**MODULE THREE: MEANINGFUL VS. TOKENISTIC**

**Recommended time for completing the module as a group: 3 hrs minimum.** Consider splitting into two sessions.

This facilitation plan is designed to support you to go through the training materials individually, or to facilitate a training session with a group. Facilitator actions are highlighted in **bold** and recommended timings for activities are suggested. Questions or activities more appropriate for **donors are highlighted in orang**e, and those more appropriate for **implementing partners are highlighted in blue.**

**Overview of the module:**

There is no one-size-fits-all strategy for youth engagement. However, there are principles and approaches that ensure youth engagement is meaningful and not tokenistic. When decisions around programs, governance systems or policies are being made that concern young people, development practitioners have a responsibility to consider their effect on young people and to ensure opportunities for meaningful youth engagement within this process. How does a development practitioner determine whether a youth engagement opportunity is meaningful or not?

In this module, we will examine frameworks for youth engagement to demonstrate the difference between tokenistic and meaningful youth engagement. We will also discuss how power dynamics affect youth participation, and consider how to move beyond seeing youth, not just as beneficiaries, but as partners and leaders in development.

**Overall aim:**

By the end of this module participants should be able to identify meaningful youth engagement, how it is applied in different contexts, and how to navigate and implement meaningful youth engagement in USAID/USG's work.

**Learning objectives:**

By the end of this module, participants should be able to:

* Clearly articulate core approaches to youth engagement.
* Identify what meaningful youth engagement is, especially in relation to USAID/ USG’s areas of work.
* Conduct a meaningful youth engagement audit through the application of the Meaningful Youth Engagement Quadrant.

**How this will be achieved:**

* By providing participants with an overview of core approaches to understand youth engagement
* By offering an overview of the main debates in youth engagement
* By reviewing meaningful youth engagement as defined by YouthPower Learning and DREAMS Ambassadors
* By teaching how core approaches to youth engagement can be applied in practice, ensuring meaningful youth engagement opportunities when looking at the roles and behavior of both development practitioners, and young people

**Resources:**

* Module 3: Slides
* Handouts
  + **M3-H1-Three lens**
  + **M3-H2-Ladder**
  + M3-H3-Bullseye Examples
  + M3-H4-Youth Engagement Bullseye
  + M3-H5-Empty Quadrants
  + M3-CS1
  + M3-CS2
* Other resources

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| **Activity** | **Resources required** | **Timing** |
| **Introduction to the Module’s objectives and learning outcomes using slide 2 (5 mins).**   1. **Read** through module objectives using slide 2 2. Either allow time for the participants to read through the *Read and Reflect* section on slide 3, or read it out loud. | Module 3: Slides | 5 mins |
| **1. What is meaningful youth engagement?**   1. **Activity: Exploring meaningful youth engagement (20 mins).**     * **Explain** that this training is focused on not just how to engage young people, but specifically on how to make sure this youth engagement is meaningful. Before we look at how to put meaningful youth engagement into practice we need to explore what meaningful youth engagement means to us.    * **Ask** participants to write down for themselves what in their opinion constitutes meaningful youth engagement by answering the question: 2. When is a young person meaningfully engaged in development?    * **Bring up slides 4 and 5. Share** meaningful engagement as defined by USAID’s YouthPower (as an example of a donor organization’s policy) and as defined by DREAMS Youth Ambassadors. Facilitator to **ask** 3. What words or phrases stand out? 4. Is this different than what you thought youth engagement was going into this training?  * **Write** down reflections by participants on the flipchart.   + Facilitator to **explain** that we’ve used USAID’s YouthPower youth policy as an example - does your organization have a youth policy? How do you define your approach to youth? | Module 3: Slides  **Other resources:**  Flipchart paper | 20 mins |
| 2. Core Approaches to youth engagement   1. **Youth engagement as relationship (5 mins).**  * **Bring up slide 6**. Facilitator to give an introduction to youth engagement as a relationship and outline what that we will next review two important approaches to youth engagement by **explaining** that “Youth engagement is a relationship between two main actors, the development practitioner(s) and the young person(s). * **Explain** that what we mean by ‘development practitioner’ is anyone that works with a young person in programming. It could be an NGO, an individual, a community leader or a government etc. How to structure this relationship is where the following approaches come in use.   **b. Core approaches to youth engagement (10 mins).**   * Facilitator to **explain** that they will give an overview of two core approaches to youth engagement: the Ladder of Participation and the Three Lens Approach. * **Bring up slide 7**, facilitator to **give an overview** of the Three Lens approach ensuring that participants understand the three different lenses to youth engagement and how a combination of the three is often used in development. For young people to be truly engaged as agents of change, it’s essential we are engaging them as both partners **and** leaders. * **Signpost** participants to pg. 81-87 of [*Youth Participation in Development*](http://www.restlessassets.org/wl/?id=umaETRcmVyn2VEpSrxu7JWWkHom5RYli) for ideas to engage changemakers as partners and leaders.   **c. Activity: Testing the three lens approach.** (10 mins)   * Facilitator to **read out** the 5 different youth engagement scenarios in handout M3-H1-Three Lens. * **Ask** volunteer participants to “try on” (hold up the paper cut outs) different glasses that represent which of the three lens approaches each scenario represents. * **Explain** that the three lenses are not mutually exclusive, and many program involve elements of all three. However, engaging young people as ‘beneficiaries’ is often tokenistic, It’s not only more meaningful to engage young people as partners and leaders, but it allows you to tap into the asset of active changemakers impact and change. **Ask:** When should young people be engaged as partners, and when should they be engaged as leaders?   **d. Activity: Climbing the Ladder of Participation activity. (20 mins)**   * **Bring up slide** **8** and **explain** Hart’s Ladder of Participation - explaining the eight steps of participation and ensuring that participants understand that there are varying levels between non-participation and full participation for a young person in a development opportunity. * Facilitator **divide** participants into small groups and **hand out** M3-H2-Ladder and ask participants  1. To identify which rung of engagement the scenario fits. 2. To suggest how the youth engagement in the scenario could be improved and move it up the ladder. Ask them to try and move at least one rung up the ladder..   **e. Activity: Improving youth engagement in a program (35 minutes)**   * **Explain** that we will be using these approaches practically now. * As a group, **present slide 9** and **share** the example of a youth advisory board in a program. * **Ask** participants as a group how we could alter the characteristics and move the scenario up to Level 4. Then ask how we could move it up to Level 5 etc. Capture contributions and ideas on a ‘ladder’ that you’ve drawn on flipchart paper. * **Bring up slide 10** and **explain** that we will be looking at a real case study of a Restless Development program that has mixed levels of youth engagement. **Ask** participants to read through your chosen case study either M3-CS1 or M3-CS2. ***However, this activity would work best if you prepared an example program from your own experience.*** There are two options facilitators can choose for running this activity: * **Dragon’s Den.**    + Choose a panel who will take on the role of program **designers**/**implementers *or, if using your own program example, choose people who were involved in the design/implementation.***   + Participants are able to quiz the panel on gaps they see in youth engagement in the program. The panel, using the ladder of participation, have to try and improve the program **designers**/**implementers** * **Moving up the ladder**    + In groups, participants need to work out how to improve youth engagement in different elements on the program. Encourage them to think of practical steps they can take to move each stage of the program up to the next rung on the ladder.   + Bring groups back together for feedback and practical idea sharing * **Explain** that you don’t always need to start at the top rung on the ladder and not every element of the program will be on the same level on the ladder of youth engagement. Some elements might be on rung 5, some might be on rung 7 -that’s ok! **Summarize** that this is the approach they can take in their programs: breaking down the different elements and working out how to improve youth engagement one step at a time. | Module 3: Slides  **Handouts**  **M3-H1-Three lens -** The three-lens approach to youth engagement demonstrates that young people can be viewed as beneficiaries, partners and leaders in development.  **M3-H2-Ladder**  **Harts’ Ladder of participation-** *shows the levels of engagement from non-engagement to the highest level youth leadership .*  Restless Development program case studies that have mixed levels of meaningful youth engagement   * + M3-CS1   + M3-CS2   + **OR** consider using an example program of your own. | 80 mins |
| **3. Bringing it together**   1. **Youth engagement most meaningful as means (5 mins).**  * **Bring up slide 11** and present the pros and cons of youth engagement as a means and as an ends. * **Ask** the participants if they can think of any examples for each approach to engagement? * **Explain** that in development, while well intended, youth engagement purely as an end can result in a disempowering experience for the young person if they cannot answer the question for themselves of what change or goal their engagement is meant to address. Engagement without an end goal other than engagement will feel empty and it will be hard for the young person to understand what their role is. * **Bring up slide 12 and 13** and introduce the concept of youth leadership. Even in engaging young people as leaders, there are five different approaches.  1. **Activity: Bringing the approaches together and conducting the first SWOT analysis (15 mins).**  * Facilitator to **ask** how participants’ understanding of meaningful youth engagement has changed or deepened from the first exercise following the review of these two approaches? **Add** these reflections to the flipchart from the first session.   + **Ask** the participants - ‘who knows what a SWOT analysis is’. Summarize by showing the SWOT (Strengths, Weaknesses, Opportunities and Threats).   + **Bring up slide 14.**   + **Ask** participants to draw a grid with four sections and label them with Strengths, Weaknesses, Opportunities and Threats.   + **Ask** participants to take 5 minutes and write down in their notepads what they identify as their initiative’s (or if they didn’t work directly on designing a program, they can focus on their organization instead) **strengths and weaknesses** to youth engagement. **Instruct** them to leave the opportunities and threats blank, we will fill these out in module 4. |  | 20 mins |
| **Break** |  |  |
| **4. Meaningful Youth Engagement - putting ambition into practice**   1. **Tool: Restless Development’s Meaningful Youth Engagement Bullseye (10 mins).**  * **Remind** the participants of session 2.a. where we discussed that youth engagement is a relationship between a development practitioner and a young person**.** * **Explain** that we will look at the specifics of what each of these actors should bring to that relationship to make it meaningful. * **Show slide 15** and **explain** that we believe meaningful youth engagement results from a key combination of Young Person Role, Young Person Values and Behavior, Development Practitioner Role and Development Practitioner Behavior. * **Show and talk through** through Restless Development’s Meaningful Youth Engagement Bullseye **using slides 15 to 19** on which each of the quadrants is focused. **Highlight** the Restless Development examples of what each quadrant looks like in practice. * Make sure there is plenty of space for questions in this presentation   **b. Activity: Exploring the Meaningful Youth Engagement Quadrants (25 mins). Explain** that through this activity we are going to look at how we can make the ambition for meaningful youth engagement practical.   * + **Divide the group** into four groups. **Explain** that in this activity we will review each of the four quadrants and together think through what the Young Person Role, Young Person Values and Behavior, Development Practitioner Role and Development Practitioner Behavior would look like based on our learning so far.   + **Handout** M3-H5-Empty Quadrants and **ask** each group to focus on one of the four quadrants. **Ask** them to brainstorm and complete the quadrant reflecting on their programs or organization.   + Facilitator to **handout** M3-H3-Bullseye Examples that has example activities that correlate to the principles in each quadrant and **ask** the participants to refer to the document to get started; can they think of:  1. Is there anything you would add to this quadrant? 2. Which examples are good and bad practice of the principles? 3. **Encourage** them to think about the youth-development practitioner relationship in each quadrant? **How can this be applied to project design? How can this be applied to project implementation?**   *NOTE TO FACILITATOR - The additional handout M3-H3-Bullseye Examples provides practical examples of how Restless Development have applied this approach broken down per quadrant. This is a good document to refer to to prompt conversation.*   * **Ask** groups to feedback and for the groups that aren't feeding back to second what they agree with or share what they disagree with. * **Ask** if any participants have any more of their own activities that work as good examples for this quadrant | Module 3: Slides  **Handouts**  M3-H4-Youth Engagement Bullseye  M3-H3-Bullseye Examples  M3-H5-Empty Quadrants | 35 mins |
| **5. Bringing it together.**   1. **Activity: Conducting a Meaningful Youth Audit (25 minutes).**  * **Bring up slide 20**. * Facilitator to **ask** participants to sit together in their organizations or in their project teams and handout the M3-H4-Youth Engagement Bullseye. Facilitator **asks** the participants to reflect on the following two questions:  1. **Revisiting the case studies M3-CS1 and M3-CS2, how would you improve the project in its design phase to make it hit the youth engagement bullseye?** (Capture on flipchart paper) 2. **Revisiting the case studies M3-CS1 and M3-CS2, how would you improve the project in its implementation phase to ensure it hits the youth engagement bullseye?** 3. Based on what you have learnt in this module and using your SWOT analysis you created earlier, how can you strengthen meaningful youth engagement and avoid tokenism? Add any new ideas that come up into your SWOT analysis    * After 15 minutes, the facilitator can **ask** a few organizations to present and allow for questions/clarifications. | Module 3: Slides  **Handouts**  M3-H4-Youth Engagement Bullseye  M3-CS1  M3-CS2  **Other Resources**  Flipchart paper  Pens | 25 mins |