UNIT 5

Working with Youth-Led Organisations (YLO)

Overview

Young people across the world are a magnificent resource and are key stakeholders in processes that impact them. No longer are youth passive beings in society, but increasingly they are lending their voices to issues related to the environment, health, violence, culture and education, among others. This activism by young people is being orchestrated through many youth-led organisations (YLO). This unit will assist youth workers and prospective youth workers to understand the concept and develop the requisite skills and knowledge base to support such organisations. To do this we will first explore the concept of YLOs and their role in the youth development agenda. Next, we will examine the roles and responsibilities of youth workers in building the capacity of YLOs in areas of facilitation, advocacy, networking and leadership. This encompasses partnering with young people, facilitating the structural processes of a YLO and assisting youth leaders with their own personal development, especially engendering good leadership. The socio-cultural and economic challenges will then be examined and examples of best practices as well as what works for YLOs from across the globe will be taken into consideration.

Learning Objectives

By the end of this unit, students will be able to:

1. Summarize the concept of youth-led organizations (YLO) and their role in youth development within a Caribbean and international context
2. Describe the roles and responsibilities of a youth worker and what he or she can do to support YLO in facilitation, advocacy and networking
3. List the socio-cultural and economic challenges YLO encounter and ways they can be addressed
4. Identify characteristics of effective leadership that are useful for leaders of YLO
5. Discuss examples of best practices for YLO from around the world and their applicability to Caribbean cultures

This unit is divided into two sessions as follows:

**Session 5.1: Roles and Responsibilities and Skills for Youth-Led Organisations**

**Session 5.2: Challenges and Best Practices for YLOs**

### Readings & Resources

**Note to Students:** Sometimes hyperlinks to resources may not open when clicked. If any link fails to open, please copy and paste the link in your browser to view/download the resource.

#### Required Readings

10 Characteristics of a leader.  
[http://www.youtube.com/watch?v=silPtekoFqE&feature=related](http://www.youtube.com/watch?v=silPtekoFqE&feature=related)


Geale, Jenny. (2011). Youth-led Organisations Conversation. at:  
[http://www.youtube.com/watch?v=9VbDZuEfBkg](http://www.youtube.com/watch?v=9VbDZuEfBkg)

Leadership characteristics - Money-Zine.  

Session 5.1

Roles and Responsibilities and Skills for Youth-Led Organisations

The Importance of Youth Participation

In unit two we touched briefly on youth participation in relation to using a strengths perspective in the practice setting. Youth participation is paramount to successful youth development outcomes. This can be manifested by involving youth in areas of research, programme planning and development, monitoring and evaluation and encouraging them to act as advocates in matters that affect or involve young people. Essentially the operational ethos should be that youth are key stakeholders in development and opportunities should be made available to actively engage youth in creating a better future for themselves. This includes opportunities for leadership and decision making, activism, sharing experiences and offering solutions to youth challenges. Such an ethos will only exist if adults acknowledge that young people (a) have something to contribute and (b) that their contribution is valuable. Susskind (2003) suggests that youth participation “is a continuing and ongoing process, not a one-time event” and it hinges on partnerships with adults who share their knowledge, experience and networks. In addition, there are some youth-serving organisations, such as the Ceredigion Youth Service (Wales, UK), which have embraced youth participation as an operational ethos. This organisation has articulated a youth participation policy in its policy and procedures manual. An excerpt from this manual reads:

“Youth participation is central to the principles and ethics of youth work, and is implicit in the idea of informal social education through voluntary association. In this sense it is built into the purpose of youth work, which cannot be said of most public services. Participation is not just a matter of formal structures like youth committees within clubs or wider youth forums; it should also be a thread running through the way we approach our work with young people. At the same time, we should be mindful of the fact that participation is not an end in itself but a means towards providing more effective youth services that benefit young people and in which they have a say.

Ceredigion Youth Service is committed to consulting with young people, to encouraging their participation in planning and evaluating service delivery as well as day to day youth work, and to helping other organizations that work with young people have effective, participation structures”. (p. 5)
Youth participation is also widely accepted by youth serving international development organisations, such as UNICEF. In fact, the Convention on the Rights of the Child (CRC) makes reference to youth participation in Article 12, indicating that young people have a right to express their views freely in all matters affecting them and that these views should be given due consideration. This is done in congruence with the age and maturity of the young person. The fact that many countries are signatories to this convention augurs well for young people and provides the impetus for actively engaging youth populations.

Youth-Led Organisations – Gaining Momentum

In development discourse, an organisation led by young people for young people - referred to as a youth-led organisation (YLO), is an important way of engendering youth participation. Many development partners such as UNICEF, UN-Habitat, UNESCO, Commonwealth Youth Programme, and the Youth Coalition have been very instrumental in partnering with YLOs in youth development processes. According to the Australian Office for Youth and the Wiser Foundation, YLOs are those groups that are founded, organised, operated or led by youth, who are the key decision makers about the activities of the organisation. Within the Caribbean region there are several YLO, which include National Youth Councils, CARICOM Youth Ambassadors, Youth Advocacy Movement, Youth Parliaments and Caribbean Federation of Youth. The youth in these organisations are generally between the ages of 15 and 29 and focus on issues such as sexual and reproductive health, Caribbean integration and youth employment among others. In the international arena, some YLO include International Youth Foundation, World Assembly of Youth and Youth for Development and Cooperation.

The acceptance and inclusion of YLO has been gaining momentum in recent years. For example, in 2010 Australia held its first Youth Led Convention which brought together the top young leaders from Australia’s preeminent youth-led organisations. The attendees had opportunities to develop and gain valuable skills through workshops delivered by leading professionals in key knowledge areas required for running an organisation.

The Convention had three key aims:

- Develop long-term and transferable skills in the senior leaders of youth-led organisations
- Allow for networking and partnership opportunities between young leaders and the Australian Government; and
- Recognise the work of the youth-led sector

As reinforced by UN-Habitat, YLOs are critical to youth-led development – development led by and for youth in partnership with their family and community. Further to this, the Youth Coalition reminds us that:
• YLO are key to realizing sustainable youth leadership
• Youth potential can be fulfilled even more so when channelled through YLO and networks
• YLO can strategically work together in national and international advocacy
• YLO can support knowledge and information exchange between fellow youth advocates, thus safeguarding a continuous and sustainable youth voice
• Young people and YLO need capacity building in the areas of advocacy and organizational development

In essence, youth-led organisations are an ideal forum for youth participation in the following ways. They:

◊ Create spaces for young people to gather
◊ Allow young people to share their views and experiences
◊ Embrace youth with different abilities and contributions

YLOs also allow for the development and enhancement of various social and technical skills such as:

◊ Public speaking
◊ Proposal writing
◊ Organisational management
◊ Administrative skills
◊ Leadership
◊ Team building
◊ Communication
◊ Advocacy

Evidently YLOs and young people can be major change agents on a range of issues. The discourse presented earlier in this unit, reflects that they (young people) cannot do this on their own and need genuine, sustainable support from adults. In this regard most YLOs have a board of trustees or an advisory board, comprising of adults who partner with youth leaders. Youth workers are also an important source of support and guidance for YLOs.
LEARNING ACTIVITY 5.1

The UWICO’s Structure and Mission

View the video ‘Youth-led Organisations Conversation’ at: http://www.youtube.com/watch?v=9VbDZuEfBkg

1. Identify the key areas that lend to the success of youth-led organisations.
2. What does creating space for young people entail?
3. Reflect on the gender balance of leaders in YLOs. What impact, if any, does this have on youth participation?
4. Identify a youth-led organisation in your country and provide a brief description of its background and main activities.

You may be asked to reflect on these answers in your journal or later assignments.

Youth Worker Roles and Responsibilities

Indeed, a youth-adult partnership as a critical component of a positive youth development (PYD) approach is reflective of youth workers assisting YLOs in their quest to be active partners in development. Miley et al. (2001) acknowledges that both youth workers and YLOs have information and resources to bring about change and that youth workers aid the process of stimulating an exchange of available resources at the individual, group, community or organisational level. Across these client groups the role of the youth worker will vary among the categories of consultancy, resource management and education. The table below displays a variety of youth worker roles.
<table>
<thead>
<tr>
<th>Category</th>
<th>Role</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultancy</td>
<td>Enabler</td>
<td>Engage youth and encourage action; helps to clarify challenges and determine solutions; develops a supportive culture among members</td>
</tr>
<tr>
<td></td>
<td>Facilitator</td>
<td>Activates the participation of group members in change efforts; enables competent group functioning; monitors ethical conduct; assist in planning special events</td>
</tr>
<tr>
<td>Resource Management</td>
<td>Broker/Advocate</td>
<td>Link youth with available resources; provides information; makes appropriate referrals; helps to assess situations and make necessary choices; intermediary between youth and other systems; spokesperson;</td>
</tr>
<tr>
<td></td>
<td>Convener/Mediator</td>
<td>Promotes interagency discussion and planning; use networking strategies to bring together diverse groups; use negotiation skills to resolve conflicts</td>
</tr>
<tr>
<td></td>
<td>Activist/Catalyst</td>
<td>Identify societal conditions detrimental to youth; alerts stakeholders about youth challenges and their solutions; redress social injustices; generate social reform</td>
</tr>
<tr>
<td>Education</td>
<td>Teacher</td>
<td>Empowers youth with necessary information; models desired behaviour;</td>
</tr>
<tr>
<td></td>
<td>Trainer</td>
<td>Make presentations; conduct workshops – life skills, personal development</td>
</tr>
<tr>
<td></td>
<td>Outreach</td>
<td>Sensitise various audiences about youth issues; disseminate information in communities; use mass media to reach audiences</td>
</tr>
<tr>
<td></td>
<td>Researcher</td>
<td>Conducts empirical research; critically examine existing data</td>
</tr>
</tbody>
</table>

Source: Adapted from Miley et al. 2001, Generalist Social Work Practice pp. 14-20
In addition to the above-mentioned roles, there are key responsibilities/activities that a youth worker will do in executing their role on behalf of young people, but more importantly in transferring knowledge and building the capacity of leaders of YLO. These activities, which are necessary to ensure that YLO thrive optimally, include facilitation, advocacy and networking.

**Facilitation**

Facilitation generally refers to making things easier and hence the role of the youth worker is to assist YLOs in executing their mandate more efficiently. The ideal premise at this juncture is that as a facilitator, the youth worker relinquishes some of his or her power whilst transferring such to youth leaders, in an effort to empower them and create a sense of ownership in their own processes. It is expected that youth leaders take charge of the development of their own organisations with the guidance of supportive adults. The assistance provided by the youth worker can be broadly separated into two categories for YLO – inception and existence. At the inception stage the youth worker can assist in setting up of the organisation and activities may revolve around:

- Refining the mission, vision and objectives of the organisation
- Preparing the constitution and general orders
- Recruiting and selecting members, board of directors, advisory members
- Selecting and arranging a meeting place or secretariat
- Providing training in team building, group dynamics, public speaking, etc.
- Accessing material and financial resources

At the stage where the YLO is in existence, the youth worker can assist with the following:

- Administrative support – photocopying and other office resources
- Accessing funding and writing proposals
- Arranging meetings with stakeholders
- Assisting with public relations and outreach
- Organising the annual general meetings and other special events

In support of YLOs, the Youth Coalition has produced a guide for youth leaders on how to create sustainable youth-led organisations. Although it focusses on sexual and reproductive health rights (SRHR), the guidelines are applicable to any YLO. The guide, which provides a detailed breakdown of organisational elements, can be viewed at the following link: [http://www.youthcoalition.org/attachs/YouthGuide_final.pdf](http://www.youthcoalition.org/attachs/YouthGuide_final.pdf).
**Advocacy**

Advocacy focusses on achieving social justice by empowering youth to speak out about social issues or where necessary, a youth worker speaks on behalf of youth. However, it is preferred that young people speak for themselves “when situations deny their rights and entitlements” (Miley et al. 2009) and that their own analysis and action is promoted (Dale 2004). Miley et al. (2009) have also stated the following features of advocacy efforts and the requisite variables to take into consideration.

*Features of Advocacy Efforts*

- Protect rights of individuals
- Seek to obtain needed services
- Help to develop responsive polices
- May occur at micro level (client) or at the macro level (society/policy)
- Continuous involvement of youth
- Acknowledgement of potential and power of youth as a valuable resource
- Resources are wasted if the youth are not involved
- Provide youth with pertinent information
- Engage decision makers in providing/expanding resources for youth
- Help to organise youth into lobby groups and form alliances with other supporting groups

In designing advocacy interventions a number of variables should be considered, including:

- Define the problem, e.g. personal need, social service delivery gap, inequitable social policy
- What is the objective of the intervention? (access new resources or expand existing resources)
- What is the target system for the advocacy intervention?
- What sanction, right or authority does the youth worker have to intervene?
- What resources are available? (professional expertise, political influence, negotiating skills)
- What is the level of the intervention? (policy, organizational polices, administrative procedures)
- What strategies of intervention are appropriate to achieve desired results?
Youth workers can help YLOs and young people in their advocacy efforts by being cognisant of the features highlighted above and assisting in defining and structuring the advocacy intervention based on the above variables.

**Networking**

Another role of a youth worker is that of networking - linking YLOs to various external resources at the community, national, regional and international levels. Jansson (2003) describes a network as the range of supportive relationships available to an individual and, by extension - families, groups, communities and organisations which can be used to address issues, develop policies and provide support. For example, a useful resource for YLOs would be the UN Inter-Agency Network on Youth Development which is a network consisting of UN organizations that focusses on youth and closely collaborates with YLOs. This body not only draws on the expertise of YLOs via meetings and consultations but also offers support, creates awareness and mobilises partners in youth development.

Jansson (2003) suggests that “some relationships in networks are short-term, perhaps fashioned in response to a specific problem, while others are long standing,” and proceeds to distinguish three types of networks:

- **Lateral networks** – consist of networks with colleagues
- **Vertical and subordinate networks** – respectively, persons who are superior to and beneath a person in the organisation’s hierarchy
- **Heterogeneous networks** – supportive relationships with persons in a range of positions within and outside their organisation

He further suggests the following strategies that can help organisations expand their networks:

- **Enhanced visibility** – increased presence in bureaucratic, community, legislative and social settings. For example participating in town hall meetings, consultations, showcases, special events.
- **Obtaining inclusion in decision making bodies** – participation on various committees extends network and provides inside view of important issues
- **Seeking mentors and inclusion in informal groups** – informal relationships with persons who can give advice and information on the internal workings of various systems (can be exclusive and hence ‘unfair’ to those not included in them)
- **Developing links with social movements** - cultivate linkages with other interest groups on similar issues; can use resources collectively and increase power and credibility.
The aforementioned lists and variables relative to facilitation, advocacy and networking are not exhaustive or meant to be prescriptive, but provide a guide for youth workers and the youth they serve to ensure that YLO function at the highest standard. By all means, youth workers and youth leaders can make adjustments as necessary within their own cultural and organisational context.

**LEARNING ACTIVITY 5.2**

1. Review the handbook – Youth-led Organisations and Sexual Reproductive Health Rights.
   a. Identify the key elements of creating a sustainable YLO and prepare a checklist of these to include in your portfolio.
   (Checklist should include the categories ‘Before Set up’, ‘During Existence’ and ‘Who Completes Task’).

2. Create a table that lists the key features to be considered by a youth worker in the areas of advocacy, facilitation and networking.
   
   Reminder: The checklist and table should be included in your portfolio.

**Characteristics of Effective Leadership for Leaders of YLO**

**Leadership**

“Leadership is defined as ‘the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals’ (Weihrich and Koontz 2005). This means that, while leaders are ideally the managers of groups, teams or organisations, leadership skills can be present in any member of the groups” (Curtis and O’Connell 2011).

Leadership is a critical aspect in the successful functioning of any organisation and youth-led organisations are no exception. In this regard, one of the key roles of youth workers is to transfer leadership skills to youth in these organisations, either through direct training activities or through modelling such skills in their professional practice. To ascertain one’s leadership acumen, a useful technique is for youth workers to use ‘reflective questioning’ to determine their leadership capacity. Youth workers could do this exercise with colleagues and supervisors or may conduct them on their own through self reflection.

In addition, Crooks et al. (2010) remark that culturally relevant opportunities for youth
to build leadership skills have the potential to increase youth engagement (an element of PYD and strengths perspective). For example, these authors have reported that students involved in the ‘First Nations Cultural Leadership Course’ which was designed to train/ provide skills in leadership:

- had enjoyed their leadership roles
- had positive experiences from the opportunity to engage in such roles with the necessary support
- now desire to be role models for other youth

Dale (2004) has stated that leadership (and management) is crucial for the performance of organisations and involves motivating people, requires vision, a good sense of judgement and the ability to guide. Young people should be able to observe leadership attributes in the youth workers who they are in contact with and in their interactions with persons in youth serving organisations. This may be considered an idealistic expectation, acknowledging that not all persons in leadership positions will possess all the named attributes of effective leaders – a list that is wide and varied. The Chartered Institute for Personnel Development (CIPD 2011) a renowned organisation in the human resources discipline in the United Kingdom, makes a distinction between leadership and management. This organisation offers the following observations:

- leadership is the capacity to influence people, by means of personal attributes and/or behaviours, to achieve a common goal
- there is no single definition or concept of leadership that satisfies all commentators;
- most people, at some points in their lives, are leaders
- leadership is not just about the qualities of an elite few
- the leadership skills of chief executives and their teams are of fundamental importance for organisations
- successful leaders do not invariably behave in identical ways
- different leadership qualities may be needed in different circumstances
- management involves translating vision into reality
- both leadership and management skills are important to organisations
**Characteristics of Effective Leadership**

There are many offerings on what constitutes effective leadership, both in scholarly articles and in professional journals and magazines. The categories often used are ‘characteristics of good leadership’, ‘qualities of a good leader’ or ‘effective leadership skills’. The lists of qualities/attributes/competencies vary widely but also show some commonalities. CIPD (2011) also states that:

“there is therefore no single template of leadership behaviour, which in turn poses the question of whether leaders can be developed: what are the qualities (or competencies) of leadership, and how can organisations bring out such qualities among their employees?”

Indeed, some youth will have natural leadership ability that needs to be harnessed, while others will require more prodding and coaching to develop leadership skills. Youth workers can assist in this regard, being mindful of the different attributes, abilities and personalities of each youth they interact with. In general, youth workers can assist in areas of building self esteem and self confidence, providing opportunities to lead and participate and providing training in public speaking and communication skills.

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**LEARNING ACTIVITY 5.3**

A. View the following web links or any other useful resource and determine the common characteristics of effective leadership.

- 10 Characteristics of a leader.  
  [http://www.youtube.com/watch?v=silPtekoFqE&feature=related](http://www.youtube.com/watch?v=silPtekoFqE&feature=related)


- Leadership characteristics - Money-Zine.  

B. Acknowledging that leaders of YLO are usually between the ages of 15 and 29, design a youth-friendly template of the characteristics of effective leadership that can be used as a resource in your professional portfolio. The template should take the form of a computerised chart, diagram, table or any other suitable digital image on standard letter-sized paper.

This template ‘Characteristics of Effective Leadership’ should be included in your Portfolio.
Session 5.2

Challenges and Best Practices for YLOs

Challenges for YLOs

Curtis and O’Connell (2011) note that “when resources and support are limited, opportunities to develop effective leadership skills can be overlooked”. This statement is reflective of the socio-cultural and economic challenges that YLOs may encounter as they seek to flourish. The socio-cultural dimensions of how YLOs function fit into the wider sphere of society’s approach to youth participation. Whether or not YLOs are recognised as important partners in development will influence the type and scale of challenges they experience. In some countries ‘youth voices’ are heard more than in others; that is, young people have more opportunities to participate, form alliances, advocate for their own rights and entitlements and address issues that impact them as they transition into adulthood. The old cultural adage (especially in the Caribbean), that ‘children must be seen and not heard’ no longer forms the general basis on which children are socialised. As a matter of fact, that myth has been dispelled some generations ago, evidence by the outspokenness and participation of young people. The advent of information and communications technology (ICT) has also assisted in breaking down that barrier, although ICT present some challenges in the socialization of the young.

As mentioned earlier in this unit, YLOs function as conduits through which youth voices can be heard – a paradigm shift in the culture and social values of a society and its young people. Access to resources is intrinsically linked to the economic situations that YLOs may encounter. Indeed, if sources of funding are bountiful, for example, subventions from government or grants from international organisations, then physical, material and human resources are more easily accessed and deployed. However, in the current global recession, many funders have reduced their financial contributions to the civil society sector.

YLOs have the characteristics of being community based, external to government, volunteer-oriented and addressing youth development issues. Therefore YLOs can be considered as civil society organisations (CSO). YLO are very similar to many other CSOs within society in terms of their structure and administrative processes but also, in relation to the challenges they may encounter. Use of the word challenge versus
problems denotes the capacity and ability to change. This argument holds true if a strengths perspective is adopted. The strengths perspective acknowledges that each individual, group or organisation has inherent strengths and resources and the ability to turn adversity into opportunities.

YLOs experience many challenges - social, cultural and economic in nature - some of which originate within the civil society sector and others which are external to the sector. Brown and Kalegaonkar (2002) suggest that the context within which these organisations operate has fundamental impacts on their capacity and performance. They have further identified a variety of challenges in areas of legitimacy and accountability; relationships with institutions of the state, the market; and with international actors. Utilising the strengths perspective, we have also identified a number of strengths from the challenges identified by this source. These strengths can be used to address the challenges YLOs may experience. The table below contextualises these challenges and strengths.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CHALLENGES</th>
<th>STRENGTHS</th>
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</thead>
<tbody>
<tr>
<td>EXTERNAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public legitimacy and accountability</td>
<td>- Sometimes little public understanding or recognition</td>
<td>- Support from youth workers and other adults can minimize these challenges</td>
</tr>
<tr>
<td></td>
<td>- Low accountability to stakeholders</td>
<td></td>
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<tr>
<td></td>
<td>- Vulnerable to misuse of resources</td>
<td></td>
</tr>
<tr>
<td>Relations with government</td>
<td>- Competitors for donor resources with IDO</td>
<td>- Sources of innovation and service</td>
</tr>
<tr>
<td></td>
<td>- YLO may be critics of government initiatives</td>
<td>- May receive tax exemptions/subventions</td>
</tr>
<tr>
<td>Relations with business</td>
<td>- YLO may criticize business shortcomings</td>
<td>- May challenge businesses whose practices exploit marginalized groups</td>
</tr>
<tr>
<td></td>
<td>- Advocacy efforts may jeopardise alliance</td>
<td>- YLO are able to mobilize resources from businesses to implement programs -output valuable to both</td>
</tr>
<tr>
<td>International relations</td>
<td>- Foreign priorities shape action; (may ignore cultural relevancy of various issues)</td>
<td>- International actors can be sources of ideas, financial resources and political legitimacy</td>
</tr>
</tbody>
</table>
EXTERNAL

Amateurism

- Low skilled human resources
- Leaders may lack financial, organisational and managerial skills
- Volunteers central asset
- Some volunteers may have technical knowledge

Adapted from Brown and Kalegaonkar (2002) pp. 233-238

Best Practices for YLO

There are many successful YLO across the world at the national, regional and international levels. Despite some inherent challenges there are many examples to draw from in relation to ‘what works’ in the youth sector, in youth adult partnerships and in youth-led organisations.

Best Practices Example 1

Jamaica Youth Advocacy Network (JYAN)

JYAN is a youth-led organisation which works closely with the national government and civil society, to address issues of democracy and youth participation; healthy lifestyles amongst Jamaican youth; and sexual health and violence prevention through youth-led peer education and outreach. This is a USAID funded programme through Jamaican partners. Young people constitute 100% of agency staff, developing services and building governance/representation structures. As well as advising donor staff and delivering peer-to-peer services, young people co-develop and co-manage services.

Key Outcomes

- A youth advisory board was set up, which went on to create JYAN to sustain their work.
- From 2005 to 2008 JYAN was led and staffed by young people on a voluntary basis.
- Support from the Global Fund and the Jamaican Ministry of Health and Environment
- The experiences of young people who participate in conferences, interventions, projects or trainings are highlight and documented.
- This information guides other processes, e.g., in media engagement or sensitising other young people.
- Through the Youth Help Project, adolescents/teenagers who were identified as ‘school dons’ (bullies) have demonstrated positive behaviour change and a self perception as positive leaders in school.
- JYAN is represented in various policy for a with the Jamaican government and international agencies.
• Young people joined the network because they admire the direct youth-on-
youth approach/methodology.
• Young people feel comfortable sharing their challenges and concerns
• Particular administrative and managerial capacities required: three full-
time staff and a core volunteer board of five to ten members giving ten hours per
week
• Although resources were minimal (human, financial, and infrastructural); 
  this was mitigated by the dedicated voluntary involvement of the core team 
  and contributions in kind (space and administrative resources) from 
  partners.

Best Practices Example 2

What Works Australia

‘What Works’ is a series of publications commissioned by the Foundation for Young 
Australians to celebrate the work of youth-led organisations and to investigate exactly 
what works in their successful administration. The information provided was gleaned 
from the experiences of youth workers, teachers, community workers, local council 
members and the youth they work with. The series comprised three reports – 
Partnerships with the youth sector; Young People Active in Communities; and Inclusive 
Approaches with Young People

Partnerships with the Youth Sector (PYS)

PYS revealed the following characteristics were consistent in successful projects:

• Communities owning and directing the partnerships
• Nurturing trust and respect within the partnerships
• Valued contribution from all partners
• Valued benefits for all partners (including young people

In examining ‘What Works in Partnerships in the Youth Sector’, the Australian Youth 
Research Centre has used the following selection criteria for youth-adult partnership:

1. showed some form of youth participation at all stages;
2. indicated demonstrable outcomes for young people;
3. indicated demonstrable outcomes for the partners;
4. had clearly defined locally developed and mutually understood protocols, 
   roles and expectations between the partners;
5. were committed to a reflective cycle of evaluation and improvement ie some 
   formal or informal action research process;
6. would provide a useful story for other practitioners and active young people to learn from: they had elements that were sustainable and replicable; and
7. represented a diversity of young people and projects: across states and territories, location (urban, regional, and rural), and groups of young people, including Indigenous; culturally and linguistically diverse; gay, lesbian, bisexual and transgendered; and inclusive of disability.

**Young People Active in Communities (YPAC)**

YPAC revealed the following characteristics were consistent in successful projects:

- Agency’s attitude and approach
- Appropriate adult facilitation
- Appropriate facilities and resources
- Building upon diversity
- A youth voice
- Making some change

**Inclusive Approaches with Young People (IAYP)**

IAYP revealed the following characteristics were consistent in successful projects:

- Active participation of young people
- Positive and diverse approaches
- Clear guidelines
- Clear and practical outcomes
- Link with parents and community
- Support of positive role models
- Built in reflection
- Long term commitment
- Knowing the young people
LEARNING ACTIVITY 5.4

Discussion

The Chartered Institute for Personnel Development (CIPD 2011) states “there is therefore no single template of leadership behaviour, which in turn poses the question of whether leaders can be developed”?

You can review this statement in its full context on the CIPD website at the following address: [http://www.cipd.co.uk/hr-resources/factsheets/leadership.aspx#link_0](http://www.cipd.co.uk/hr-resources/factsheets/leadership.aspx#link_0)

After you have read the article, team up with one of your peers and discuss the following question ‘Are people born to be leaders or can leaders be developed’?

**In approximately 150-250 words come up with an answer together.**

Note: You must locate a partner in the course and then come to a consensus and agree together as a team about what you will provide as an answer. Put your posting online in for Discussion 5 and sign the posting with both of your names.
References

Print Resources


Web Resources


Top 10 Leadership Tips http://www.youtube.com/watch?v=ptKNVsf7b9Y&feature=related
Youth-led Organisations Conversation
http://www.youtube.com/watch?v=9VbDZuEfBkg

Youth Led Convention – Australian Government

Australia Youth Led Convention (AYLC) http://www.aylc.org.au/

Article about Youth led organization http://www.wiser.org/article/About

10Characteristics of a leader
http://www.youtube.com/watch?v=silPtekoFqE&feature=related

Support Organisations
http://nvs.sagepub.com/content/31/2/231.full.pdf+html

Directory of International Youth-led Youth-serving Organisations

United Nations InterAgency Network on youth development
http://social.un.org/youthyear/unianyd.html


CIPD leadership Fact Sheet http://www.cipd.co.uk/hr-resources/factsheets/leadership.aspx#link_0

Top 10 Leadership Qualities http://www.focus.com/briefs/top-10-leadership-qualities/

Jamaica Youth Advocacy Network
http://www.amplifyyourvoice.org/main.cfm?actionId=globalShowStaticContent&screenKey=cmpCampaignShow&campaign=jamaicaaboutus&s=amplify

Youth Participation in Development – Jamaica Youth Advocacy Network
http://www.ygproject.org/case-study/youth-led-partner

A Power Point Presentation used in the training of students and Youths for good Leadership and Management. Done by Bro. Oh Teik Bin of Lower Perak Buddhist Association, Teluk Intan, Malaysia.
http://www.slideshare.net/ohteikbin/leadership-and-management-skills

Launching a Youth-led partner (USAID, Jamaica)
http://www.ygproject.org/case-study/youth-led-partner
Urban Youth led Organisations  

What Works Australia  
http://www.fya.org.au/research/what-works/

Inclusive Approaches for Young People  

Partnerships in the Youth Sector  

Young people active in communities  