>IT</b> .....	Information Technology
<b>MCY&amp;S</b> .....	Ministry of Culture Youth and Sport
<b>PAHO</b> .....	Pan American Health Organisation
<b>RDCs</b> .....	Regional Democratic Councils
<b>SRH</b> .....	Sexual and Reproductive Health
<b>STIs</b> .....	Sexually Transmitted Infections
<b>UNDP</b> .....	United Nations Development Programme
<b>UNFPA</b> .....	United Nations Population Fund
<b>UNICEF</b> .....	United Nations Children Fund
<b>VCT</b> .....	Voluntary Counselling and Testing
<b>YFS</b> .....	Youth Friendly Spaces

## ABOUT THE GUIDE



### **PURPOSE OF THIS GUIDE**

To provide guidance for the establishment of Community Youth Friendly Spaces to deliver Youth Friendly Information and Services.

### **THE GUIDE COMPRISES FOUR SECTIONS:**

1. Introduction
2. Establishing Community Youth Friendly Spaces
3. Checklist for Initiating Youth Friendly Spaces
4. Monitoring and Evaluation

This booklet was commissioned by the Ministry of Culture, Youth and Sport with support from the United Nations Population Fund.

# 1. INTRODUCTION



## 1.1 ADOLESCENT AND YOUTH HEALTH, WELLNESS AND DEVELOPMENT

Youths under 25 years make up almost 50 percent of the population in Guyana. According to the 2002 Population and Housing Census, adolescents aged 10–14 years accounted for 10.8 percent while the 15–19 year-olds accounted for 8.9 percent of the population. According to the PAHO Country Cooperation Strategy 2010 - 2015, the main health problems faced by youth in Guyana include the lack of user friendly services, inadequate access to dental and physical exams, unsafe sexual and other lifestyle behaviours leading to STIs, such as HIV/AIDS, and teenage pregnancy. Alcohol and other forms of substance abuse are considered to be serious problems. A national survey among school children showed that 11.6 percent had used marijuana or other drugs at least once and one in three students had consumed alcohol at least once while 50 percent had their first drink before 13 years of age (Global School Health Survey, Guyana report 2004). In addition, the five leading causes of death among adolescents were: suicide (17.8%), followed by land transport accidents (14%), homicide (7.8%), HIV and AIDS (6.2%), and events of undetermined intent (6.2%) (Guyana Bureau of Statistics). In order to make health services friendlier, the Ministry of Health recently developed a strategic plan in 2007 to address the health needs of young people.

## INTRODUCTION



### 1.2 WHY FOCUS ON YOUTH?

Adolescents and youth represent a positive force in society. Adolescence is a period of physical, psychological and social transformation from childhood to adulthood. As young people go through puberty and adolescence, new health concerns emerge which impact on their sexual and reproductive health. Adolescents and youth are sometimes neglected as a group by the health system. However, youth need specialised reproductive health services because of specific biological and psychological needs of adolescence; high risk of STIs, HIV and pregnancy; disproportionately high risk of sexual abuse; importance of behavior-related risks that are responsive to education and counselling; opportune age/ stage to learn good health practices; and severities of consequences from lack of reproductive health care during adolescence. In addition, youth need life skills such as decision making and critical thinking skills, income earning and networking skills, information on gender based violence reduction and opportunities for recreation and sports among others, to enable them to develop wholesome attitudes and practices. There is also the recognition that youth have great potential and only need to be provided with opportunities to realise them.

## INTRODUCTION

### 1.3 WHY YOUTH FRIENDLY SERVICES?

Effective Youth Friendly Services need to reach adolescents and youth who are growing up in difficult circumstances, as well as those who are coping well, both in and out-of-school. Youth Spaces can offer an effective strategy to provide young people with youth friendly sexual and reproductive health (SRH) information in a private and safe space, and intensify discussions on SRH, social and economic issues within communities. Improved knowledge, together with better access to condoms and contraceptives, is likely to lead to a decrease in rates of sexually transmitted infections, teenage pregnancy and abortion. The availability of information and organised communication activities will encourage young people to speak more openly about SRH issues, consider testing for HIV and increase their use of condoms. Youth Spaces should meet expressed wants and needs since young people often have few options for recreation and affordable health services. If Youth Friendly Spaces are perceived as friendly places, through which young people can access SRH information and services, as well as life skills, leadership skills, income earning and Information Technology skills, recreation and sports, and develop a sense of national identity and pride, they will act as key agents for change within the community.

### 1.4 WHAT ARE YOUTH FRIENDLY SERVICES?

Youth-friendly Sexual and Reproductive Health services are those that attract young people, respond to their needs, and retain young clients for continuing care (IPPF). Youth-friendly services are based on a comprehensive understanding of what young people in a given society or community want, and respect for the realities of their diverse sexual and reproductive lives.

The MCY&S Youth Friendly Spaces complement the Sexual and Reproductive Health Services offered by the Ministry of Health. These spaces provide more comprehensive services that include skills in negotiation, conflict-resolution, critical thinking, decision making and communication, gender, gender based violence reduction, skills training such as income generation, civic education, national identity, leadership, and career guidance. These services are aimed at improving youths' self confidence and their ability to make informed choices





## INTRODUCTION



about issues such as careers, and postponing sex until they are mature enough to protect themselves from HIV, other STI's and unwanted pregnancies. Additionally, the spaces are geared to provide youth with a more rounded orientation focusing on dancing classes, various indoor games such as chess in a safe environment, and with services they trust and which they feel are intended for them.

Youth Friendly Services seek to ensure the involvement of young people in the design and implementation of services and activities. Young people are trained as peer educators so that they can serve as advocates of, and support other youth, in behaviour change. Since the initiation of this programme in 2006, 12 Youth Friendly Spaces have been established in six of the ten(10) Administrative Regions and more than 200 young persons were trained as peer educators. In the event that peer educators do not have the capacity to deliver particular services they refer their peers to other agencies and organisations such as Health Centres and Social Service Agencies.

## INTRODUCTION

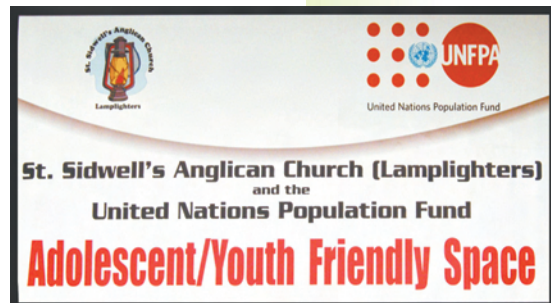
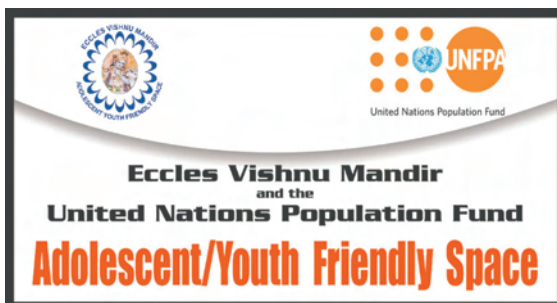
### 1.5 SERVICES PROVIDED AT YOUTH FRIENDLY SPACES

#### Sexual and Reproductive Health (SRH)-related activities

- SRH information including HIV and other STIs
- Counselling
- Male and Female condom demonstration and distribution
- Gender Sensitisation
- Gender Based Violence reduction workshops

#### Non SRH Activities

- Mentorship
- Literacy and numeracy skills
- Life skills education
- Problem-solving or conflict resolution support
- Recreation and sports
- Group capacity building
- Information Technology
- Income earning skills
- Career guidance
- Civic education
- National identity
- Leadership
- Edutainment
- Networking skills
- Community outreach
- Referral to other services



## 2. ESTABLISHING COMMUNITY YOUTH FRIENDLY SPACES



### 2.1 INTEGRATED APPROACH VERSUS TARGETED APPROACH

Youth Friendly Services can be provided using either the integrated approach or the targeted approach. The integrated approach refers to a situation where young people receive services as part of the general public, but special arrangements are made to make the services more acceptable to them. The targeted approach refers to a situation where services are designed and planned for youth alone and are offered in settings that meet only the needs of the youth and do not include other groups. The MCY&S uses the targeted approach in setting up community YFS.

### 2.2 PROFILE OF MINISTRY OF CULTURE, YOUTH AND SPORT'S YOUTH FRIENDLY SPACES

Youth Friendly Spaces have a common objective to enhance the social and economic capacity and promote the reproductive health of young people through information sharing and training.

The Spaces are housed in buildings provided by the Ministry of Culture, Youth & Sport (MCY&S), the Regional Democratic Councils (RDCs), the Ministry of Education and Faith Based Organisations. They are equipped with televisions, computers, printers, outdoor sports equipment, indoor games, chairs,

## ESTABLISHING COMMUNITY YOUTH FRIENDLY SPACES

tables and audio-visual materials. The spaces are directly managed by Site Coordinators and supported by Peer Educators. A broad based Steering Committee provides oversight to each space. To varying degrees of effectiveness, the spaces provide daily and easy access to young people as a safe space to congregate, to gain SRH information, access problem-solving or conflict resolution support, gain literacy and numeracy skills, access to sports and recreational activities, facilities to do School-Based Assessments (SBAs), career guidance, mentorship, and opportunities to develop wholesome peer relationships. Community outreach is conducted for peer education, to distribute male and female condoms and to increase the involvement of community members in the Spaces.

Although youth Spaces have the potential to meet a wide range of needs, they should not be considered a solution for the provision of SRH services and information to young people. Instead Youth Friendly Spaces should be viewed as one of many possible programme responses to adolescent sexual and reproductive health and other social needs.

Apart from UNFPA as the primary supporter of the spaces, the MCY&S collaborates with several national and international bodies including the Regional Democratic Councils, Neighbourhood Democratic Councils, Health Centres, Schools, Police Departments, Religious Organisations, United Nations Development Programme and the Commonwealth Youth Programme, to support activities of the Spaces.

### 2.3 MODELS FOR YOUTH FRIENDLY SPACES

Two models are used by the MCY&S. These are the Essential Service Package Model and the Comprehensive Package Model. Each of the models adopt the targeted approach mentioned earlier. When considering the establishment of YFS, it is possible to start with the Essential Service Package Model and expand to the Comprehensive Package Model. However, in all cases each model MUST incorporate a strong and effective referral system for services not available at the Youth Friendly Space.



# ESTABLISHING COMMUNITY YOUTH FRIENDLY SPACES

## ESSENTIAL SERVICE PACKAGE MODEL

### 1. Life skill training

- Goal setting
- Decision making
- Negotiation
- Refusal skills
- Assertiveness
- Communication skills
- Coping skills

### 2. Sexual and Reproductive Health

- SRH/HIV and other STIs
- Counselling
- Male and female condom distribution and demonstration
- Referral to other services

## COMPREHENSIVE PACKAGE MODEL

### 1. Life skill training

- Goal setting
- Decision making
- Negotiation
- Refusal skills
- Assertiveness
- Communication skills
- Coping skills

### 2. Sexual and Reproductive Health

- SRH/HIV and other STIs
- Counselling
- Male and female condom distribution and demonstration
- Gender
- Gender based violence reduction
- Referral to other services

### 3. Non SRH Activities

- Mentorship
- Literacy and numeracy skills
- Life skills education
- Problem-solving or conflict resolution
- Sports and recreation
- Career guidance
- Information Technology
- Skills training including income earning skills
- Leadership
- Civic education
- National identity education
- Community outreach

## ESTABLISHING COMMUNITY YOUTH FRIENDLY SPACES



### 2.4 CHARACTERISTICS OF YOUTH FRIENDLY SPACES

#### 2.4.1 Convenient Hours

Having Youth Friendly Spaces open when youth can attend is critical to motivating them to seek services. Many youth are either in school or are engaged in other activities most of the day. They may therefore find it difficult to miss school sessions or opportunities for employment to visit the Space unless it is an absolute emergency. Facilities offering services to the youth should therefore arrange special sessions during late afternoons, after school/work, or during weekends in order to make it possible for youth to attend.

#### 2.4.2 Free Services

Young people do not generally have much money and have poor health seeking behaviours. Hence, for these reasons the services are available free of cost.

#### 2.4.3 Privacy and confidentiality

A Youth Friendly Space should provide opportunities for provision of information, education and communication on health as well as counselling. Rooms where counselling is conducted should ensure privacy, that is, conversations cannot be heard or individuals seen by others. In the event that a room is not available the identified area should be partitioned and allow for privacy.

#### 2.4.4 Comfortable secure surroundings

Young people are attracted to a facility which provides comfort, such as, a place where there are adequate seating arrangements. A highly formalised facility may discourage youth from seeking services. Informality and a youthful environment with posters and literature addressing their concerns

## ESTABLISHING COMMUNITY YOUTH FRIENDLY SPACES

displayed conveniently in the facility, would encourage them to open up and seek help.

### 2.5 PROVIDER AND STAFF CHARACTERISTICS

#### 2.5.1 Trained Site Coordinators and Peer Educators

Sites Coordinators and Peer Educators selected to work in a Youth Friendly Space must be understanding and sensitive to sexual and reproductive health and other concerns of the youth. Those expected to educate or counsel youth must have appropriate skills. They must be able to listen and take note of body language in order to understand unexpressed feelings and experiences of the youthful clients. The Site Coordinators and Peer Educators should have good interpersonal communication skills and be able to interact freely with other young people, put them at ease, and encourage them to share their needs and concerns freely.

#### 2.5.2 Respect for young people

Respect must be shown at all times to youth using the Space. The attitudes and performance of security personnel, receptionists, or persons registering youth in the facilities are of great importance as they give the first impression of the Space to the youth.

#### 3.5.3 Privacy and Confidentiality Honoured

Young people are greatly disturbed and affected by a feeling or suspicion that their sensitive and intimate sexual and reproductive health concerns are being shared with other persons. Youth Friendly Spaces must assure young people that their right to privacy and confidentiality will be respected at all times. Site Coordinators and Peer Educators in the Spaces must cultivate confidentiality with youth ensuring that no information is shared to any other person.

#### 2.5.4 Adequate Time for Youth and Provider Interaction

Young people value attention and understanding of their sexual and reproductive health (SRH) and related concerns. Those concerns may seem insignificant to a service provider, but they are extremely important to a youth. When young people seek advice on various SRH or other concerns, peer educators and counsellors should allocate adequate time to discuss, clarify or dispel any remaining myths related to their concerns.



## ESTABLISHING COMMUNITY YOUTH FRIENDLY SPACES



### 2.6 SUPPORTIVE ELEMENTS OF YOUTH FRIENDLY SPACES

#### 2.6.1 Steering Committee Members Involvement

The purpose of the steering committee should be to provide oversight to the Youth Friendly Space, gain support from the community and to avoid potential negative consequences in the community. As far as possible the Steering Committee should be broad based and representative of the community. It should include, but not be limited to, Regional Democratic Council representatives, education, health and social services professionals, the police department, representatives from a vocational training institute, business community, parents, sports organisations, youth and other relevant officials.

#### 2.6.2 Youth Involvement

Young people should have ownership over the Space and should be involved at all levels of decision making, implementation and monitoring of activities. Young people know better how to identify their sexual and reproductive health and related needs. They are in a better position to provide support to their peers in meeting their needs. Their involvement in designing, planning, and organising the services can greatly assist in mobilising support and sustaining motivation to utilise the services by their peers. The facilities should link and work with a core group of peer youth educators to assist in conducting activities within and outside the facility, and monitor and provide feedback on service provision. Youth should be given opportunities and skills to develop materials suitable for their needs, but sensitive to local culture and social values.



## ESTABLISHING COMMUNITY YOUTH FRIENDLY SPACES

### 2.6.3 Provision for Parents and Parenting Training

Parents play a crucial role in influencing the healthy development of their children therefore, their involvement should be encouraged. With regard to Youth Friendly Spaces, parents can influence their children's initial decision to visit the Spaces. Parenting skills can be taught successfully, and these skills can help parents avoid specific practices that increase risk for youth. Parenting Education can also enable parents to do positive reinforcement at home.

### 2.6.4 Group Discussions

In a Youth Friendly Space, group discussions and talks on various aspects of social, sexual and reproductive health and career guidance should occur routinely. A schedule of topics and times these are held each day should be widely publicised to allow, as many young people as possible to attend. The discussions or talks should be accompanied with relevant audiovisual materials where possible. These sessions build peer social support mechanisms. Young people who might ordinarily fear seeking assistance should be encouraged to do so once they realise that they are not alone in their personal experiences.

### 2.6.5 Referral Network

In all cases, any Space offering Youth Friendly Services must have an effective system for referring youth who need more specialised services. Youth Spaces with no clinical services should "link up" with the nearest health facility where young people can receive services not available at the Space.

### 2.6.6 Flexibility for access to Services

Young people dislike rigid, formalised systems of making appointments to receive services. They prefer being attended to quickly, if they drop in at a Youth Friendly Space. Youth Friendly Spaces should therefore make flexible arrangements whereby youth can receive services when they visit the Space.

### 2.6.7 Availability of Education Material at the Space

Information, Education and Communication (IEC) materials, particularly those on sexual and reproductive health issues, gender and career



## ESTABLISHING COMMUNITY YOUTH FRIENDLY SPACES

guidance should be available at the Youth Friendly Space. The materials should be available to be read on site and/ or to be taken away for youth who would like to read more on their own. Information can include issues covered during group discussions and talks conducted in the facilities. This helps youth comprehend and clarify issues, especially those which may be complicated.

### **2.6.8 Sports and Recreation**

Sports have a role to play in supporting community building, particularly in strengthening youth's commitment to their neighbourhood. In addition, participation in sports builds self-esteem and helps to prepare young people for everyday life by teaching responsibility, independence and leadership. Sports also assist in developing social capital, that is, the building of groups of mutual interest, acting together to achieve their objectives, and diminishing anti-social behaviour.

### **2.6.9 Edutainment**

Edutainment - education through entertainment - is a fun and effective medium that is utilised by the Spaces to disseminate messages relating to Sexual and Reproductive Health, Gender Based Violence and HIV/ AIDS. Edutainment reaches a wide cross- section of youth regardless of their literacy levels.

### **2.6.10 Career Development**

Career guidance enhances youths' capacity through use of equipment, discussion and career choices thus enabling them to make more informed career decisions.

### **2.6.11 Awareness of Youth Friendly Spaces at the Community Level**

Making the Youth Friendly Spaces known to youth is crucial for effective utilisation. Providers should publicise the location of services, the times they are available, and assure that privacy and confidentiality are maintained. In addition, young people need to know that the services they need are available and that they are free. Physical features of a Youth Friendly Space are important. Labelling of doors, walls, or entrances to the facility should avoid using names which can stigmatise the Space.

### **2.6.12 Community Involvement**

Any Youth Friendly Service established without the support of the community is likely to fail. Therefore, it is essential to encourage community involvement of the Regional Democratic Councils, Neighbourhood Democratic Councils, Health Centres, Schools, Parents, Teachers, Religious Leaders, Local Opinion Leaders and Civil Society. They are all interested in knowing what services are being provided to their young people. Their involvement in planning and establishing such services will help in mobilising support and ensuring the long-term sustainability of such services. The role of the family **MUST** be acknowledged in the provision of services.

## ESTABLISHING COMMUNITY YOUTH FRIENDLY SPACES

### 2.6.13 Community Assessment

#### Benefits of Conducting Community Assessment

- Defines and provides understanding of populations at highest risk.
- Forms the basis for designing and adapting activities (addressing actual needs).
- Helps ensure programmes are acceptable and feasible to clients and the community before launching.
- Improves relationships between implementing agencies and the community.

### Step by step guide for the conduct of a Community Assessment

**Step 1:** Create the community assessment objective.

#### **Example**

##### **General Question:**

What needs to be changed or what needs to happen?

##### **Specific question:**

How can we reduce adolescents and youth risks in the community?

##### **Answer:**

We can find out what services adolescents and youth would like to access in their community to enable them to reduce their risks.

##### **Objective:**

To find out what services adolescents and youth would like to access in their community.

**Step 2:** Contact community leaders and request their support to mobilise parents, youth and community leaders.

## ESTABLISHING COMMUNITY YOUTH FRIENDLY SPACES

- Step 3:** Identify a venue and set the date and time of the meeting.
- Step 4:** Ask community leaders to invite parents, youth and other stakeholders to the meeting.
- Step 5:** Select a facilitator and a note taker. (Facilitator should have experience conducting group discussion and managing conversations, and should have a loud voice).
- Step 6:** Collect flip chart, markers and masking tape.
- Step 7:** Arrive early and ensure that the venue is prepared.
- Step 8:** Ask the community leader to introduce your group and the facilitator.
- Step 9:** Explain the purpose of the meeting.
- Step 10:** Ask participants to set ground rules, for example, only one person should speak at a time.
- Step 11:** Use the following questions to guide the discussion:
1. What type of recreation is available in the community for youth?
  2. What services are available to youth?
  3. What are some of the risks faced by youth?
  4. What services would help youth to reduce their risk?
  5. Where these services should be provided?
  6. When should these services be provided?
- Step 12:** Look at the list of services and identify those services that the Space can provide and help the community to prioritise.
- Step 13:** Use the shortened list to plan the type of services that the Space will provide at the YFS.
- Remember to include youth from the community in the planning process

### 3. CHECKLIST FOR INITIATING YOUTH FRIENDLY SPACES



You can use the checklist below to identify the activities and tasks that could be implemented to ensure that youth friendly services are provided.

#### ACTIVITIES

1. Create demand for Youth Friendly Services.
2. Gain community support for YFS.
3. Involve beneficiaries (youth) in planning YFS.
4. Ensure institutional preparedness to provide youth friendly services.
5. Ensure space preparedness.

#### TASKS

- 1.1 Conduct community assessment.
- 1.2 Conduct community education on YFS.
- 2.1 Establish steering committee.
- 2.2 Share community assessment results with community.
- 2.3 Recruit site coordinator.
- 2.4 Recruit and train youth as peer educators.
- 3.1 Share community assessment results with youth.
- 3.2 Engage youth in identifying YFS.
- 4.1 Select site coordinators with positive attitudes.
- 4.2 Train steering committee members.
- 4.3 Train and orient site coordinators to manage sites.
- 5.1 Select facilities with adequate space and privacy.

# CHECKLIST FOR INITIATING YOUTH FRIENDLY SPACES

## ACTIVITIES

6. Deliver a range of youth friendly services.

7. Develop outreach programme.

## TASKS

- 5.2 Procure furniture
- 5.3 Procure IT equipment.
- 5.4 Procure stationery and supplies
- 5.5 Prepare stock forecast
- 5.6 Prepare and print data collection forms
- 5.7 Prepare list of referral agencies and services
- 5.8 Develop referral network
- 5.9 Prepare peer educators' roster

- 6.1 Conduct preventative health education.
- 6.2 Provide different types of counselling.
- 6.3 Provide SRH and gender information.
- 6.4 Provide gender and GBV reduction information.
- 6.5 Provide male and female condoms.
- 6.6 Provide IEC materials for reading and take away.
- 6.7 Develop schedule and conduct health talks.
- 6.8 Make audio-visual materials available.
- 6.9 Provide life skills training.
- 6.10 Conduct mentoring.
- 6.11 Provide information technology training.
- 6.12 Provide literacy and numeracy education.
- 6.13 Facilitate conflict resolution.
- 6.14 Conduct skills training including income earning skills.
- 6.15 Provide referrals.
- 6.16 Gender based violence reduction programme.
- 6.17 Provide leadership, national identity & civic education session.
- 6.18 Provide career guidance.
- 6.19 Conduct edutainment.

- 7.1 Prepare schedule of outreach activities and locations.
- 7.2 Prepare roster of peer educators.
- 7.3 Prepare/collect materials for distribution.
- 7.4 Distribute male and female condoms.
- 7.5 Conduct outreach activities.

## 4. MONITORING AND EVALUATION

Monitoring and evaluation should form an integral part of youth friendly service provision. A well designed monitoring system has the potential to improve and sustain the quality of services provided to young people.

### 4.1 Site Coordinator's Checklist for Monitoring and Assessing Service.

<b>Site Coordinators' Checklist</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
<b>PEER EDUCATION</b>			
Peer educators are friendly and responsive to youth			
Peer educators are respectful to and ensure privacy of youth			
Peer educators are understanding of and knowledgeable about youth concerns and needs.			
Peer educators are specially trained to work with youth			
Peer educators spend adequate time with youth			
Information on need for and timing of follow-up visit(s) is provided and clear instructions given			
Peer educators are available during opening hours			
<b>POLICIES AND PROCEDURES</b>			
Youth 'drop-ins' are welcome and accommodated			
Services are offered to both males and females			
Facility provides informational and/or audiovisual materials on reproductive health services and concerns of youth.			
Group talks/discussions available			
Services are linked to other youth services			
Programme network and necessary referrals available			
Services are free			
<b>ENVIRONMENT AND FACILITIES</b>			
Services are provided at convenient hours for youth			
Décor and surroundings are inviting to youth (i.e., non-medical)			
Counselling room/identified space ensure privacy for youth			
Facilities are conveniently located for easy access by youth			

## MONITORING AND EVALUATION

<b>Site Coordinators' Checklist</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
Education materials are displayed and available for youth to take away	<input type="checkbox"/>	<input type="checkbox"/>	
Peer youth education outreach programme available	<input type="checkbox"/>	<input type="checkbox"/>	
Youth involved in decision making on youth friendly services provision	<input type="checkbox"/>	<input type="checkbox"/>	
Community informed on the benefits and availability of Youth Friendly Spaces	<input type="checkbox"/>	<input type="checkbox"/>	

### 4.2 Monitoring Criteria and Curriculum Content for Training Steering Committee Members

#### Training Steering Committee Members

##### Monitoring Criteria

1. Training curriculum has specific learner's objectives
2. Methodology is participatory and competency based
3. Pre and post-test quiz is conducted

##### Suggested Curriculum Content

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Introduction to Adolescent Sexual and Reproductive Health (ASRH) and related issues                             <ul style="list-style-type: none"> <li>- Definitions</li> <li>- Target Population</li> <li>- ASRH problems faced by young people</li> <li>- Why focus on young people</li> </ul> </li> <li>2. ASRH and Related Policy and Guidelines</li> <li>3. Values and Principles</li> <li>4. Human sexuality</li> <li>5. Adolescent sexual and psychosocial development                             <ul style="list-style-type: none"> <li>- Male and female reproductive organs</li> <li>- Psychosocial characteristics of adolescents</li> <li>- Understanding the youth</li> </ul> </li> <li>6. Communicating with young people</li> </ol> | <ol style="list-style-type: none"> <li>7. Gender</li> <li>8. Gender based violence reduction</li> <li>9. STIs/HIV/AIDS</li> <li>10. Drug and substance abuse</li> <li>11. Providing youth friendly services                             <ul style="list-style-type: none"> <li>- Definition of YFS</li> <li>- Why youth friendly services</li> <li>- Approaches to YFS</li> <li>- Characteristics of YFS</li> <li>- Gender issues in YFS service provision</li> <li>- Barriers to provision of YFS</li> <li>- Visit to YFS</li> </ul> </li> <li>12. Results Based Management</li> <li>13. Basic Monitoring and Evaluation</li> </ol> |
|---|--|



## MONITORING AND EVALUATION

### 4.3 Monitoring Criteria and Curriculum Content for Training Site Coordinators

#### Training Site Coordinators

##### Monitoring Criteria

1. Training curriculum has specific learners objectives
2. Methodology is participatory and competency based
3. Pre and post-test quiz is conducted

##### Suggested Curriculum Content

##### Chronic and non communicable, national identity, leadership and civic education

- |  |   |
|--|---|
| 1. Introduction to Adolescent Sexual and Reproductive Health (ASRH) and related Issues <ul style="list-style-type: none"><li>- Definitions</li><li>- Target Population</li><li>- ASRH Problems faced by young people</li><li>- Why focus on young people</li></ul> | 10. Contraceptives  |
| 2. ASRH and Related Policy and Guidelines  | 11. STIs/HIV/AIDS   |
| 3. Values and Principles   | 12. Gender  |
| 4. Human sexuality   | 13. Gender based violence reduction   |
| 5. Adolescent sexual and psychosocial development <ul style="list-style-type: none"><li>- Male and female reproductive organs</li><li>- Psychosocial characteristics of adolescents</li><li>- Understanding the youth</li></ul>                                    | 14. Drug and substance abuse  |
| 6. Communicating with young people   | 15. Providing Youth Friendly Services <ul style="list-style-type: none"><li>- Definition of YFS</li><li>- Why youth friendly services</li><li>- Approaches to YFS</li><li>- Characteristics of YFS</li><li>- Gender Issues in YFS service provision</li><li>- Barriers to provision of YFS</li><li>- Visit to YFS</li></ul> |
| 7. Counselling young people  | 16. Adolescent and Reproductive Health Needs Assessment   |
| 8. Relationships   | 17. Civic and National identity education   |
| 9. Life skills <ul style="list-style-type: none"><li>- Goal setting</li><li>- Decision making</li><li>- Negotiation skills</li><li>- Coping skills - Career choices</li><li>- Self esteem, self awareness</li><li>- Conflict Resolution</li></ul>                  | 18. Leadership development  |
|  | 19. Basic Management Skills including record keeping and report writing, time management and team building skills, and budget preparation   |
|  | 20. Basic Monitoring and Evaluation   |

## MONITORING AND EVALUATION

### 4.4 Monitoring Criteria and Curriculum Content for Training Peer Educators

#### Training Peer Educators

##### Monitoring Criteria

1. Training curriculum has specific learner's objectives
2. Methodology is participatory and competency based
3. Pre and post-test quiz is conducted

##### Suggested Curriculum Content

1. Introduction to Adolescent Sexual and Reproductive Health (ASRH) and related Issues
  - Definitions
  - Target Population
  - ASRH Problems faced by young people
  - Why focus on young people
2. ASRH and Related Policy and Guidelines
3. Values and Principles
4. Human sexuality
5. Adolescent sexual and psychosocial development
  - Male and female reproductive organs
  - Psychosocial characteristics of adolescents
  - Understanding the youth
6. Communicating with young people
7. Counselling young people
8. Relationships
9. Life skills
  - Goal setting - Decision making
  - Negotiation skills
  - Conflict Resolution
  - Coping skills - Career choices
  - Self esteem, self awareness
10. Contraceptives
11. Gender
12. Gender based violence reduction
13. STIs,HIV,AIDS
14. Drug and substance abuse
15. Providing youth friendly services
  - Definition of YFS
  - Why youth friendly services
  - Approaches to YFS
  - Characteristics of YFS
  - Gender Issues in YFS service provision
  - Barriers to provision of YFS
  - Visit to YFS
16. Civic and national identity education
17. Leadership development
18. ASRH Needs Assessment
19. Basic Monitoring and Evaluation

## MONITORING AND EVALUATION

### 4.5 Service Indicators

Indicators to help you monitor the implementation of different types of Youth Friendly Activities are provided in the matrix below.

ACTIVITIES	INDICATORS
SRH/HIV and AIDS	
Training of Peer educators	Number of Peer educators trained
Training of Peer counsellors	Number of Peer counsellors trained
Provision of Peer Education	Number of youth reached with SRH/HIV and AIDS information
Provision of Peer counselling	Number of youth counselled
Condom distribution	Number of male condoms distributed
	Number of female condoms distributed
IEC materials	Number of IEC materials taken away by youths
Referral to Voluntary Counselling and Testing	Number of youth referred to VCT services
Referral to psychosocial support services	Number of youth referred to psychosocial support services
Referral to STI services	Number of youth referred for STI services
Referral to care and treatment services	Number of HIV positive youth referred to care and treatment services
Health and Wellness	
Sexual and Reproductive Health talks including HIV/AIDS	Number of sexual and reproductive health talks conducted
	Number of youth reached with health information
Life skills	
Life skills training	Number of life skills sessions conducted
	Number of youth reached with life skills education

## MONITORING AND EVALUATION

ACTIVITIES	INDICATORS
Skills training	
Skills training	Number of skills training conducted
	Number of youth trained
Mentoring	
Youth mentoring	Number of youth trained in mentoring
	Number of youth mentored
Literacy and Numeracy	
Literacy and Numeracy education	Number of youth reached with literacy education
	Number of youth reached with numeracy education
	Number of youth reached with both literacy and numeracy education
Information Technology	
Provision of Information technology training	Number of IT training sessions conducted
	Number of youth provided with IT skills
Conflict Resolution	
Facilitate conflict resolution	Number of youth trained in conflict resolution
	Number of youth provided with conflict resolution intervention
Gender Based Violence (GBV) Reduction	
Conduct GBV education	Number of youth trained in GBV reduction
	Number of youth counselled/educated about GBV reduction
Career Guidance	
Provide civic and national identity education	Number of youth provided with career guidance

## MONITORING AND EVALUATION

ACTIVITIES	INDICATORS
Civic and national identity education	
Provide civic and national identity education	Number of youth provided with civic education
	Number of youth provided with national identity education
	Number of youth provided with both national identity and civic education
Leadership Education	
Facilitate leadership development	Number of youth trained in leadership education
	Number of youth taking up leadership roles
Referrals	
Referral to other services	Number of youth referred to other services/institutions

## 6. SOURCES

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