

**RESTLESS  
DEVELOPMENT**

# YOUTH POWER

Training Toolkit

**Module 3**





Module 3

# SHARING YOUR YOUTH POWER, BRINGING OTHERS IN



## Step 1

### Grounding & Sharing

During the first step of this module we facilitate a grounding exercise which will enable young leaders to feel comfortable participating in the following sessions.

We will also create space for leaders to share and reflect on their understanding of the diversity of young people in their communities, and what is needed to share power with these communities. During this session leaders will be encouraged to undertake and share the findings from their organisations Meaningful Youth Engagement Assessment Tool [\[Available here on Kobo\]](#)

After completing this step participants should have an understanding of who they are currently sharing power with, and who they need to engage with further.

As a facilitator you should have a good understanding of how organisations present are currently engaging with young people, and some of the barriers they are facing.

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*Total time for Step 1:*  
5 hours

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## Safe Spaces

30 mins

To establish the culture for the workshop

- Welcome everyone to the workshop.
- Recap the discussion on safe spaces that took place during Module 1 and 2 'What does it mean to have a safe space?' [if the group is new, repeat the session].
- Ensure participants are aware they are free to take breaks as needed.
- Share safeguarding and wellbeing protocols.

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## Grounding Exercise

30 mins

To encourage everyone to feel comfortable in the workshop

- Welcome everyone to the workshop. Explain that we are going to start with a grounding exercise to help us set up our minds for the session ahead. Explain we are going to do a short candle meditation.
- Light a candle at the front of the room and play some relaxing music [If for practical reasons you can't light a candle, show this [YouTube video](#).]
- Ask everyone to sit and look at the candle, without speaking for 15 minutes. No phones or laptops allowed!
- Encourage people to sit with the quiet, and not to worry if their thoughts wander. Explain that participants are welcome to stand up and walk around, sit on the floor, and be wherever they are comfortable.
- After the exercise ask a few people to share;
  - How did you find the exercise?
  - Did you find it hard to sit with the quiet?
  - How often do you have the time to sit and be mindful?

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## Who are the rights holders?

90 mins

To support participants to consider the different rights holders they are engaging with

- Explain to participants that we are going to be thinking about the different young people, or rights holders, that we work with.
- Divide participants into 4 groups, and give each group one of the profiles in Annex 3.1.
- Ask participants to draw a picture of the profile they have been assigned on a flip chart.. Ask them then to discuss in their groups the questions in Annex 3,1 and add the answers to the drawing.
- Ask each group to present back to the group. sharing their drawing and the responses to the questions.
- Facilitate a group discussion on the following:
  - Do you see any problems with how the profiles have been represented in the drawings? *For example; if the drawing of the disabled woman includes a wheelchair, encourage participants to consider different disabilities - even 'invisible' ones.*
  - Have any assumptions been made or stereotypes been followed? *For example: did they assume that the transgender woman did not have children? Or that the girl with HIV would not be married? Encourage participants to think about the variety of people's lived experience, and also how these experiences and identities intersect and overlap with each other.*
- If you have access to internet, share the below videos to help clarify the terms of diversity & inclusion:
- [Diversity](#)
- [Inclusion](#)

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## Telling our stories- with Active Listening

60 mins

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To enable participants to get a deeper understanding of diverse experiences

- Explain that we are now going to take some time to get to know and understand the lived experience of another participant in the group.
- Ask participants to break into pairs. Encourage them to select a person who they don't know, and who comes from a different background to them.
- Ask participants to take 5 minutes each to share their experiences. Ask participants to discuss one of the following:
  - *What was it like for you growing up? / How was your childhood?*
  - *What challenges have you faced in education or the workplace?*
  - *What do you wish people understood more about you and your experience?*
- Encourage participants to practise 'Active Listening' [see Module 2 for more on this]. They should not interrupt, be distracted by phones or join other conversations.
- After the exercise facilitate a group discussion on
  - How did you find the experience?
  - Did you learn anything new?
  - What did it make you think about the young people you work with?
  - How did it make you feel about the power and privilege that you have? (or don't have?)

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## Sharing- the results of our Meaningful Youth Engagement Assessment

90 mins

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To enable participants to understand and focus on where they need to strengthen their youth engagement

- Before this session organisations participating should have completed the Meaningful Youth Engagement Assessment Tool [[Available here on Kobo](#)]
- Write the following 6 questions on a flip chart/wall, underneath each other. See Annex 3.2 for an example.
  - Is your organisation ready to meaningfully engage with you?
  - Do adults in your organisation trust young people?
  - Are young people at the centre of decision making?
  - Is your organisation inclusive, safe and accessible for all youth?
  - Do you engage young people in your research and advocacy work?
- Write 'YES' and 'NO' on paper and create a scale.
- Ask participants, in their organisational pairs/groups, to take 30 minutes to discuss the questions and reflect on the MYE Assessment they completed.
- Ask participants to mark where their organisation is at on the scale - between YES and NO.
- Encourage a few organisations (or all if you have time) to share back to the wider group their reflections.
- As the facilitator, share your reflections and host a group discussion:
  - Is there an area where organisations are stronger?
  - What are the reasons behind the areas where we rated lower?
  - What areas need more improvement?
  - Does anything surprise you?
  - Which actions do you recommend for your organisation or group?

## ADAPT AND INCLUDE!

### Lack of preparation

If participants have not been able to complete the Youth Engagement Assessment tool, create space for them to do so during earlier sessions (e.g. grounding, who are rights holders).

### For those with hearing impairment

Ensure you have adequate sign language interpretation to enable the 'active listening' activity. Do not group sign language users together, it's important that others learn from their experience.

### For those with visual impairment

Ask participants to say out loud where they are putting their organisations on the scale. You could even encourage them to use sound (e.g. shout for YES, whisper for NO).

### Neurodivergent

Those who are neurodivergent, such as autistic, may find it uncomfortable to sit still and make eye contact during active listening. Therefore encourage participants to take a walk together, or even sit back to back.

### Facilitator Tip!

When you are asking participants to share their personal experiences, always ensure you check-in with the group and individuals afterwards.

It is also good to remind participants of confidentiality, and not to share even part of a story with someone else



## Step 2 Learning & Testing

During the second step of this module we will create an opportunity for young leaders to gain new knowledge and skills and test out and build confidence in using them in a supportive environment. During this session we will build upon the previous discussions about meaningfully engaging rights holders and dive deeper into some tools and frameworks.

As a result of completing this module participants should have a good understanding of the [WeLead Meaningful Youth Engagement Principles](#), as well as the models of the 3 Lenses and Participation Ladder.

As a facilitator after Step 2 you should have an understanding of how participants understand meaningful youth engagement, and what areas they may wish to strengthen in their organisations.

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*Total time for Step 2:  
5 hours*

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## What is meaningful youth engagement?

60 mins

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To introduce and clarify the concept

- Explain to participants that in this session we will be diving deeper into meaningful youth engagement.
- Ask participants to discuss in pairs “*What does meaningful youth engagement mean to you?*” *And how does this relate to power?*”
- Share the below definition: *“Meaningful Youth Engagement is an inclusive, intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people’s ideas, perspectives, skills and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organisations that affect their lives and their communities, countries and globally”*
- Facilitate a group discussion on
  - *What is your definition of meaningful youth engagement?*
  - *What is / and isn’t meaningful ? (sharing examples)*
  - *How does this relate to Youth Power - and Collective Power?*
- Explain that Power Sharing equals creating a culture of youth engagement.
- Meaningful youth engagement is a tool we can use to share power and bring others into our organisations, such as through creating meaningful roles.

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## Diving deep: tools and frameworks for meaningful youth engagement

90 mins

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To support participants to understand the three tools

- Explain to the group that whilst there is no one-size fits all model for meaningful youth engagement. However there are some tools and frameworks that can help you analyse and understand your work with young people.
- Explain that we are going to divide into 2 groups to develop presentations to familiarise each other with these approaches:
  - *Group 1: Three Lenses*
  - *Group 2: Ladder of Participation*
- Give each group a handout from Annex 3.3
- Give participants 45 minutes to review the tool and prepare a short 5-10 minute presentation.
- Encourage participants to use creative approaches (e.g, drama, music, drawing, games)
- As the facilitator, walk around the groups and take time to answer questions and explain elements.
- Ask each group to present back, giving time for questions.

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## Testing the tools- meaningful or tokenistic?

60 mins

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To support participants to be familiar with using the tools

- Explain that we are now going to test using the tools to help us analyse a case study.
- Share the case study of the ‘Young Climate Ambassadors’.
- Ask each group to take the case study from Annex 3.4 and discuss it, using the ‘Tool’ to help them analyse it. See guidance questions below:
- **Group 1:** Which ‘Lense’ do you think that the INGO saw the young people? How could this be changed?
- **Group 2:** Where do you think the young people would rate their experience on the Ladder?
- **Group 3:** What behaviours and values did the adults and young people have?
- Ask groups to share their analysis of the case study to the wider group.

90 mins

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- Explain to participants that we are going to look at the Meaningful Youth Engagement principles that were developed for the WeLead programme
- Use this [handout](#) to introduce the 7 Principles:
  1. Open, inclusive, safe and accessible environment for all rights holders.
  2. Rightsholders are at the heart of decision-making
  3. Power is balanced, and is for good
  4. Rightsholders capacity and leadership is strengthened
  5. Rightsholders are represented in all participation and advocacy spaces at all levels.
  6. Rightsholders participation is well resourced.
  7. The We Lead Consortium is accountable.
- Ask participants to work in pairs, or small groups, to discuss one of the principles.
- Ask participants to discuss:
  - *Do you feel these principles reflect your experience in the project?*
  - *What areas have you found most challenging?*
  - *Which of the recommendations would you like to take forward in your organisation/ group?*
- Ensure you note down the feedback, as this could be useful for future monitoring and evaluation.

## ADAPT AND INCLUDE!

### Make it relevant

If you are using this outside the WeLead programme make sure you change the language to what is familiar with the group. You may also wish to swap out the Meaningful Youth Engagement principles for your organisation's own version, or focus on the meaningful engagement of a different group of rightholders (e.g. people with disabilities)

### Trauma informed

Be aware that the discussions and case study are likely to cover topics very similar to the participants. If safeguarding concerns are raised through stories told, make time to address these using the appropriate mechanisms.

### For visual learners/hearing impairment

Ensure that you provide written copies of the case studies.

### Not enough time?

Focus on getting familiar with the tools, and reduce the time spent on the case study.

### Facilitator Tip!

When sharing new tools and frameworks, make sure you give enough time for participants to fully understand. Take the time to check-in with participants who you feel may struggle. Remember everyone learns and processes information differently!



### Step 3

## Action & Accountability

During the final step of this module we will encourage young leaders to identify the actions that their organisations can take to share their Youth Power and bring others in.

As a result of completing this step participants will have developed an Action Plan that they can take back to their organisations. They will also have considered how to hold themselves, and each other accountable, to deliver the action plan.

As a facilitator after Step 3 you should have an understanding of the commitments that participants have made to take action, and be able to identify potential barriers or additional support needed to put the actions into practice.

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*Total time for Step 3:  
5 hours*

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### Where does Power sit?

*90 mins*

To help participants power map their organisation - to see how and where decisions are made.

- Explain that for this final module we will be thinking about what actions can be taken in our organisations to improve how we share power with young people - and especially how we meaningfully engage diverse rightsholders.
- Explain that to be able to make a plan to share power - it is useful to understand where power sits in our organisations.
- Ask participants to stand in the middle of the room. Allocate these to different locations in the room. It may be useful to write signs.
  - Trustee Board
  - CEO / Director / Founder
  - Management / Leadership Team
  - Staff
  - Young People
- Read out the following questions. Ask participants to go to the corner of the room which they think reflects their organisation. Encourage participants to think about who has the most power, and makes the overall decisions.
  1. Who decides on what projects you do?
  2. Who recruits new staff members?
  3. Who decides what to spend money on?
  4. Who speaks to the donors?
  5. Who writes the strategy?
  6. Who runs the fundraising events?
  7. Who conducts research?
  8. Who speaks to politicians?
- After the activity, ask a few participants to share their reflections.
  - *Where do you think power sits in your organisation?*
  - *In what areas do you think you need to share power with young people?*
  - *Are there any areas where you think you can't share power with young people?*



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## Developing Action Plans

110 mins

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To support participants to create action plans for their organisations

- Give each organisation a copy of the Action Planning Template Annex 3.5.
- The Action Planning Template asks organisations to identify:
  - *An Objective: What do you want to do?*
  - *Actions: What do you need to to achieve your objective?*
  - *Responsible: Who will be involved to make it happen?*
  - *Timeframe: When will it happen? Do you have a deadline?*
  - *Resources: What do you have, and what do you need?*
- Ask participants to join with another 1 or 2 organisations and share their action plans.
- Encourage participants to question each other and help refine the action plan.

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## Moving forward, using our power to bring others in

60 mins

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To support participants to reflect - and develop strategies for accountability

- Ask participants to reflect on the Module and consider:
  - *What have you learnt about sharing your power, and bringing others into your organisation?*
  - *What support do you need from the collective to make this happen?*
  - *How are we going to hold ourselves accountable for the actions we have committed?*
  - *Which actions are 'in our hands' (e.g. within our control / influence) and which actions are 'out of our hands' (e.g. out of our control/ influence)*
- Close the session, thanking participants for their honesty, openness and active participation.

## ADAPT AND INCLUDE!

### Power dynamics

Be aware of existing power dynamics between participants, especially if more senior staff members are participating. Be prepared that some organisations may not wish to share their challenges openly.

### For those with physical challenges

Adapt the 'Four Corners' activity to be done by sitting and raising your hand or pointing to the corners for each of the questions.

### Not enough time?

Focus on developing the action plan, and the discussions on accountability.



### Facilitator Tip!

When working with organisations to develop Action Plans, encourage them to link it to existing plans or commitments they have made - such as an organisational strategy or project plan.

Otherwise the work may become another document forgotten in a drawer once they return to the office

# Module 3 TOOLKIT ANNEX

<b>Annex 3.1</b>	Who Are The Rights Holders?
<b>Annex 3.2</b>	Yes / No
<b>Annex 3.3</b>	Lenses & Ladder
<b>Annex 3.4</b>	The 'Young Climate Ambassadors'
<b>Annex 3.5</b>	Action Planning Template

## Annex 3.1 Who Are The Rightsholders?

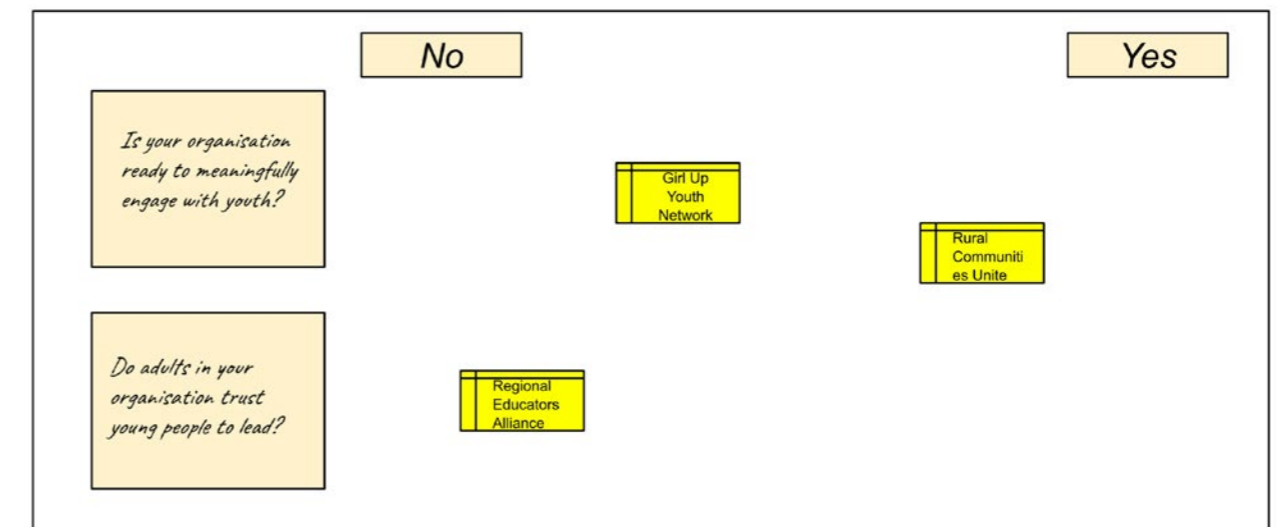
The facilitator will assign you one of the following profiles:

- 15 year old girl, affected by displacement.
- 21 year old young woman, disabled, rural community
- 15 Year old young woman, commercial sex worker, in urban community
- 17 year old girl, living with HIV

Draw a picture of the young person from the rightsholder group you have been assigned.

- Where is she living
- Where does she go to school?
- What kind of family does she have?
- What kind of job does she have?
- What does she enjoy doing in her spare time?
- Is she politically affiliated?
- What is her marital status?
- What religion does she identify with?
- What is her refugee or migration status?
- Does she have access to health care?
- What is her ethnicity?
- Does she have children or caring responsibilities?

## Annex 3.2. Yes / No



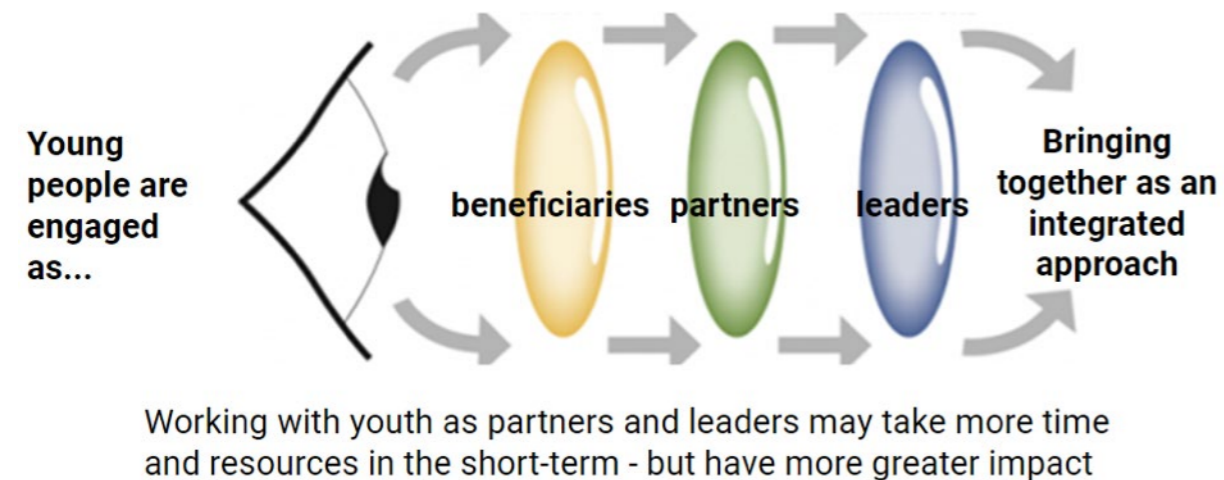
## Annex 3.3 Lenses & Ladder

### Group 1: Three Lenses

The 'Three Lenses' model for youth engagement was first published in the World Bank Development Report in 2007, and was later adapted and simplified by a group of international organisations working with the UK government in 2010. Since then the model has been used and adapted by a number of UN agencies and International Organisations, including UN AIDS.

The 'Three Lenses' model encourages development partners to look at young people through 'three lenses'. The first lens is to understand young people as a beneficiary of aid or capacity building. The second lens is as partners in development projects, such as working with youth organisations to deliver services. The third lens is to consider young people as leaders in development work. The 'Three Lenses' model demonstrated that you need to see young people through all three lenses to have the most impact in the community you are working within.

## The 3-lens Approach



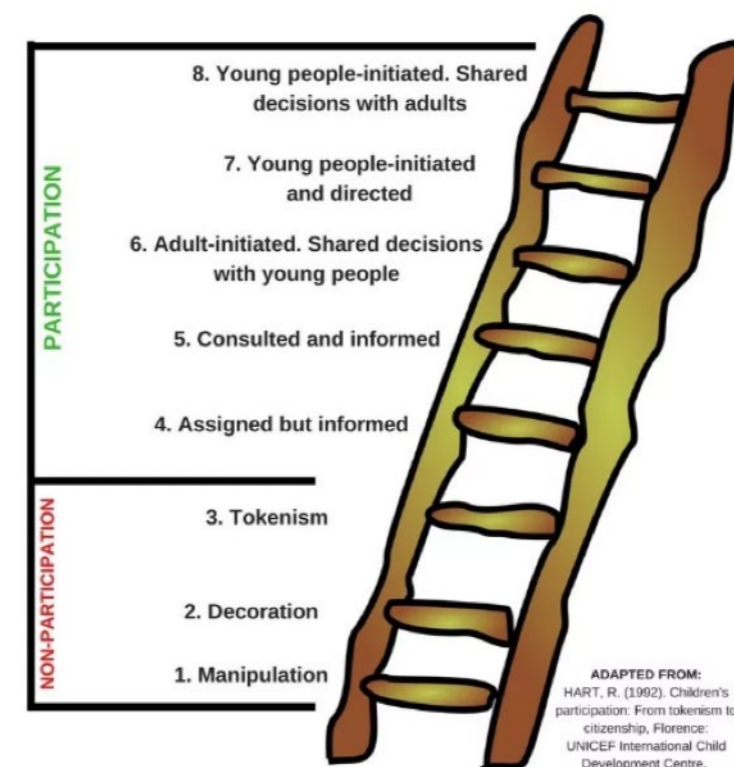
#### References

- World Bank Development Report (World Bank,2007))
- Youth participation in development: a guide for development agencies and policy makers (DFID, 2010).
- Youth and HIV : Mainstreaming a Three-Lenses approach to youth participation (UNAIDS< 2018)

### Group 2: Ladder of Participation

The ' Ladder of Participation' was first published by UNICEF in 1992 in a report titled 'Children's Participation: From Tokenism to Citizenship'. Roger Hart modified a framework for Citizen Participation developed by Sherry Arnstein and applied it to working with children and young people in adult-led projects. The 'Ladder of Participation' has been used by many international organisations to help plan and assess their work with young people.

The 'Ladder of Participation' breaks down the steps between non-participation and meaningful participation. The first three steps on the ladder, manipulation, decoration and tokenism, are not considered good participation. The final 5 steps on the ladder are considered different types of participation. Whilst some organisations make be progressing up the ladder towards young people having 'shared decisions with adults', some other organisations, such as those who are youth led, may stop at step 7, young people initiated and directed.



#### References

- Children's Participation: From Tokenism To Citizenship (UNICEF, 1992)
- Arnstein Ladder of Citizen Participation (Citizens Handbook, 1969)

## Annex 3.4 The 'Young Climate Ambassadors'

"Better World" is an International Non-Governmental Organisation (INGO) based in Canada which raises awareness of the impact of climate change. The organisation decided it would be good to have some 'Young Climate Ambassadors'. This was very exciting, as it was the first time that Better World would be speaking and listening to young people from the global south.

A staff member put an advert on social media and over a thousand young people from all around the world applied.

Are you under 25 and affected by climate change? Come join us as a Young Climate Ambassador!

- You will have the opportunity to
- Attend and speak at global events
- Make a difference in your community
- Influence our organisational strategy
- Network with other young leaders

All are welcome to apply!



Dev was one of them and he was happy when he was selected. They are 19 years old living in flood affected communities in Bangladesh and are studying communications. They thought this would be a good opportunity to network with people from different countries.

Maribel was also selected. She is 22 and her family lost their home in wildfires in Bolivia. She lives in a rural community and works on the family farm as well as caring for her siblings. She thought this would be a good way to share her story and get more support for her community.

The first thing that Dev and Maribel were asked to do was make a video to introduce themselves for the staff. In this video they shared their personal stories. The staff members thought the video was so good they put it on the website and used it for fundraising events.

A month later Better World invited Dev to speak at a conference taking place in New York City. They were so excited, this would be their first time travelling. Dev got permission from his University and used personal funds to book a bus to the airport. However as the date approached, they did not hear anything from Better World. Three days before the event started they got an email to say their flights could not be booked because the organisation had not applied for a visa for them in time.

During a meeting with the Better World CEO, Dev asked when they would get the opportunity to feed into the strategy, as advertised. The CEO said he did not know anything about that, it must have been a mistake as the strategy is already written. Maribel asked if materials could be translated into Spanish. The CEO agreed, but after the meeting she was told by a staff member this wouldn't be possible.

After a few months of the Young Climate Ambassadors project, Better World decided that they did not have the resources to continue the project. The staff member running the project left. Dev and Maribel said they would be willing to help fundraise for the project, but they heard nothing back.

[please note this is a fictional story but it is based upon real-life experience]

## Annex 3.5 Action Planning Template

Name .....  
 Date .....  
 Organisation .....

<b>Objective</b> <i>What do you want to do?</i>	<b>Actions</b> <i>What do you need to do to achieve your objective?</i>	<b>Responsible</b> <i>Who will be involved to make it happen?</i>	<b>Timeframe</b> <i>When will it happen? Do you have a deadline?</i>	<b>Resources</b> <i>What do you have, and what do you need?</i>
1.				
2.				
3.				
4.				

