

# AHA! Awareness with Human Action

---

Module 4 –  
Intergenerational power  
dynamics



**AHA!**

Awareness with Human Action

A project funded by the European Union



This project is funded by  
the European Union

# **Welcome to Module 4 on Intergenerational Power Dynamics!**



# Objectives

To explore the power dynamics embedded in the intergenerational conflict.

To unpack stereotypes in order to be able to understand the role and potential of youth in peacebuilding.

# Themes

Youth, Peace and Security Agenda, meaningful participation, inclusion, advocacy, intergenerational dialogue, impact, partnership

# Expected results

Participants have understood the different forms of power (to, with, within, over).

Participants have understood how partnerships with youth can benefit the peacebuilding efforts in times of COVID-19.

# Sessions in Module 4

**1. Youth as an Agent of Social Change**

**2. Youth, Peace and Security Agenda**

**3. Meaningful Youth Participation - Ladder of participation**

**4. Power**

**5. Advocacy & How to Communicate with Impact**

**6. Partnership building**

**7. Intergenerational dialogue**

**8. Designing for impact**

# Session 1. Youth as an Agent of Social Change

60 Minutes

# What will happen in this session?

Learning objectives

Mentimeter

Spectrum Activity

Debrief discussion

Additional resources

# Learning Objectives

To review the stereotypes, assumptions and myth around young people.

To foster the discussion on the role of youth in peacebuilding and conflict transformation.



# Mentimeter

Share three words that are most associated with «Youth» in your community/context



# Spectrum Activity

1. Young people are prone to use violent means when they demonstrate or want to change certain situations.
2. Young people have an interest in participating in decision-making.
3. Youth lacks knowledge and experience to be involved in high-level decisions related to peace and security.





## Experience sharing from a young peacebuilder

- Module 4 - Session 1
- Source picture: FCA



# Additional resources

- Global policy paper “We Are Here: An integrated approach to youth-inclusive peace processes”
- Youth and Peacebuilding. Key insights and lessons from a global online consultation
- Beyond dividing lines. The reality of youth-led peacebuilding in Afghanistan, Colombia, Libya and Sierra Leone
- Mapping a Sector: Bridging the Evidence Gap on Youth-Driven Peacebuilding.



# **Session 1: Youth as an Agent of Social Change**

## **What did we learn?**

End of

# Session 1: Youth as an Agent of Social Change

# Session 2. Youth, Peace and Security Agenda

60 Minutes

# What will happen in this session?

Learning objectives

Poll

Breakout groups reflections

Debrief discussion

Additional resources



# Learning Objectives

To raise awareness about the context in which the YPS agenda was developed, including the role of youth in advocating for the agenda.

To build a common understanding on the components and frameworks of the YPS agenda.

# Poll



What does YPS stand for?

How many resolutions have been approved under the YPS agenda?

In which year was the first resolution approved?

Who advocated the UN to approve the first resolution on YPS?



# Breakout groups time

- 1. The background of YPS:** how was the first resolution approved? Who played a key role in advocating for it? What was the Amman Declaration?
- 2. What are the main elements of the three resolutions (2250, 2419, 2535)?** What are the differences and similarities? Why is it important to have all of those resolutions?
- 3. What is currently happening worldwide in terms of YPS implementation?** Are there certain countries more advanced? Are there any concrete plans, coalitions?

# Sharing and reflecting



- While it is a UN Security Council Resolution, **the process of its adoption was bottom-up**. The 2250 resolution was advocated by a **youth movement**. It is not an end goal but a tool.
- **YPS resolutions support a new narrative**: having a framework such as 2250 is a shift in mentalities: it provides an understanding and vision where young people are key agents for peace.
- **YPS resolutions provide recognition and legitimacy, including political agency** for youth and youth-led organisations working for the peace and security agenda, as well as it brings visibility of the positive role of youth in peace and security.

# Sharing and reflecting



- **YPS resolutions are important in providing a mandate to youth and peacebuilding work**, how they can be quoted to justify work on the ground and how they can be used to demand international (UN and other) support for community level initiatives.
- **Localising 2250 must be rooted in local realities:** 2250 can be seen as a global agenda that is far away from the reality of your group. Youth need to take ownership of the resolution and put it into action in their own reality.
- **2250 resolution is also envisaged to create collaborations between YPS actors** operating in the same geographical area and between countries and regions.

# Additional resources

- <https://www.youth4peace.info/>
- <http://unoy.org/en/2250-toolkit/>
- [Translating Youth, Peace & Security Policy into Practice: Guide to kick-starting UNSCR 2250 Locally and National](#)
- [The Progress Study on 2250 Youth, Peace and Security: The Missing Peace](#)
- [Presentation on UNSCR 2250](#)



# Session 2: Youth, Peace and Security

## Agenda

### What did we learn?

End of

# Session 2: Youth, Peace and Security Agenda



# Session 3. Meaningful Youth Participation - Ladder of participation

60 Minutes

# What will happen in this session?

Learning objectives

Activity on the ladder of participation

Debriefing discussion

Principles of meaningful participation

Additional resources

# Learning Objectives

To reflect on possible degrees of youth participation.

To introduce the concept of Ladder of Participation.

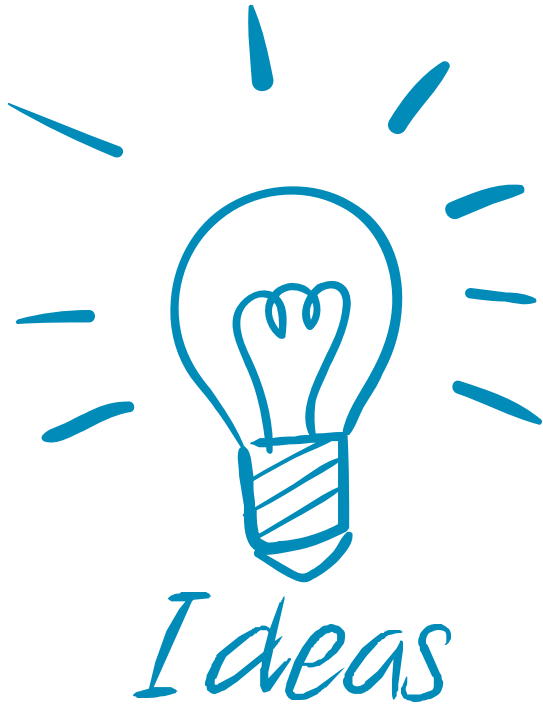
To provide a framework to discuss the principles of meaningful youth participation.



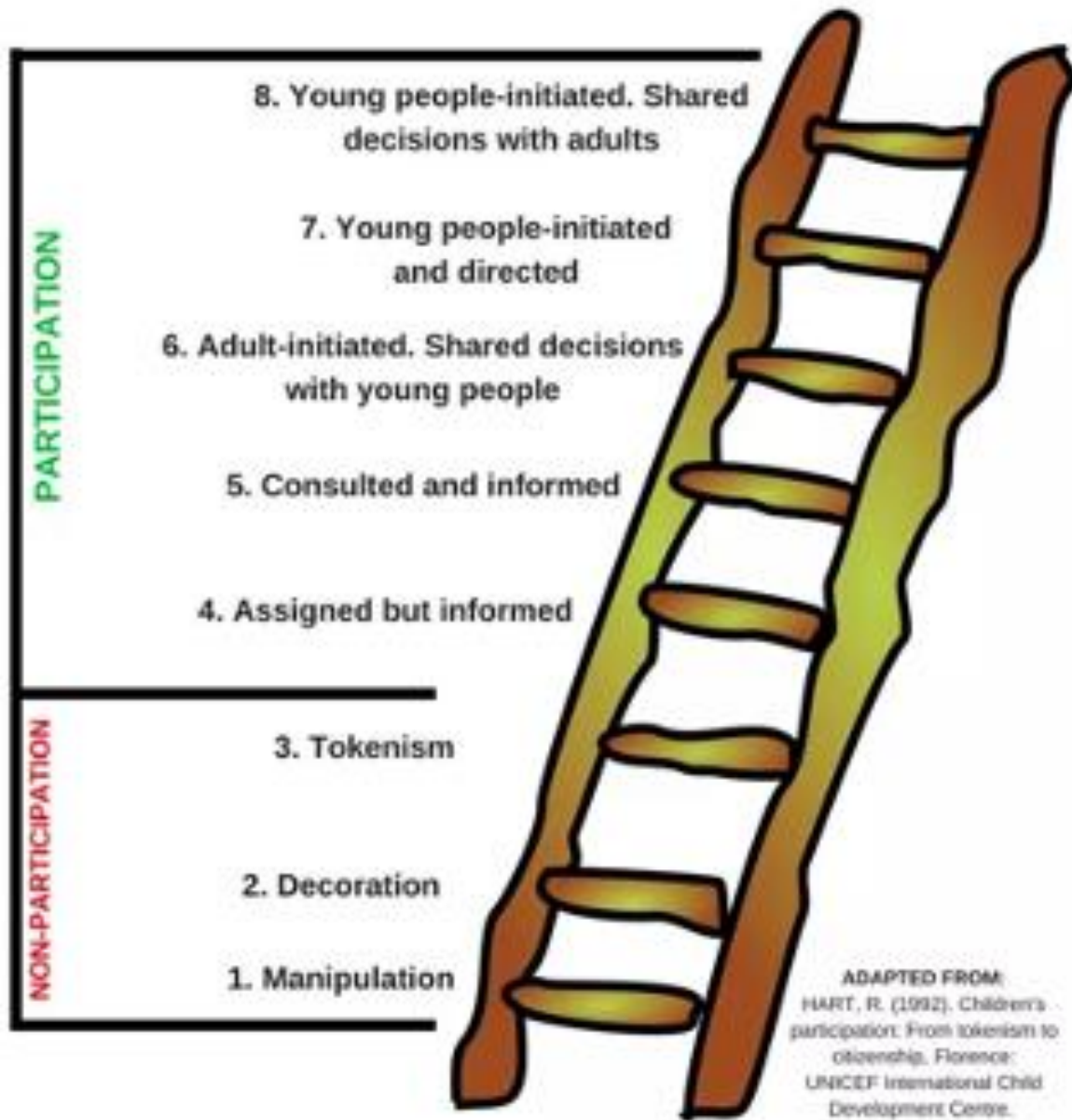
## Ladder of Participation (15 min)

1. In smaller groups, place the different levels of participant at the different rungs of the ladder.
2. “No participation” us in the bottom and “full meaningful participation” on the top.

# Debrief Discussion – 20 minutes



- Groups share their ladders
- How difficult was to arrange the rungs according to their meaningful participation level?
- Which were the rungs you may have doubts/questions on?



## Ladder of Participation

1. Which rung of the ladder of participation best represents young people's degree of participation in you organisation/community?
1. Which are some possible ways of ensuring that young people can participate in peace and social cohesion more comprehensively?

# Ladder of Participation – Key principles (20 minutes)



- Rights-based.
- Safe.
- Designated
- Resourced.
- Transparent.
- Accessible.
- Voluntary.
- Inclusion/ respect and support for diversity (including gender).
- Informative.
- Do no harm.
- Reciprocal accountability.
- Partnership-based.



# Youth participation in Peacebuilding



Reference: Guiding principles on young people's participation in peacebuilding, UN-IANYD 9 2014 p1

Promoting the participation of young people in peacebuilding requires multiple approaches:

1. **A human rights-based approach** as per the Universal Declaration of Human Rights, grounded in the UN Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the World Programme of Action on Youth;
2. **An economic approach** that identifies young people as central to the economic development of their country, and promote their access to economic opportunities as essential for their own development;
3. **A socio-political approach that connects young people to civil society and the political arena**, and provides them with opportunities, training and support for their active engagement and participation in public life; and
4. **A socio-cultural approach that analyses the roles of young people in existing structures and supports dialogue**, including an intergenerational dialogue, about these structures.

The principle of “do no harm” is fundamental in all instances, and requires an awareness and active avoidance of the negative consequences that interventions can inadvertently create. In addition, all participation should be based on free will.



# Additional resources



- Guiding Principles on Young People’s Participation in Peacebuilding
- Manual “Have your say”
- Meaningful Youth Engagement
- Global Consensus Statement: Meaningful adolescent and youth engagement

# **Session 3: Meaningful Youth Participation – Ladder of Participation What did we learn?**

End of

# Session 3: Meaningful Youth Participation – Ladder of Participation

# Session 4. Power

60 Minutes

# What will happen in this session?

Learning objectives

Power walk activity

Debriefing discussion

Four expressions of power

Additional resources

# Learning Objectives

To learn the different forms of power.

To reflect on what power implies.

To recognise how power and privilege are embedded in societies.

# Power Walk Activity



## Instructions

1. You will receive a character: do not share it with anyone. Take a couple of minutes to get into it (imagine their name, how their lives look, etc.)
2. Some statements will be read: use thumbs up button every time that the statement applies to your character.
3. Keep count of how many times you had your thumbs up.
4. Try to keep silent during the activity.

If you are hungry, you could buy food.

You went to secondary school.

You can decide whom to marry.

If you get into a fight, people would ask for your side of the story.

Your family has health insurance.

You have ever felt unsafe walking alone at night.

You feel good about how your identified culture is portrayed by the media.

You have never been the victim of physical violence based on your religion, gender, ethnicity, age or sexual orientation.

If you are arrested, you get legal representation.

If you are arrested, you could afford bail.

If you are arrested, you would not be treated violently or roughly.

You can vote at District Council or Government levels.



# Debrief Discussion (20 minutes)



1. Kindly write on the chat the number of times you were able to apply the statement (that you managed to do their thumbs up)
2. How do you feel right now?
3. Why do some people have a higher number of thumbs up than others?
4. What does this activity tell you about the power dynamics in a society?
5. The difference (in numbers) between participants symbolises lots of real distances or inequities in communities. What are these distances? (Socioeconomic, cultural, rural/urban, status, etc.) How can power dynamics support structures of discrimination?
6. How has power impacted during the pandemic? How did it impact during COVID-19 times in hate speech for instance?

# Four expressions of Power

Reference: VeneKlasen, L., Miller, V., (2002) Power and empowerment. PLA Notes, 43: 39-41

- 1. Power Over:** this is the usual understanding of power as a negative definition, where power is used over the other: repression, coercion, discrimination, abuse, etc. “I have power over you” (I can take your resources, land, job, rights, etc.). But there are three other positive ways of expressing power that provide the possibility to form more equitable relationships:
- 2. Power To:** refers to the unique potential of every person to shape his or her life and world. When based on mutual support, it opens up the possibilities of joint action. Citizen education and leadership development for advocacy are based on the belief that each individual has the power to make a difference.
- 3. Power With:** it has to do with finding common ground among different interests and building collective strength. Based on mutual support, solidarity and collaboration, ‘power with’ multiplies individual talents and knowledge. ‘Power with’ can help build bridges across different interests to transform, or reduce conflict and promote equitable relations.
- 4. Power Within:** it has to do with a person’s sense of self-worth and self-knowledge; it includes an ability to recognise and accept individual differences while respecting others. ‘Power within’ is the capacity to imagine and have hope; it affirms the common human search for dignity and fulfilment.

# Additional resources

- Power ([Youth Transforming conflict](#), Council of Europe, p.112).



# Session 4: Power

## What did we learn?

End of  
**Session 4: Power**

# Session 5. Advocacy and How to Communicate with Impact

90 Minutes

# What will happen in this session?

Learning objectives

Understanding the concept of advocacy

Forms and levels of advocacy

Good practices

Additional resources

# Learning Objectives

To gain a common understanding of advocacy.

To understand the different forms and levels of advocacy.

To learn from practices in advocacy on youth, peace and security.



# Advocacy

What comes to your mind when you hear the concept of «advocacy»?



“Advocacy is the deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the {cause}.”

*UNICEF, Advocacy Toolkit, A guide to influencing decisions that improve children’s lives, 2010*



# Forms of Advocacy

Reference: Advocacy Toolkit, Tearfund, 2015

## **Advocacy FOR:**

“external” people are advocating on behalf of the people directly affected by a certain situation. Example: men advocate to end violence against women.



**Advocacy BY:** the people who are directly affected by the situation are advocating. Example: women advocate to end the violence against women.

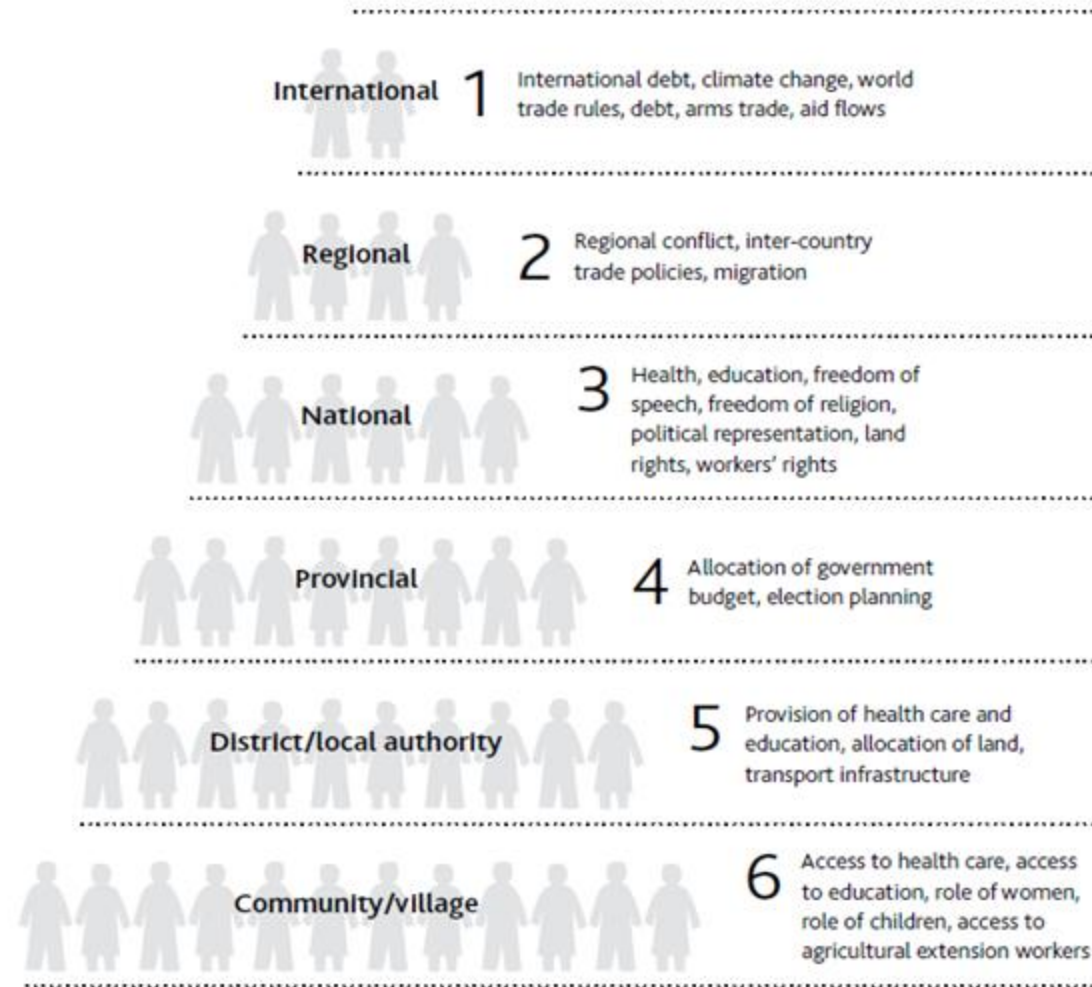


**Advocacy WITH:** both “external” and “internal” people (directly and indirectly) affected by a certain situation advocate together. Example: men and women advocate to end the violence against women.



# Levels of Advocacy

The different levels of advocacy

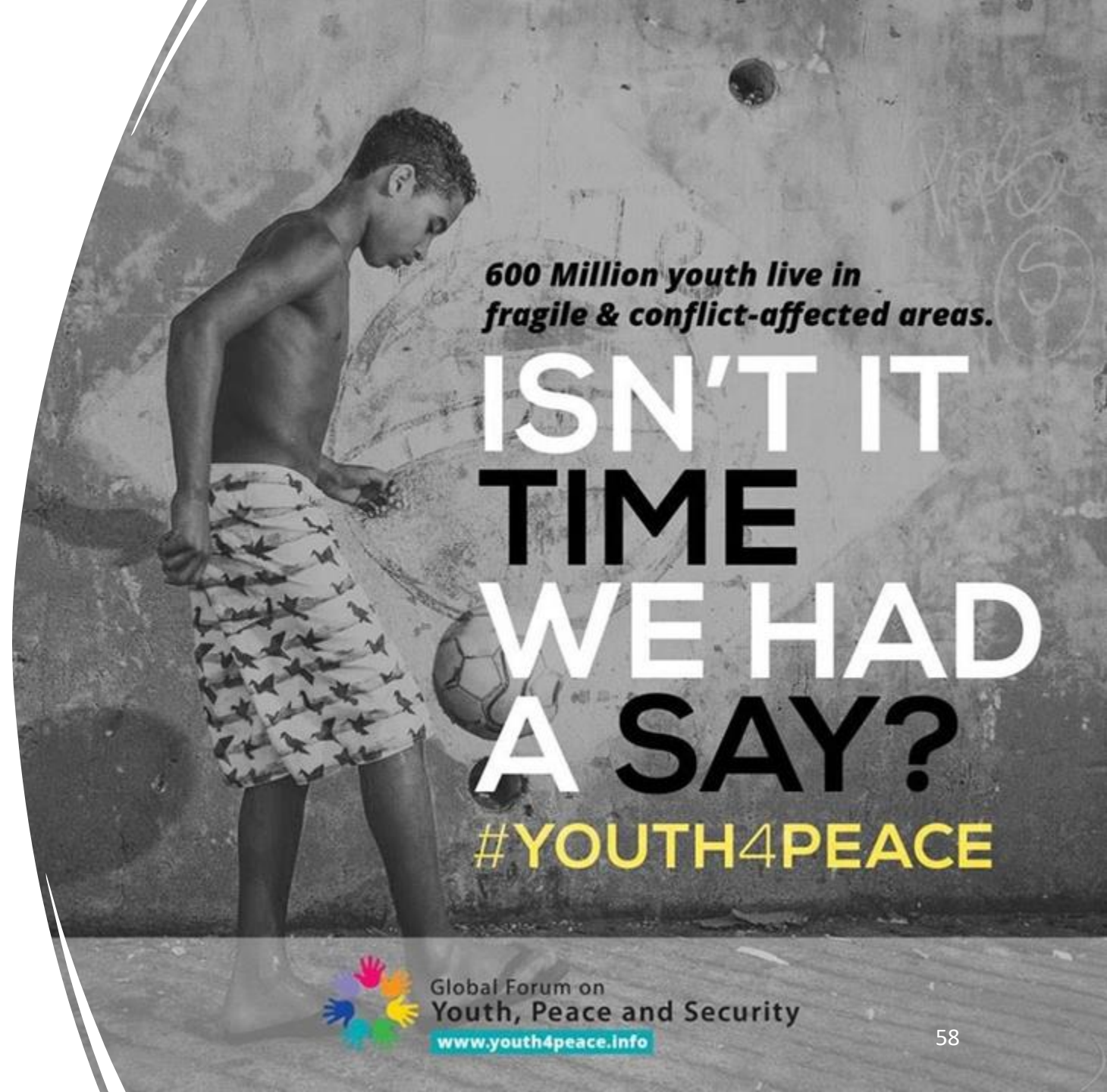




Sharing: Examples of advocacy acts/initiatives you do in your work/organization.

---

Good practice: advocacy  
around the Youth, Peace  
and Security agenda.



*600 Million youth live in  
fragile & conflict-affected areas.*

**ISN'T IT  
TIME  
WE HAD  
A SAY?**

**#YOUTH4PEACE**



Global Forum on  
Youth, Peace and Security  
[www.youth4peace.info](http://www.youth4peace.info)

# Additional resources

- [More than a Milestone: The Road to UN Security Council Resolution 2250 on Youth, Peace & Security](#)
- [UNICEF, Advocacy Toolkit, A guide to influencing decisions that improve children's lives, 2010](#)
- [Advocacy Toolkit, Tearfund, 2015](#)
- [Advocacy Capacity Building A Training Toolkit, The People's Peacemaking Perspectives Project, 2011](#)



# **Session 5: Advocacy and How to Communicate with impact What did we learn?**

End of

# Session 5: Advocacy and How to Communicate with Impact



# Session 6. Partnership Building

60 Minutes

# What will happen in this session?

Learning objectives

Practicing Partnership Building

Debriefing discussion

Additional resources

# Learning Objectives

To practice building partnerships that are inclusive and diverse for sustainable peacebuilding.

To understand how meaningful partnerships with youth can leverage peacebuilding efforts in times of COVID.

To grasp how partnerships are critical in advancing the Youth, Peace and Security agenda.

# Practicing Partnership Building

## Four groups:

**Group 1:** Promote and support coalitions that engage diverse YPS actors.

**Group 2:** Support partnerships with the international community to ensure youth-sensitive programming, in uncertain times such as during the COVID-19 pandemic.

**Group 3:** Create opportunities for networking and collaboration among young leaders and youth-led organizations and movements, as well as youth, decision-makers and international organizations.

**Group 4:** Support youth-led organizations, campaigns and initiatives, including funding.

# Practicing Partnership Building

## Instructions

- Discuss and agree on a strategy to build and reinforce partnerships with young people in order to implement the given recommendation.
- Kindly take notes and have a rapporteur who will be sharing your strategy with the rest group.
- Time: 20 minutes.

# Some background for discussion...

**UNSCR 2250 - Partnerships Pillar** “urges UN entities, international organizations and civil society to actively increase political, financial, technical and logistical support for young people’s participation in peacebuilding. It also highlights the importance of partnering with youth, local communities and non-governmental actors in countering violence extremism.”

**The Missing Peace** - Independent progress study on Youth, Peace and Security mentions as one of its key recommendations to “prioritize” partnerships and collaborative action, where young people are viewed as equal and essential partners for peace”.

**Youth, Peace and Security** - Translating Youth, Peace & Security Policy into Practice

“It was a global partnership that truly enabled 2250 to come to life: UN agencies, working in partnership with civil society organizations (CSOs), youth-led organizations, donors and scholars. Such partnerships between youth and non-youth, governmental and non-governmental actors should be seen as a key principle of implementing resolution 2250.”

# Additional resources

- [YPS Programming Handbook](#)
- [Translating Youth, Peace & Security Policy into Practice](#)



# Session 6: Partnership Building

## What did we learn?



End of  
**Session 6: Partnership Building**

# Session 7.

# Intergenerational Dialogue

90 Minutes

# What will happen in this session?

Learning objectives

Arbor Alma conflict Activity

Simulation

Debriefing discussion

Additional resources

# Learning Objectives

To challenge participants to think about the challenges that face youth involved in peacebuilding.

To practice dialogue and debating skills.

# Role play and simulation activity



## Instructions

1. Listen to the Arbor Alma conflict story.
2. Different roles that will be played: local government, religious leaders, youth-led organization and community.
3. You will be divided into one of those roles and correspondent tasks will be distributed.
4. Develop a strategy to support intergenerational dialogue and active youth and meaningful engagement.

# Arbor Alma conflict story.

Arbor Alma is a traditional and multi-religious country that has emerged from decades of internal conflicts (including interreligious conflicts). The situation has been stabilizing since the signature of the peace agreements 7 years ago that supported a decrease in violence. Reconciliation process is ongoing and there have been reforms around the rule of law, in particular the justice system.

However, internal tensions, in particular related to religions, are still occurring, and have in fact exacerbated since the beginning of the COVID-19 pandemic.

A majority of Arbor Alma's population consists of youth, with around 70% of the population being under the age of 29 years old, among which 80% are women. Youth are also very active in the peacebuilding process through their involvement in youth-led groups (formal and informal) and through religious organisations. However, they do not have representation in the decision-making spaces and feel completely excluded and marginalized by their elders. Tensions are rising around this issue.

The Gol Youth Organisation (GYO) has just received support from the international community for peacebuilding and interreligious dialogue projects. GYO has tried to convince religious leaders and elders from their communities to work together on these projects. But instead, youth feel manipulated by those leaders who patronize them. They have not been able to access meaningful spaces for sharing decisions, nor are they being considered as equal partners. The local government seems to be only interested in keeping the status quo and avoiding showing clear support to youth.

GYO representatives are now invited to a formal dialogue process to try to resolve this situation.

# Simulation time...

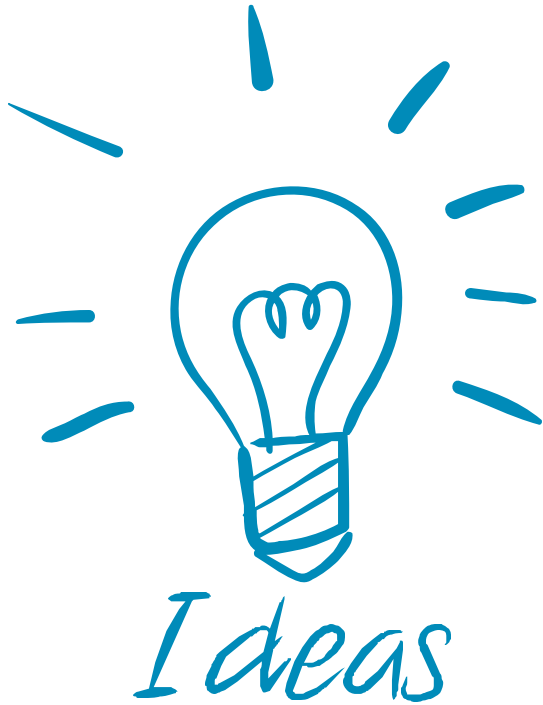
# Debrief Discussion – Part 1



- How did it feel being a GYO member, a representative from local government, community or religious leader? Did gender play a role?
- What happened?
- What blocked the process? Why?
- What moved the process on? How?



# Debrief Discussion – Part 2



- What approaches to intergenerational dialogue exist in your culture?
- What works? What does not work? Why? Does gender play a role and how and why?
- What should be strengthened? How?

# Additional resources

- Youth working with conflict
- PeaceBag



# Session 7: Intergenerational Dialogue

## What did we learn?

End of

# Session 7: Intergenerational Dialogue

# Session 8. Designing for Impact

90 Minutes

# What will happen in this session?

Learning objectives

Group discussion and debrief

Visioning exercise

Background concepts

Additional resources

# Learning Objectives

To gain skills to articulate and design participants' initiatives' intended impact.

To explore different methods and tools to measure impact of initiatives.

# Group discussion



- Share a project/initiative of your organisation/group that for you was successful. Why was it successful?
- What is needed to make an initiative successful? What needs to be done during the design of the initiative, during its implementation and after the initiative ends?
- How did you measure impact? How did you measure impact around women or youth specifically
- List the different tools you have used or could use to measure impact for projects and programmes.



# Debrief Discussion



- Importance of a strong needs/context/conflict analysis.
- Importance of SMART goal (Specific, Measurable, Attainable, Results based, and Time Bound).
- Importance to be clear on the impact rationale behind the choice of activities to achieve a certain objective. It might be interesting to introduce the concepts of Theory of Change or impact chain, for instance.
- Importance of the indicators. This part is to be further developed in the next segment of the session.
- If needed, clarify on terms such as activities/outputs/outcomes/impact.

# Visioning exercise: How do you envision peace in your community?

---



# Some background concepts

## **Theory of change** (Handbook on Planning, Monitoring and Evaluation for Development Result p.177)

What are the underlying rationales and assumptions or theory that define the relationships or chain of results that lead initiative strategies to intended outcomes? What are the assumptions, factors or risks in the design that may influence whether the initiative succeeds or fails?

## **Outcomes, Outputs** (Handbook on Planning, Monitoring and Evaluation for Development Result p. 177)

What changes (outcomes) or tangible products and services (outputs) are anticipated as a result of the initiative? What must the project, programme or strategy accomplish to be considered successful?

## **The Most Significant Change** (Most Significant Change)

The Most Significant Change (MSC) technique is a form of participatory monitoring and evaluation. It involves the collection and selection of stories of change, produced by programme or project stakeholders. MSC can be used in projects and programmes where it is not possible to precisely predict desired changes beforehand, and is therefore difficult to set pre-defined indicators of change.

## **Outcome Harvesting** (Outcome harvesting)

Outcome Harvesting collects (“harvests”) evidence of what has changed (“outcomes”) and, then, working backwards, determines whether and how an intervention has contributed to these changes.

Outcome Harvesting has proven to be especially useful in complex situations when it is not possible to define concretely what an intervention aims to achieve, or even, what specific actions will take over in the course of a multi-year period.

# Additional resources

- [Guiding Steps for Peacebuilding Design, Monitoring and Evaluation](#)
- [Theory of Change](#) (video)
- [Bottom-Up Peace: The Everyday Peace Indicators Project](#) (video)
- [Everyday Peace Indicators](#)
- [Most Significant Change](#)
- [Outcome harvesting](#)
- [Handbook on Planning, Monitoring and Evaluation for Development Result](#)



# Session : Designing for Impact

## What did we learn?

End of  
**Session 8: Designing for Impact**