# **Youth**Power2: Learning & Evaluation
Welcome to the new Learning Network
November 4, 2020

What is Positive Youth Development (PYD)?

- PYD programs recognize youth's inherent rights and result in youth who have **assets**, the ability to leverage those assets (**agency**), and the ability to **contribute** to positive change for themselves and their communities, surrounded by an **enabling environment** that supports them

http://www.youthpower.org/positive-youth-development
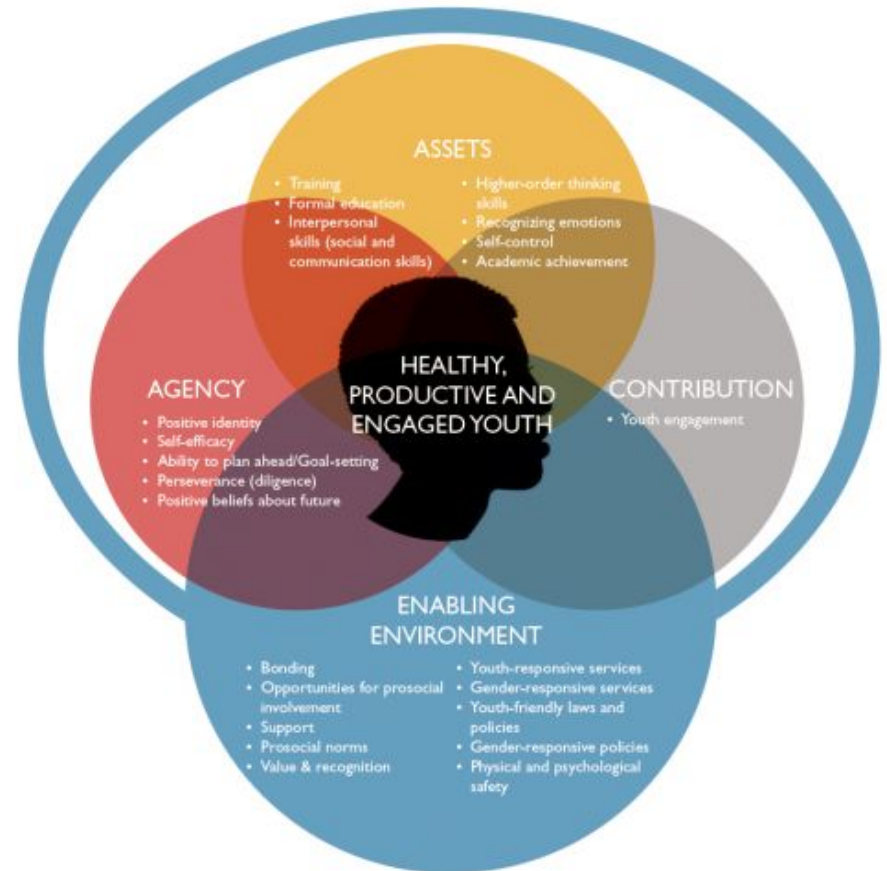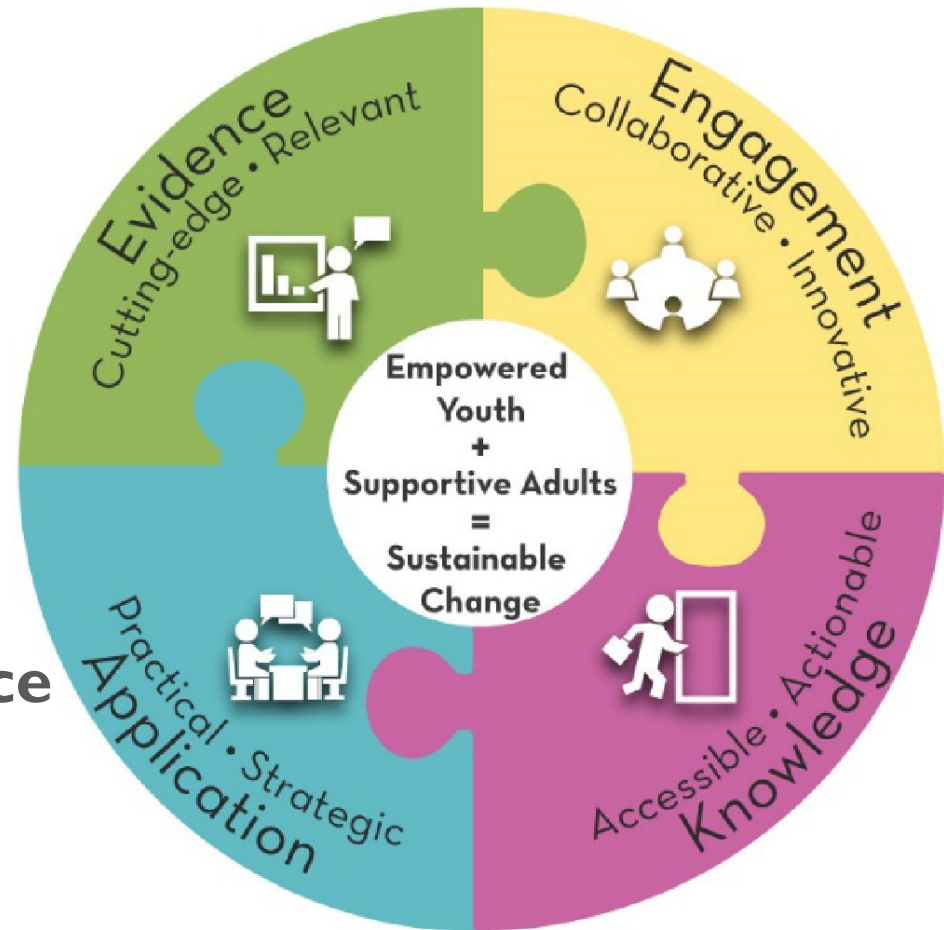
YP2LE = Sustainable Systems Change

- Achieving systems change via integration of Positive Youth Development (PYD) principles and frameworks.

- Constructing high-quality, impactful, and sustainable youth programs.

- Combining global PYD **evidence** building, **stakeholder engagement**, **knowledge** transfer, and **application** of learning.

Communities of Practice (CoPs)

- **Business, Entrepreneurship and Private Sector Engagement:** Focused on building skills in entrepreneurship and on collaboration with the private sector. Open to all sectors, the CoP will have an emphasis on agriculture initially, adding other sectors such as health, education, or transport based on member interest.
- **Youth Engagement:** Focused on meaningful youth engagement in all aspects of youth programming.
- **Gender:** Focused on integrated youth-centered and gender transformative programming through positive youth development.

- More forthcoming

How to join the CoPs

Join CoP Discussion Groups on YouthPower.org – register, or log-in:
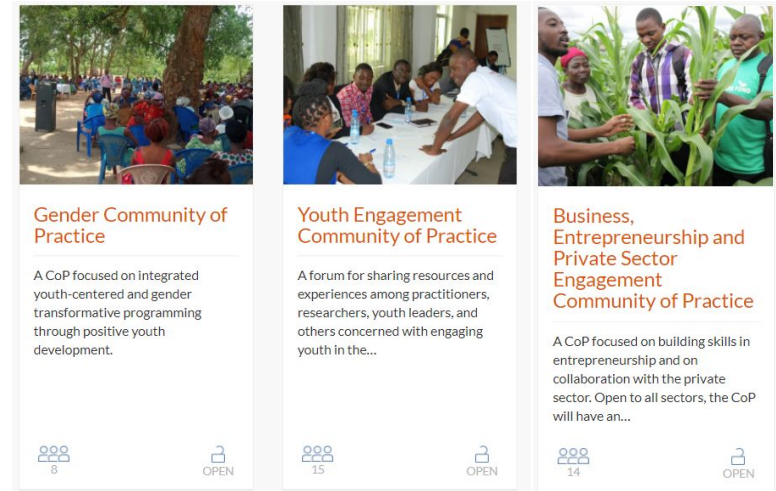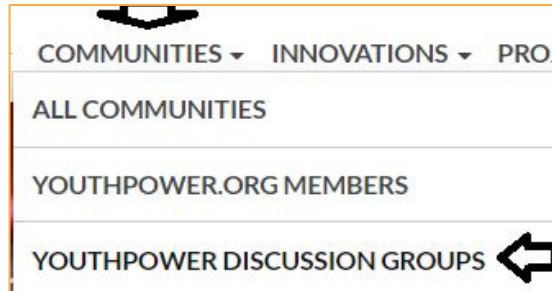
Then:

- participate in discussions with fellow members
- receive updates about upcoming CoP events and activities

Formal CoP kick-offs - staggered throughout November

Interactive kick-off sessions: Contribute to developing the CoP Charter and shaping the CoP learning agenda.
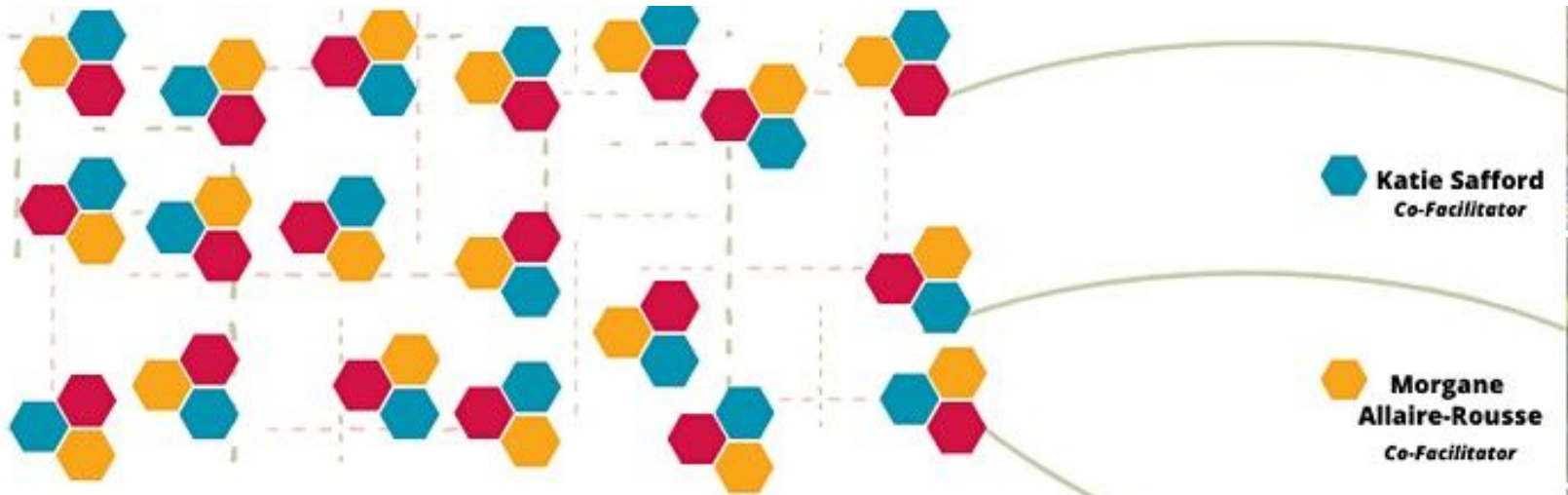
Introduction

In the chat box, share your:

1. Name

2. Organization/role

3. Where you are

4. Do you identify as a youth/ are you a member of YouthLead?

***Please grab a piece of paper and pencil or pen before we begin

*** Make sure you have the case study accessible before we begin

Analyzing Complex Systems
by
Global Knowledge Initiative

Katie Safford
Co-Facilitator

Morgane Allaire-Rousse
Co-Facilitator

Hina Acharya
Communities Manager

Fall 2020 Dates

October 19 / November 4 / November 17 — 9-10:30 a.m. EST

3-Part Training Series   http://globalknowledgeinitiative.org/   **Systems Mapping**

Agenda

1 Introduction and Re-cap of session 1

2 Building a loop (large group) and share out

3 Building a loop (breakout group) and share out

4 Wrap up

Meet your facilitators

Katie Safford, Co-Facilitator: Katie employs systems tools to better analyze complex challenges to envision innovative solutions and strategies. Katie designs and facilitates workshops and trainings on systems mapping and practice to build the capacity of organizations to understand and take action in complex systems.

Morgane Allaire-Rousse, Co-Facilitator: Morgane is a knowledge manager and data visualization specialist with expertise in participatory systems mapping, M&E design, knowledge capture and learning facilitation with diverse groups of international development practitioners, donors and local organizations. Morgane capacitates and leads research teams on programs across a wide range of technical sectors throughout the African continent.

Hina Acharya, Co-Facilitator & Communities Manager: Hina is a Communities Manager for the YouthPower Learning Network. For the past year, she has worked closely with the YouthPower Learning 2: Evaluation and Learning team to facilitate the co-creation of the YouthPower Learning Network refreshed design. As Communities Manager, Hina's job is to ensure that the network is inclusive, productive, and engaging to all of its members.

Learning Journey

SESSION 1	SESSION 2	SESSION 3
October 19th 2020 9-10:30am EST	November 4th 2020 9-10:30am EST	November 17th 2020 9-10:30am EST
Introduction to Systems Sensing: Participants will learn basics of systems mapping and applying systems mindsets to your work (and life!).	**Experiential Learning:** Participants will work through an interactive session to learn the process of systems mapping.	**Strategic Decision-making:** Participants will learn how to leverage the systems map to inform strategic decisions.

1

Recap of the last session

Applying a Systems Perspective
You're already doing it!

How we PLAN to do things:

- Focus on one point of view.

- Assume that humans make fully rational decisions with little errors, or bias

- Ignore informal structures

- Tend to be linear (problem + solution = success!)

How we REALLY end up doing things:

- Use diverse perspectives

- Assume that we are all **human** and that we are emotional and at times irrational. That our motivations are not always logical.

- Recognise and work with informal and formal structures

- Iterative, looping back and forth

What did we learn last time?

Systems Sensing Analysis
Gather experiences from your community to gain a holistic understanding.

Implementation Strategy Design
Create trust and buy-in by co-designing a strategy with your community.

Build Shared Momentum
Facilitate collaboration, new partnerships, and ways of working.

Iterative Decision Making
Monitor the approach through community feedback and **adapt.**

Causal Loop Diagramming: When?

- Are you in an initial design or launch phase and the complexity of the challenge is proving difficult to untangle?

- Are you at an inflection point, where the path forward is not yet clear?

- Are you stuck, or not making the desired progress, and you believe collective action is needed to shift the system?

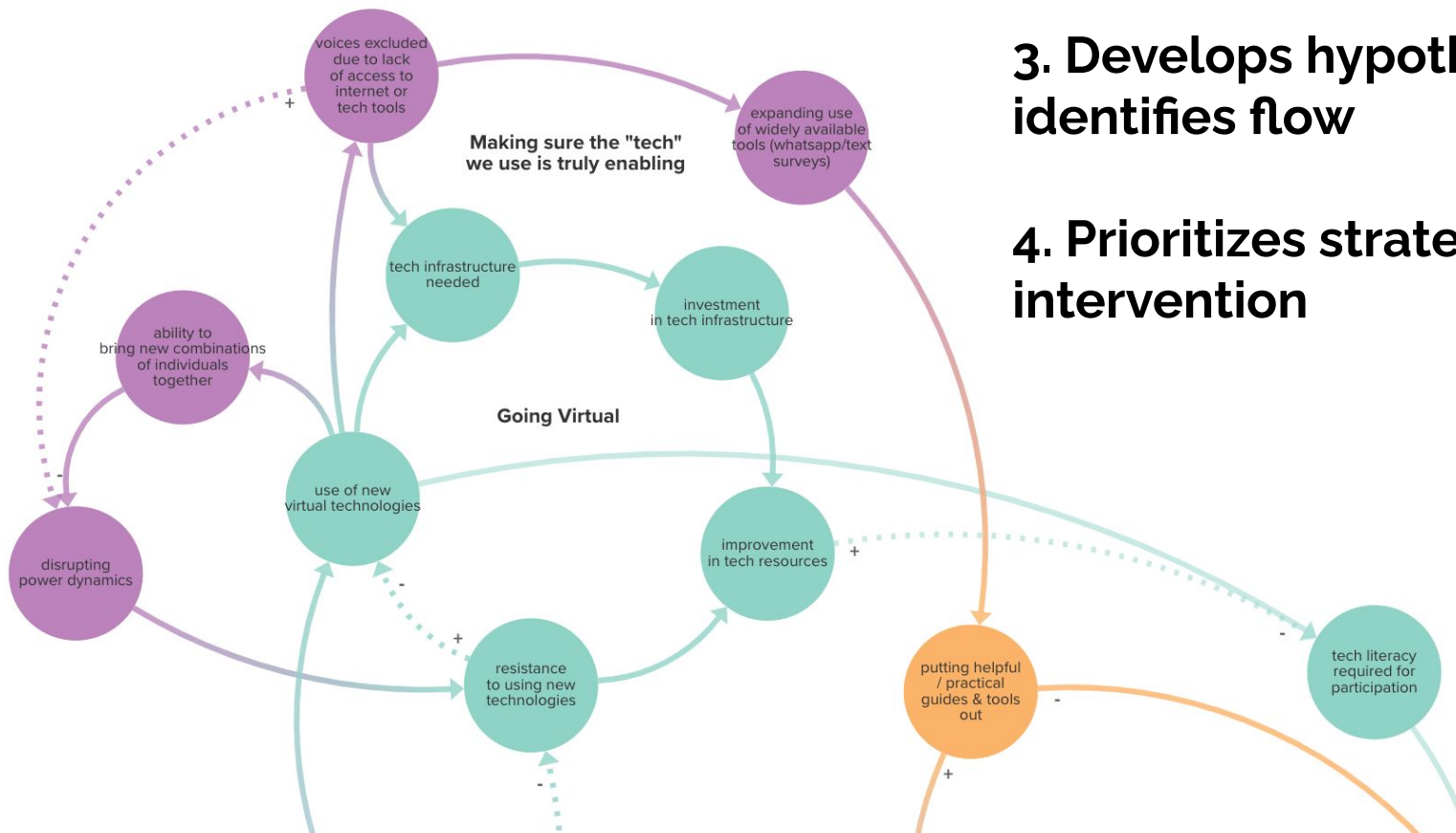- Are you trying to influence the system at a macro level?

Causal Loop Diagramming: Why?

1. Gets people talking!

2. Builds understanding of the system challenge

3. Develops hypotheses and identifies flow

4. Prioritizes strategic intervention

Diagram labels:
- voices excluded due to lack of access to internet or tech tools
- expanding use of widely available tools (whatsapp/text surveys)
- **Making sure the "tech" we use is truly enabling**
- tech infrastructure needed
- investment in tech infrastructure
- ability to bring new combinations of individuals together
- **Going Virtual**
- use of new virtual technologies
- improvement in tech resources
- disrupting power dynamics
- resistance to using new technologies
- putting helpful / practical guides & tools out
- tech literacy required for participation

We have two objectives for the day

1. You will learn how to navigate the experience of facilitating a Causal Loop Diagram (CLD) process.
2. You will get more comfortable with drawing loops and knowing when to use a CLD.

    Remember - the finished map is only a part of the process.

A few guiding principles for the day

We will be in a learning and brainstorming space today. The following will be important:

- **Practice empathy:** Actively listen to others and meaningfully consider their perspective.

- **Defer judgment:** Hold off on forming opinions too quickly.

- **Be patient:** You won't be a CLD expert after today.

Steps to facilitate the co-creation a CLD

1 Determine the system you are mapping and gain preliminary insight

2 Identify 6-8 priority forces in the system you are mapping. Consider the major helping and hurting forces of the system.

3 Identify Nodes and Linkages to create Loops for each of the forces.

4 Establish a narrative for each Loop. Writing Narratives helps determine if there are any gaps in the Loop's logic.

5 Link the Loops together to see how forces are connected together. This is the zooming out component of systems thinking

6 Create a space for conversation around the different perspectives represented in the system.

1

Step 1: Determine the system you are mapping and gain preliminary insight

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Let's review the boundaries of the system in the case study

Location: Machakos county, Kenya

Sector: Agriculture Entrepreneurial

Project: Youth Empowerment International Organization (YEIO)- Supporting Youth led Agricultural Businesses

Goal: improving the economic climate for youth-owned small- and medium-sized enterprises (SMEs) in agriculture.

Step 1: Determine the system you are mapping and gain preliminary insight

When gathering preliminary insights, remember that a CLD should be created by a **representative group** of people from various parts of the system. As you are gathering preliminary insights, keep asking yourself:

Who should be in the room?

Step 1: Determine the system you are mapping and gain preliminary insight

Refer to the case study

In the Padlet link provided, please answer the following two questions:

- Who are the actors from this case study that should be in the room?
- Are there any voices the case study might have missed?

Facilitators do **not** have to be a subject-matter expert on the system (the people in the room will have that expertise).

Facilitators **should** undergo a research process to gain knowledge about the system

Facilitators **should** know about actors that will be in the room, the contexts the actors live in, and the dynamic between different types of actors

2

Step 2: Identify 6-8 priority forces in the system you are mapping. Consider the major helping and hurting forces of the system.

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Events
What is happening at surface level?

Patterns & Trends
What are the trends over time? What are the rules, policies, practices, and resource flows that continue these patterns?

Structures
How are the parts related? What are the relationships and power dynamics between actors and resources?

Mental Models
What assumptions, beliefs, and values do people hold about the system?
What beliefs keep the system in place?

Step 2: Identify 6-8 priority forces in the system you are mapping. Consider the major helping and hurting forces of the system.

Events
What is happening at surface level?
[Worker is late on Tuesday]

Patterns & Trends
What are the trends over time? What are the rules, policies, practices, and resource flows that continue these patterns? **[Worker is late every Tuesday]**

Structures
How are the parts related? What are the relationships and power dynamics between actors and resources? **[Office policy does not offer flexi time]**

Mental Models
What assumptions, beliefs, and values do people hold about the system? What beliefs keep the system in place? **[Lack of trust between employees and management team]**

Step 2: Identify 6-8 priority forces in the system you are mapping. Consider the major helping and hurting forces of the system.

Helping force: a significant theme in the system or environment that supports, encourages or strengthens the health and effectiveness of the system as defined by the goal of the project, program, or implementation.

Ask yourself: What forces are helping youth participate in this YEIO program?

Hurting force: a significant theme in the system or environment that impairs or prevents the health and effectiveness of the system as defined by the goal of the project, program, or implementation.

Ask yourself: What forces are hurting youth from participating in this YEIO program?

Let's go to Padlet

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Session 2: YouthPower Learning Network Systems Sensing Training

Helping Forces: Events

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Helping Forces: Patterns & Trends
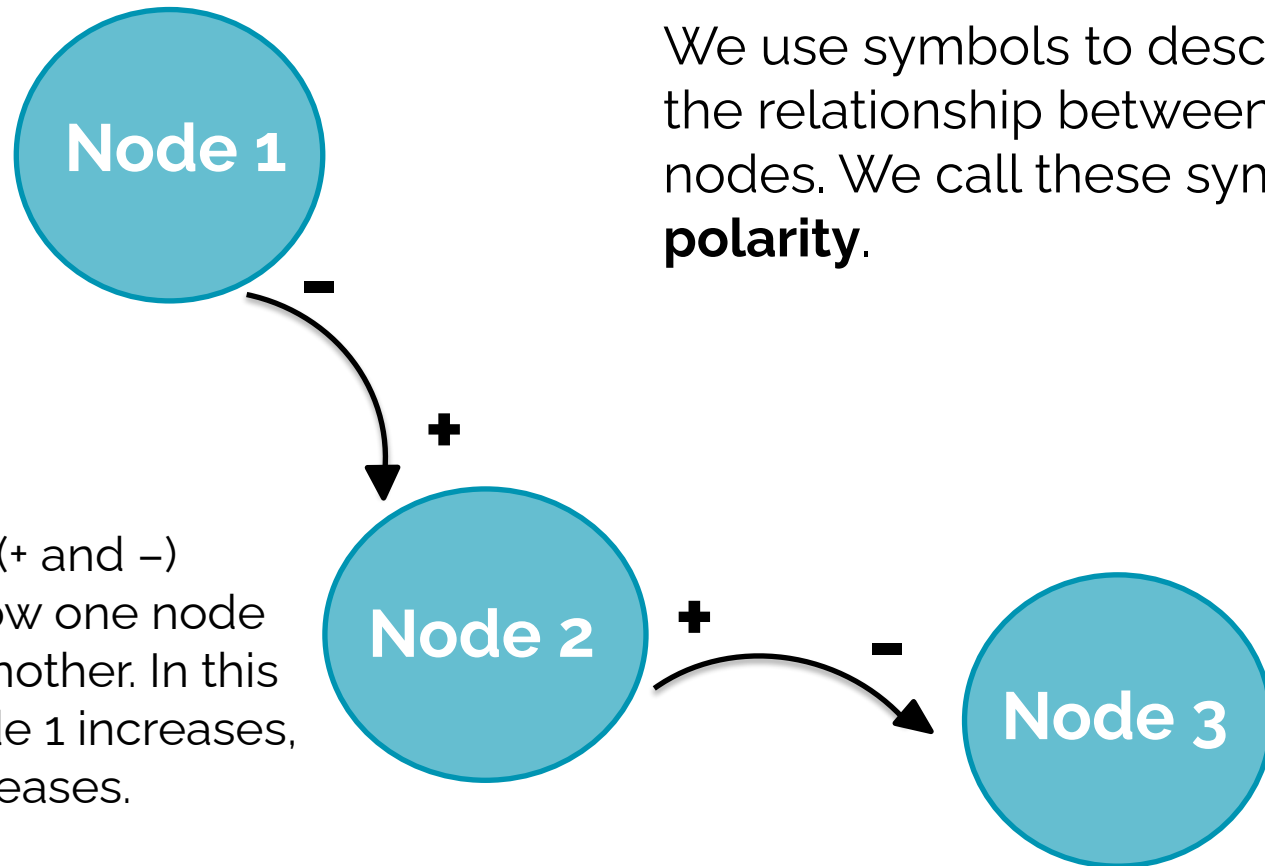
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Helping Forces: Structures

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Hurting Forces: Events

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Step 3: Identify Nodes and Linkages to create Loops for each of the forces.
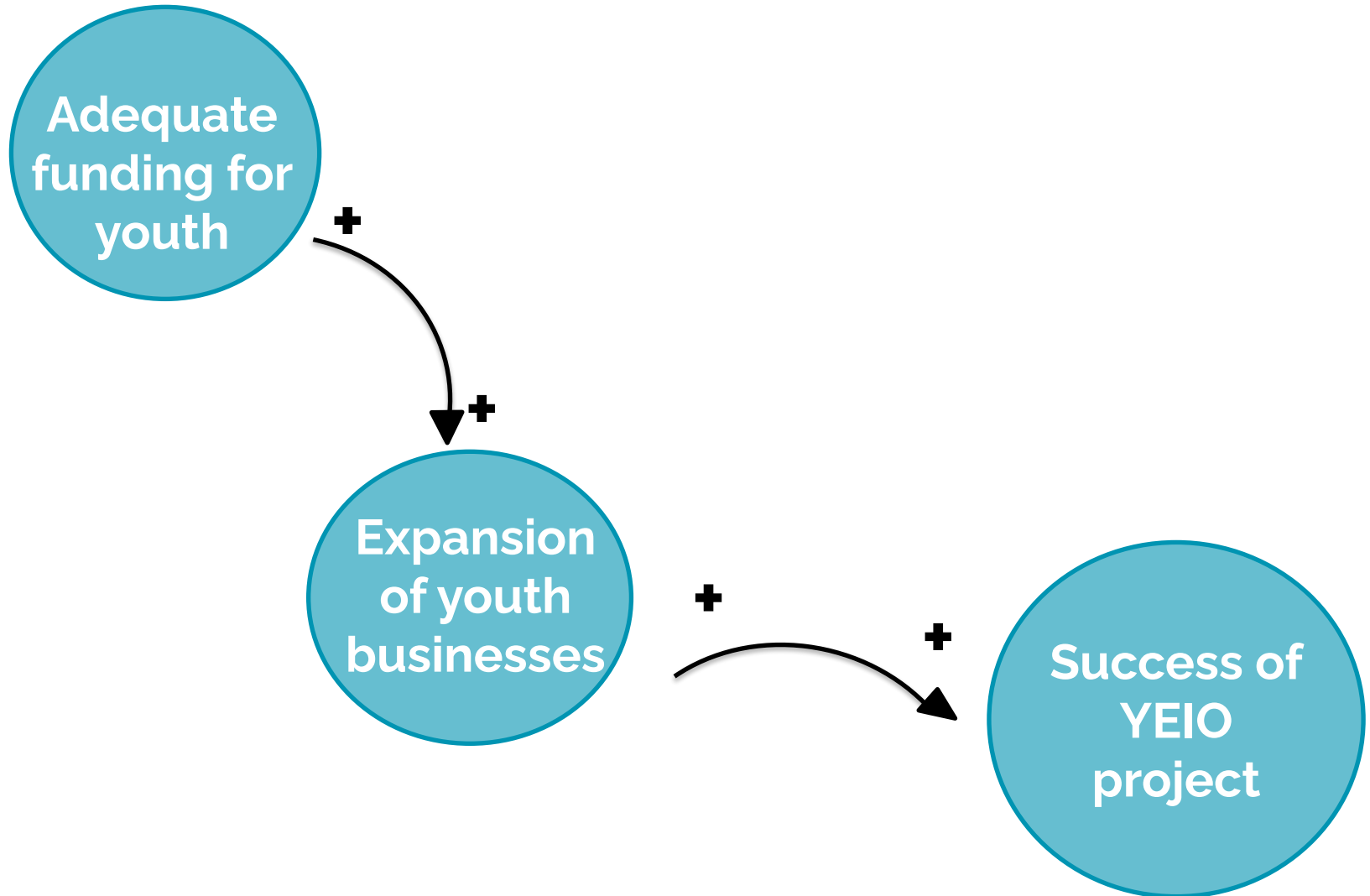
CLDs consist of **Nodes** and **Linkages.**

We use symbols to describe the relationship between nodes. We call these symbols **polarity**.

The polarity (+ and –) describes how one node influences another. In this case, as Node 1 increases, Node 2 decreases.

Node 1

Node 2

Node 3

-

+

+

-

Step 3: Identify Nodes and Linkages to create Loops for each of the forces.

Adequate funding for youth

+

+

Expansion of youth businesses

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Success of YEIO project

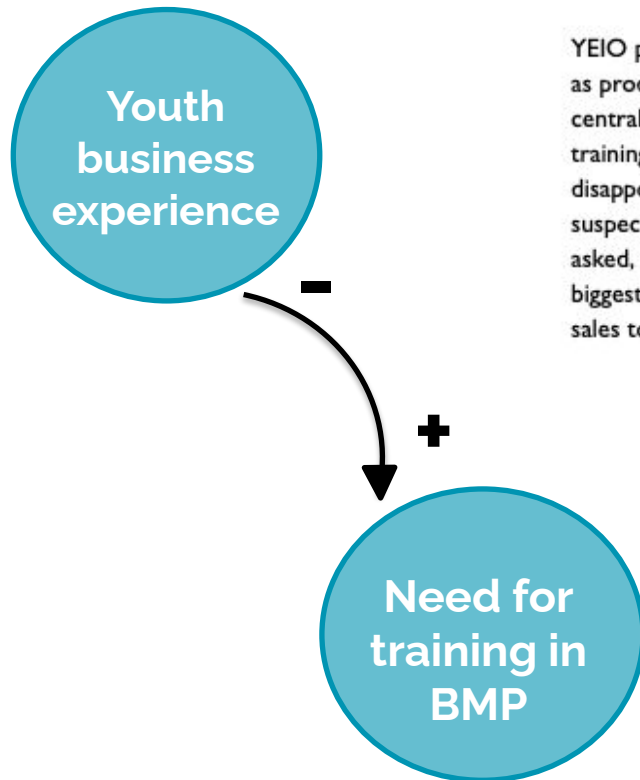# Step 3: Identify Nodes and Linkages to create Loops for each of the forces.

Closing the loop is what allows us to describe the systemic process of feedback, and thus the patterns of behavior within a system.
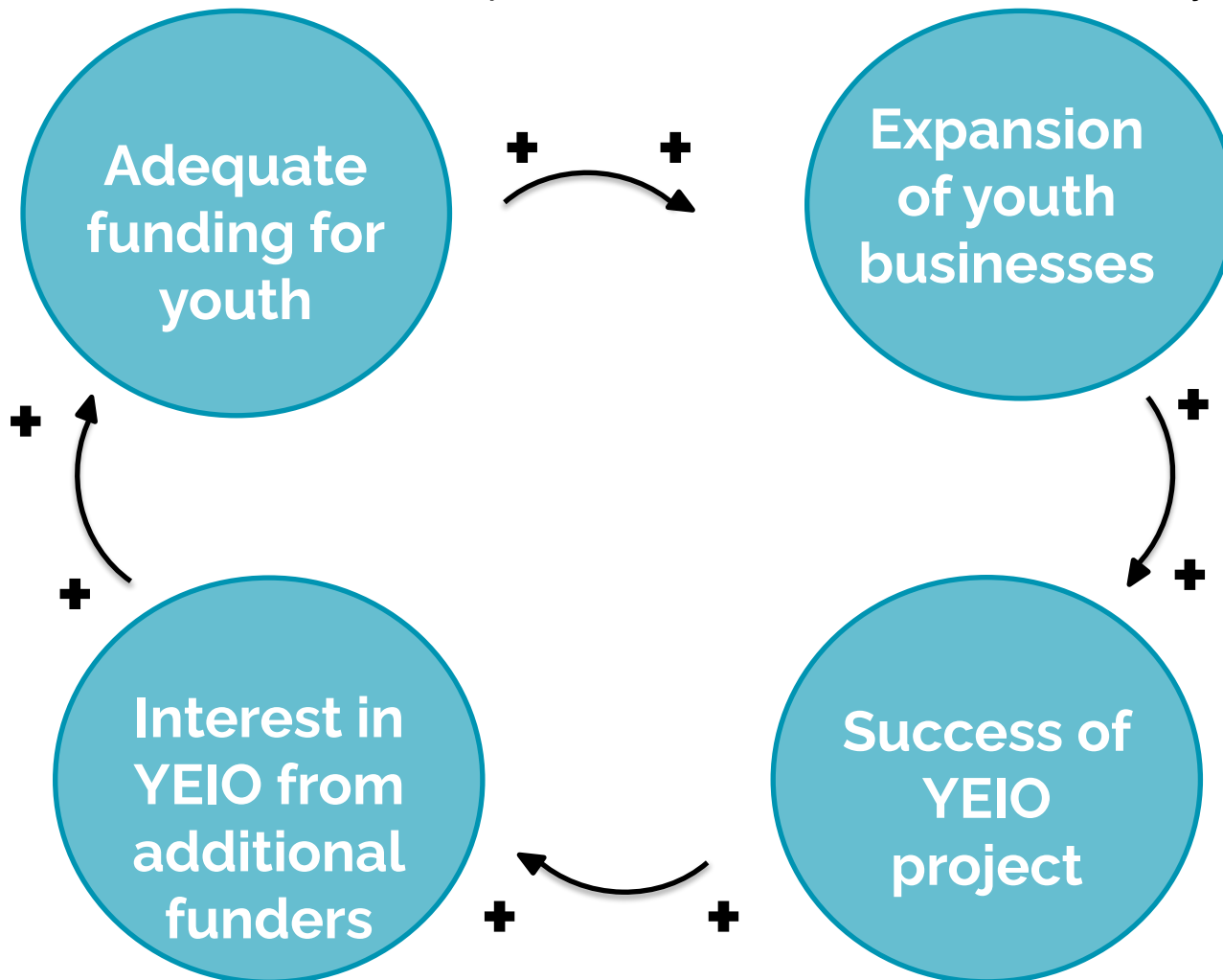
Step 3: Identify Nodes and Linkages to create Loops for each of the forces.

Loop1- Building Technical Capacity of SMEs

YEIO partnered with regional universities to provide technical training in Best Manufacturing Practices (BMP), such as product packaging, quality control, hygiene, and safety. YEIO said they made sure that trainings were held in central locations, such as the municipal government office and local secondary schools. The YEIO team held trainings on Saturdays and Sundays because that is the time that university faculty were available. YEIO was disappointed that the training was poorly attended despite their efforts to make them accessible. The YEIO team suspected that this was in part because of a lack of motivation from the youth to attend these meetings. When asked, the youth said they could not attend because trainings were only offered on Saturdays and Sundays, the biggest market days in Machakos. They said that most business owners were unwilling to miss out on a weekend of sales to attend these trainings.

Youth business experience

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Need for training in BMP

Let's loop paragraph 1: Building Technical Capacity of SMEs- Group 1 together

Step 3: Identify Nodes and Linkages to create Loops for each of the forces.

10 mins silent time, then we will come back as a group and demonstrate the loop

Step 3: Identify Nodes and Linkages to create Loops for each of the forces.

Take us to MURAL

Practicing Step 3 in Breakout Groups

We will loop the next paragraph **Loop 2- Linking SMEs to Funding** in **breakout rooms.**

Breakout room agenda (20 minutes total):

- **5 minutes:** silently read the paragraph and loop on your own on paper
- **15 minutes:** loop collaboratively as a small group in your group's powerpoint slides

Loop 2- Linking SMEs to Funding

YEIO focused first on helping youth-owned SMEs to grow by expanding their access to finance. YEIO secured matching funds from a Funder to establish a guaranty fund, which convinced a regional commercial bank to open a $3,000,000 line of credit exclusively for youth-owned SMEs in Machakos. The commercial banks agreed to loan $100,000 each to 30 SMEs, with the stipulation that SME's meet a rigorous set of standards and show 3 years of past financials in order to apply for a loan.

Bank officials were confused at the lack of applications coming in for the loan. At the convening, many of the youth-owned SMEs said that they did not apply for this loan because they did not meet these strict requirements. In addition, most of them needed funds for a new packing machine or refrigerator, or needed funds to fix a broken machine. They did not feel comfortable applying for a $100,000 loan. The youth said that they had communicated this to YEOI officials, encouraging the establishment of less stringent requirements and smaller loan amounts. However, the youth said that they felt unheard and YEOI was unsupportive of their needs. YEOI officials said that they did not push back at the bank's strict requirements because their relationship with bank officials was already strained. The bank officials held a lot of power and they were afraid to lose the money that the project had been promised.

Welcome back!

What felt good?

What was frustrating?

What happens if we disagree?

CLDs show people's perceptions; therefore there is not **one loop that shows the truth.**

There can be many versions of each loop.

The key is for two or more actors to discuss, get stuck in, and come to an agreement on a loop (or set of loops), however messy, that they feel represents the forces at play.

Use the different perspectives as an opportunity to start a conversation. These points of disagreement often point to a miscommunication or misaligned incentive structure.

What if you get stuck?

- **Work backwards.** For example, look at the starting node and ask "What causes this to happen"

- **Don't get stuck on one arrangement**. Be willing to scrap ideas and keep trying new ways to link the nodes.

- **Don't feel tied to one starting point**. If you are feeling stuck try starting at a new part of the case study. You do not have to map the sentences in the order you read them in the case study.

- **Let the narrative be your guide.** Tell and retell the story as you loop.

- **Test the loops logic.** The narrative is your guidance for the loop logic. Ask "Does x directly lead to z or is there something in between those two nodes"

Best practices in CLD facilitation

Build in time to think

Give permission to feel frustrated!

Be intentional about inclusion

Create an asynchronous process

Use narratives to expand on loops

Be aware of power dynamics in the room

Homework for Next time!

There is a short homework assignment for this week!

*Note if you would like a certificate of completion you need to complete this assignment.

Let's Connect

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THANK YOU!

Photo credit: Bartosz Hadyniak