

## Examples of Civic Education/Skills, Civic/Political Engagement, Education, and Youth Leadership Activities

- i) **Civic Education and Skills:** Formal and non-formal activities that promote knowledge, attitudes, values, skills and behaviors desired of citizens to increase political participation and civic engagement.
  - (1) Illustrative Activities:
    - (a) Service-learning, debate/public speaking/advocacy, in-school or community-based civic educational activities, community mapping.
    - (b) Media literacy, digital communication, critical thinking training by and for youth, cyber/digital literacy “camps”
    - (c) Voter registration drives
      - (i) Debate programs
    - (d) Secondary School Civic Education Curriculum Development; teacher training on civic education; youth-led research and advocacy on local/national policies.
  - (2) Illustrative indicators, metrics, and outcomes:
    - (a) Improved Civic Skills and Sense of Agency;
    - (b) Increased Opportunities for Civic Engagement;
    - (c) Supportive Enabling Environment for Civics (Spaces, Norms, Policy)
    - (d) Supported by *Youth Standard Indicator 5*. Percentage of youth who participate in civil society activities following soft skills/life skills training or initiatives from USG assisted programs.
- ii) **Education:** Includes formal and informal education opportunities for children and youth leading to learning outcomes in support of the 2018 USAID Education Policy.
  - (1) Illustrative Activities:
    - (a) Scholarship and exchange programs,
    - (b) Youth workforce activities for skills development
    - (c) Incorporate leadership skills training as part of the core curriculum for middle and high school students
    - (d) Extracurricular leadership programming
    - (e) Paid and unpaid work experiences, including internships, apprenticeships, and job shadowing such as with parliamentary internships.
  - (2) Illustrative indicators, metrics, and outcomes:
    - (a) Standard Indicator (Youth 1) Number of youth trained in socio-emotional skills through USG assisted programs.
- iii) **Civic/Political Engagement:** - Active participation of young people in age-appropriate activities that advance social and civic outcomes.

(1) Illustrative Activities:

- (a) Community service, volunteerism, participation in/leadership of CSOs, youth clubs/councils/organizations, joining political parties or youth party wings, expression of ideas/advocacy to effect change. Election observation.
- (b) Community Youth Action Committees to promote trust and social cohesion: Support community workshops to provide for youth, parents, community and religious leaders, local private sector actors, and other stakeholders to discuss and analyze issues related to community needs
- (c) Establish peace-building and conflict resolution sessions to lower the level of polarization and promote unity
- (d) Participation in youth spaces: After school youth clubs/centers at schools,
- (e) Norms: Youth civic engagement behavior change/norms campaign and public polls on youth demands
- (f) Establish social media and digital platforms for young people to voice their concerns and ideas

(2) Illustrative indicators, metrics, and outcomes:

- (a) Supported by *Youth Standard Indicator 5*. Percentage of youth who participate in civil society activities following soft skills/life skills training or initiatives from USG assisted programs.
- (b) Greater voice and role for youth in governance and civic affairs achieved
- (c) Youth-led solutions to community development implemented
- (d) Increased percentage of youth showing positive attitudes of tolerance and non-violent means to address conflict drivers and conflict management.
- (e) Increased percentage of youth who believe that they are of value in society and their positive contributions are recognized and rewarded.

**iv) Youth Leadership:** Youth leadership is both a skill to be developed for civic engagement and an outcome that is sought. Leadership skills are considered critical for the success of youth participation in political structures and for initiating change through youth-led organizations and community organizing. Examples include:

(1) List of Illustrative Activities:

- (a) Training to develop youth leadership skills to provide youth with the skills necessary to guide others, influence opinions and policy, and become as role models for their peers and younger generations
- (b) Comprehensive guidance and counseling, follow-up services, supportive services
- (c) Foster opportunities to involve youth in significant relationships with mentors, positive role models, and other nurturing adults
- (d) Training and capacity building of youth on issues of leadership, organizational development, project management, networking,

resource mobilization and management, etc.; networking leaders; providing seed capital for youth-led organizations and activities.

(2) Illustrative indicators, metrics, and outcomes:

- (a) Standard Indicator (Youth 1) Number of youth trained in life and soft skills through USG assisted programs.
- (b) Standard Indicator (Youth 5) Number and percentage of youth with increased civic participation after participation in USG assisted programs
- (c) Youth will have achieved greater voice and roles in civic/political affairs.
- (d) Community-based networks of youth will have been established and/or strengthened to serve as platforms for youth to promote their own social and economic development.
- (e) Improved awareness of and commitment to supporting new youth opportunities for greater civic engagement.
- (f) Youth have improved skills for organizational leadership, management, resource mobilization, networking and advocacy.

**Sample Theory of Change:**

**If** young people have access to quality participatory civic education, civic engagement, and leadership training opportunities and;

**if** their teachers/instructors, community leaders, and employers have the necessary training and ongoing professional development to apply it to their practice and;

**if** there are inter-ministerial coordination and community organizations, public and private partners, and policymakers meaningfully engage youth to foster an enabling environment;

**then** youth assets and agency will increase and communities will improve cross-sectoral support for youth-led networks contributing to the promotion and adoption of sustainable social principles.

Main challenges theory of change addresses for the success of outcomes:

Existing youth civic education, engagement, and leadership capacity building opportunities are not adequately addressing:

- Lack of opportunities to pursue life/soft, leadership skills; and
- Lack of local quality instructors and initiatives to teach and sustain these skills
- Limited relevant civic education curriculum for school and non-school learning; and limited teacher pedagogy reflecting universal design for learning to reduce barriers and increase representation for learning
- Limited opportunities for relevant civic engagement in their communities; and limited linkages to the next progression for activities and engagement that reflect youth's interests and support by their social networks

- Limited access to and knowledge of formal democratic and electoral processes
- Limited opportunities for youth-led initiatives and youth engagement in formal decision-making spaces for programming, policy, and budget priorities
- Limited opportunities for meaningful and trusting youth-adult partnerships
- Youth susceptible to misinformation and anti-democratic messages
- Lack of digital equity, connectivity, and use of technology for learning and engagement