

POSITIVE YOUTH
DEVELOPMENT
AND ASSET-BASED
FRAMING
FOR YOUTH
STORYTELLING
AND ADVOCACY


THE ASPEN INSTITUTE

GLOBAL OPPORTUNITY
YOUTH NETWORK

THE FUTURE IS YOUNG

Presented by



BUILDING COMMUNITIES. BUILDING LIVES.

POSITIVE YOUTH DEVELOPMENT AND ASSET-BASED FRAMING FOR YOUTH STORYTELLING AND ADVOCACY

PRESENTERS



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AGENDA

1. Official welcome and overview
2. Overview of PYD and applications with OY
3. Asset-Based Framing and Storytelling
4. Asset-Based Advocacy
5. Practice in context
6. Q&A, participant reflections, comments, etc.
7. Upcoming webinar dates, adjourn

MOVING TOWARDS ENGAGING YOUTH AS PARTNERS

REACT & RESPOND

OY are presented with an idea or a question and are asked to react or respond. The process is documented and OY are dismissed until the next time their reaction or response is required or requested.

FEEDBACK & INPUT

OY are presented with an idea or concept and are asked to opine or share suggestions for how that idea or concept might be modified or implemented.

CO-DESIGN, CO-CREATE, CO-FACILITATE

OY are invited to be part of a group process that assesses a situation or problem statement, identifies potential solutions, designs practical applications or implementation of those solutions, and analyzes results to inform the ongoing strategy and design process.

Overarching goal of this virtual training series is to support skills, aptitudes, attitudes, and capacity building of adult allies to successfully engage OY as partners

POSITIVE YOUTH DEVELOPMENT



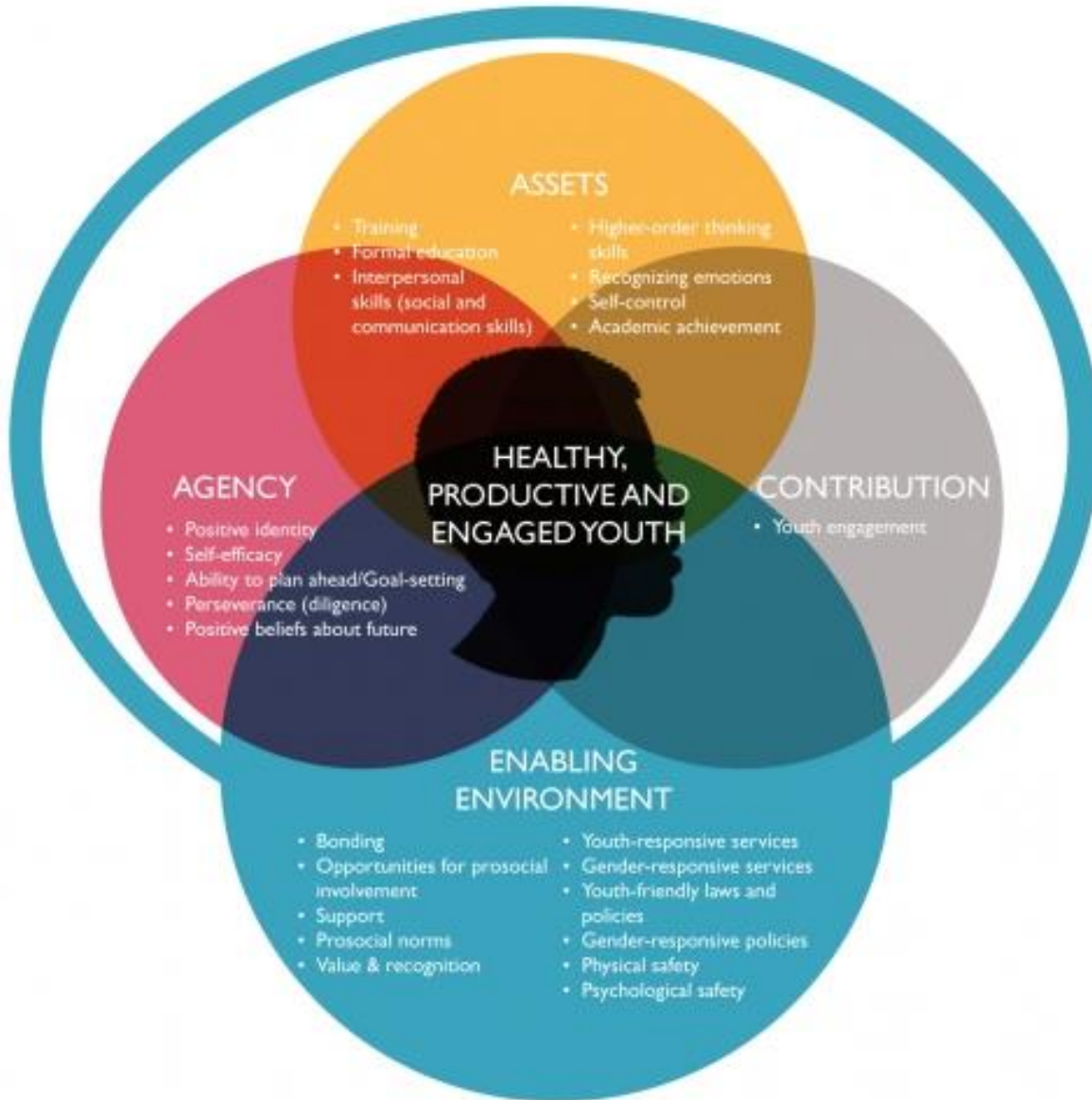
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Positive youth development (PYD) is an approach to working with youth that emphasizes building on youths' strengths and providing supports and opportunities that will help them achieve goals and transition to adulthood in a productive, healthy manner.

ASSETS: Youth have the necessary resources, skills and competencies to achieve desired outcomes.

AGENCY: Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, as well as to act upon those decisions in order to achieve desired outcomes.

CONTRIBUTION: Youth are engaged as a source of change for their own and for their communities' positive development.

ENABLING ENVIRONMENT: Youth are surrounded by an environment that develops and supports their assets, agency, access to services, and opportunities, and strengthens their ability to avoid risks and to stay safe, secure, and be protected and live without fear of violence or retribution. An enabling environment encourages and recognizes youth, while promoting their social and emotional competence to thrive. The term "environment" should be interpreted broadly and includes: social (e.g., relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, programs services, and systems) and physical (e.g., safe, supportive spaces).



MISSION

To unleash the **intelligence and positive energy** of low-income young people **to rebuild their communities and their lives.**

PROGRAM MODEL

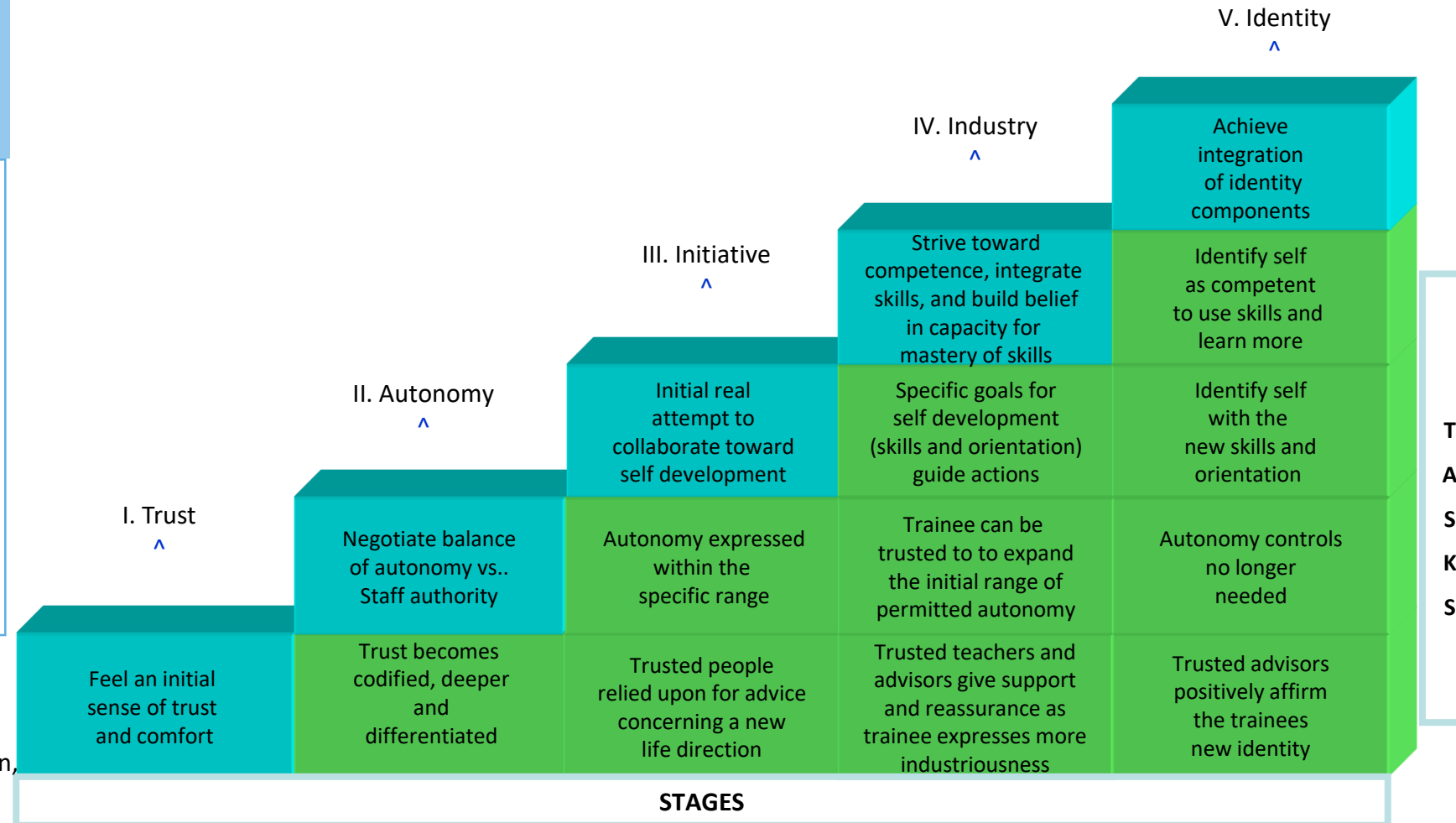


SOURCE(S):

- www.youthbuild.org
- [Developing Positive Young Adults: A Framework for Understanding Identity Development](#), By Ronald Ferguson, Jason Snipes, Farhana Hossein, and Michelle Manno, MDRC, 2015.

Developing Positive Young Adults

Ferguson-Snipes Model





ASSET-BASED FRAMING FOR YOUTH STORYTELLING AND ADVOCACY


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“Asset-framing defines communities by their aspirations and contributions, rather than their challenges and deficits.”

-Trebian Shorters

[BMe Communities](#)



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THE FUTURE IS YOUNG

Engage Opportunity Youth in co-designing solutions in their communities and to reshape an asset-based framing of this generation of young people that underscores the systemic, rather than individual, nature of challenges youth face.

Asset-Based Storytelling and Advocacy Activities

- Soy un joven egresado del proyecto Trayectorias Juveniles y graduado de bachillerato con la meta, el sueño de ser maestro de matemáticas, esto porque descubrí dentro de mí que me encanta dar enseñanzas a jóvenes, esto lo descubrí un día que tuve que enseñar a mis compañeros de clases y prepararlos para los exámenes de bachiller y cuando ~~me~~ vi que ellos tuvieron éxito que lograron alcanzar su meta de ser graduados de bachillerato... Es una sensación indescriptible para mí la emoción, la alegría de verlos triunfar se convierte en un tesoro para mi corazón.

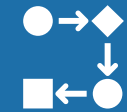


Mi nombre es Jennifer Camacho. Gracias a los experiencias vividas y gracias a la preparación recibida por parte de Trayectorias Juveniles me siento preparado para forjar mi rumbo, lograr mis metas y servir de apoyo para muchos más jóvenes. Hasta el sol de hoy puedo decir que los herramientas brindadas por mis facilitadores y aprendizajes por parte de mis compañeros y compañeras son de lo más valioso que poseo. Primero Dios espero concluir mis estudios académicos, aprender otro idioma (Inglés) y lograr sentirme bien con mí mismo. Misma es una meta personal, Quiero sacar una carrera que tenga que ver con jóvenes y así lograr tener un trabajo ideal. Por el momento y para poder lograr mis metas necesito obtener un empleo para solventar mis necesidades, las de mi hijo y familia y también costear los estudios. Con el apoyo de Dios de mi familia y personas allegadas, alguna fundación lograré mis objetivos y dejar una buena huella.



SHARE PRACTICE

- Share contextualized applications from YBI global partners
- Share effective activities and facilitation tips (full guides will be uploaded to toolbox)



BUILD CAPACITY

Identify/label design elements to guide anchor partners as they design and facilitate contextually relevant activities and workshops



BUILD COMPETENCE

- For adult allies- name essential skills, aptitudes, and attitudes for engaging OY
- For OY- name skills and competencies developed or supported by each activity

Defining Terms And Traditional Models

Deficit vs Asset : Victim vs Victor

DEFICIT:

- deficiency in quality
- a lack or impairment in ability or function capacity
- disadvantaged

ASSET:

- advantage, resource
- an item of value owned
- something useful...

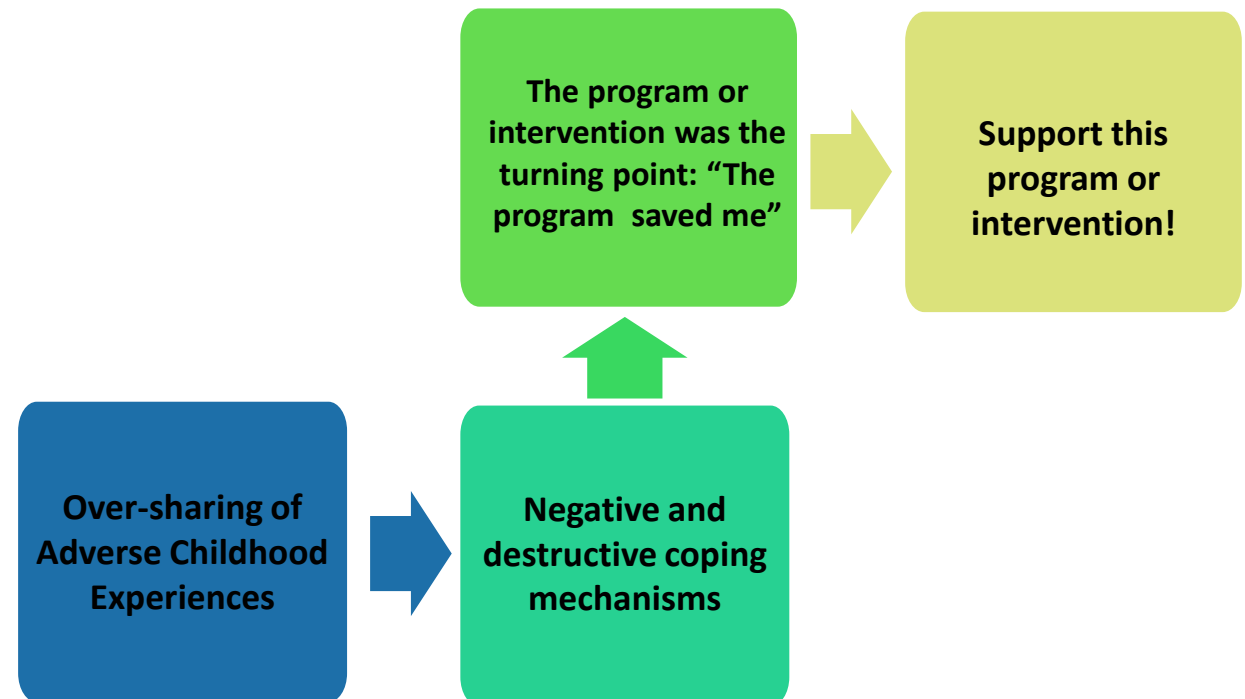
VICTIM:

- one that is acted on and usually adversely affected by a force or agent
- one that is injured, destroyed, or sacrificed under any of various conditions
- one that is subjected to oppression, hardship, or mistreatment

VICTOR:

- one that defeats an enemy or opponent : see WINNER:
- one that is successful especially through praiseworthy ability and hard work

Traditional Storytelling requested of OY



Youth Leadership As An Asset

Good leadership is
taking responsibility
to make sure things go right

for your life,



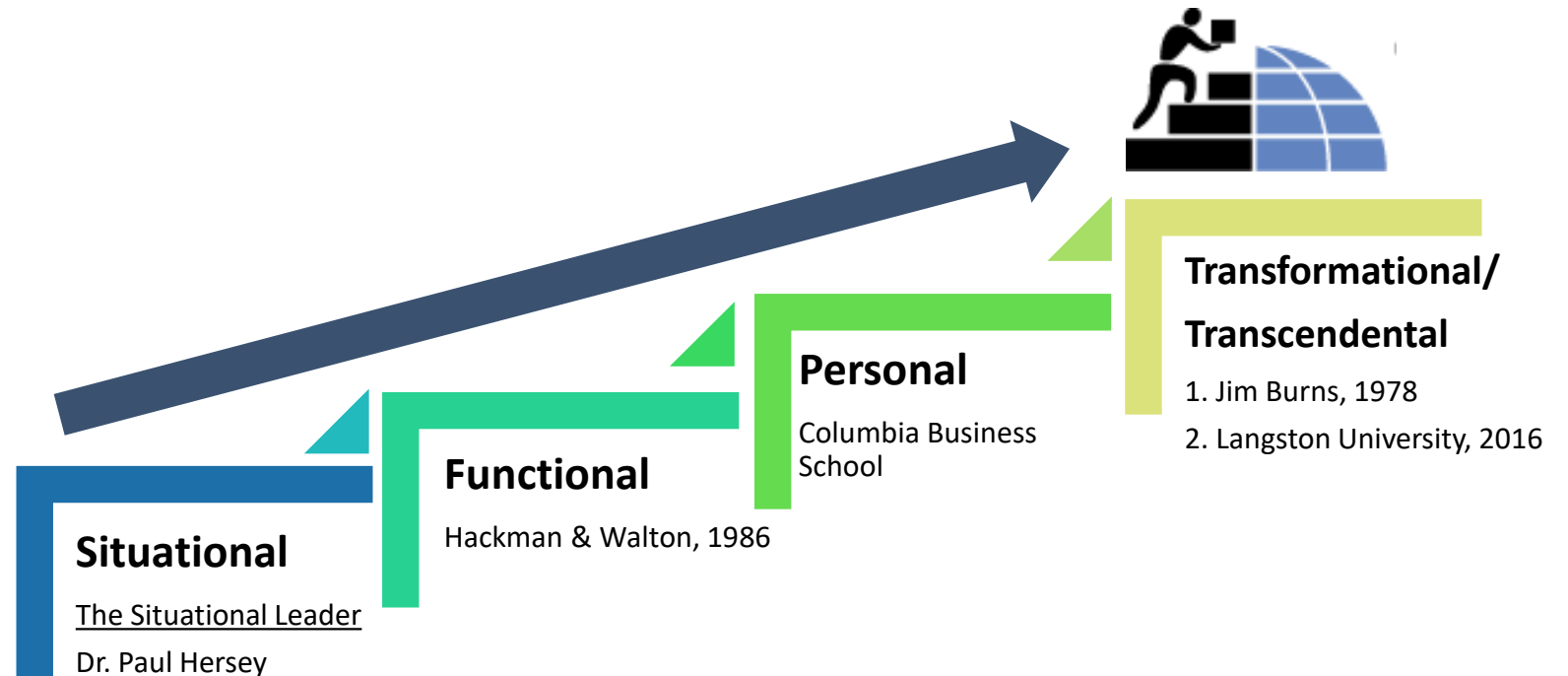
for your family,



for the program,



for the community.



Asset-Based Narrative: Stories of Leadership in Action



Asset-based Story Creation: Half Day Workshop

1

WELCOME

- Overview
- Objectives
- Ground-rules

2

TELL ME ABOUT YOUR DAY

Icebreaker & share-out

3

INTRODUCE TERMS

- Storytelling
- Asset/Deficit
- Victim/Victor
- Leadership

6

TELL ME YOUR LEADERSHIP STORY

Activity

- Volunteer share out
- How does it feel to share?
- How does it feel to listen?

5

ANAYLIZING YOUR STORY

Activity

- Is it deficit based?
- Is it asset based?
- What is the message?

4

TELL ME YOUR STORY

Activity

- Volunteer share out
- How does it feel to share?
- How does it feel to listen?

7

PRACTICE MAKES BETTER

Activity

- Small group sharing
- Listener feedback
- Appreciations

8

WHO NEEDS TO HEAR THIS?

- Identify potential audience
- Identify benefits of sharing (desired goals)

9

INTEGRATE ASSET BASED STORIES INTO ADVOCACY STRATEGY AND ACTION PLAN

Asset Based Framing and Engagement Resources

Asset Framing



- Developed by Trebian Shorters
- Defining people by their challenges is the definition of stigmatizing them.
- Narrative has a profound impact on identity and behavior.
- Asset-framing defines communities by their aspirations and contributions, rather than their challenges and deficits.

Source(s):

<https://bmecommunity.org/asset-framing/>
<http://trabianshorters.com/asset-framing/>

Asset-Based Community Engagement



- Identifies resources that already exist.
- Calls for broad participation from community members.
- Focuses on leadership and collaboration.
- Shifts the locale of power and control.
- Finds ways to sustain long term community change by building capacity and strengthening individuals and communities.

Source:

<https://www.memphis.edu/ess/module4/index.php>

Public Narrative

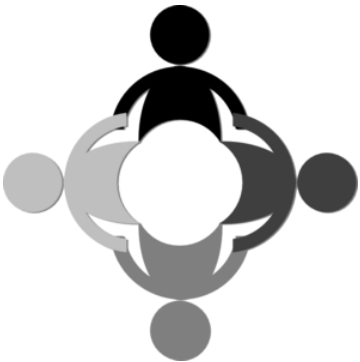


- Developed by Marshall Ganz
- A story of self: why you were called to what you have been called to.
- A story of us: what your constituency, community, organization has been called to its shared purposes, goals, vision.
- A story of now: the challenge this community now faces, the choices it must make, and the hope to which “we” can aspire.

Source(s):

<http://nrs.harvard.edu/urn-3:HUL.InstRepos:30760283>
<https://marshallganz.com/teachings/>

Defining Advocacy and Bringing It to Life



- Advocate (verb): to support or argue for (a cause, policy, etc.); *Merriam-Webster.com Dictionary*, Merriam-Webster
 - **Personal advocacy:** The act of speaking up for or influencing decisions related to yourself and your needs (or your family's needs)
 - **Examples:** Requesting physical or mental health treatment, standing up against harassment from family, friends or neighbors, asking for support or help when needed, etc.
 - **Professional advocacy:** The act of speaking up for or influencing decisions related to yourself and your needs in the workplace
 - **Examples:** Requesting a raise, reporting harassment or inappropriate behavior in the workplace, maintaining proper self-care, adjusting your workload to be reasonable, etc.
 - **Socio-political advocacy:** The act of speaking up for or influencing decisions related to yourself, your group and/or your community – and their needs
 - **Examples:** Pushing for more career and technical education opportunities, participating in a community process, engaging targeted stakeholders in a dialogue with an ask, arranging a service project to highlight an unmet need, getting press coverage of an issue, etc.

Asset-Based Narratives in Advocacy

- Asset-Based Narrative Story Telling provides qualitative evidence of success that complements quantitative evidence by making up for some of the inherent shortfalls

Quantitative Shortcomings	Qualitative Complements
Can become desensitizing	Paints a clear, relatable picture
Provides a delayed portrait of effect	Illustrates real-time impact
Often lacks emotional impact	Draws listener in and personalizes issues
Causality can be implied, but is hard to show	Allows for narrative speculation to present cause and effect
Generally presents youth as service/education recipients from savior organizations	Presents youth agency in the same way we present the narrative of our organizations

Concerns Around Youth-Led Advocacy

- What are some anxieties that organizations have about ceding power over their advocacy work to young people?
 - **Control** of youth over advocacy agenda
 - **Commitment** from youth
 - **Capacity** of young people to engage in process of agenda
 - **Culture** of personality and concerns around the organization's agenda being taken seriously

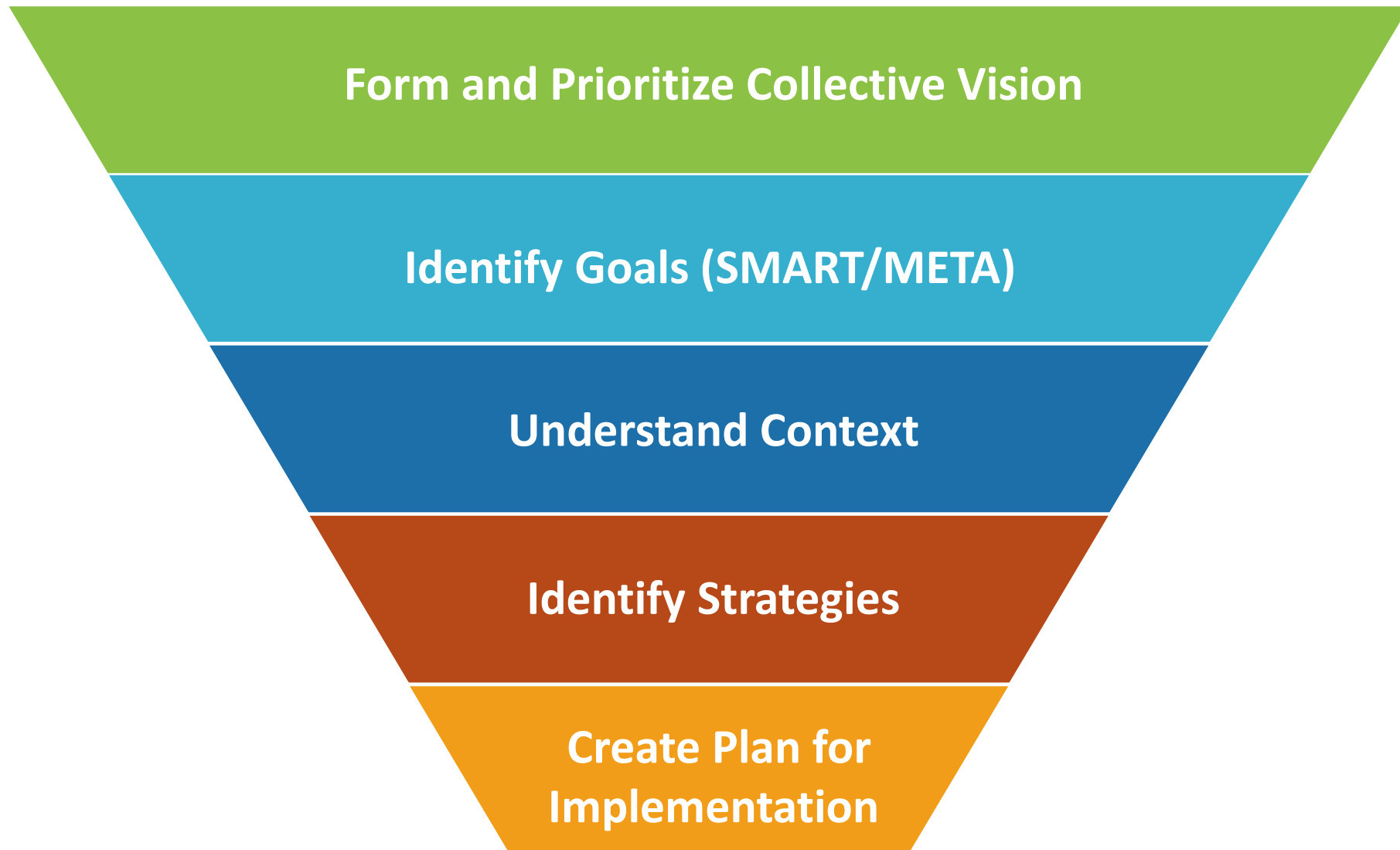


Youth-Led Advocacy as a Co-Creation Opportunity



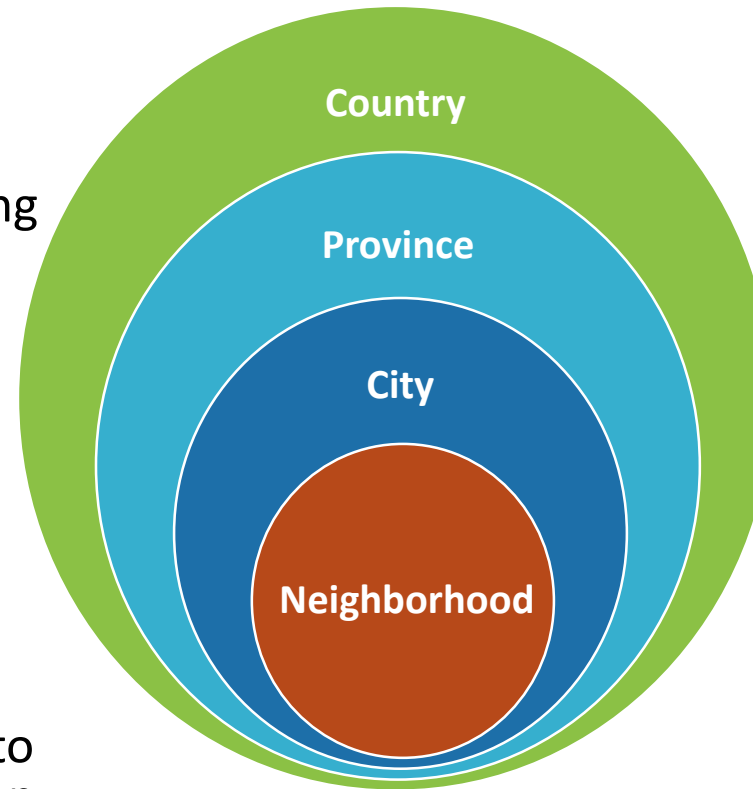
- Co-creation in partnership with youth, done in the spirit of open collaboration with thoughtful planning and facilitation can:
 - **Alter the balance** of negotiations and yield more complete results
 - **Increase ownership and investment** from youth community over all aspects of programming
 - **Actively teach and reinforce** hard and soft skills development
 - **Build the profile** of the youth and your organization in the community and stakeholder circles

The Asset-Based Advocacy Co-Creation Theory



Collective Visioning

- **Embrace** 'big picture' thinking
- **Allow** for both general and specific ideas
- **Contextualize** it to your situation and setting (issue areas, levels of government, organizational focus areas)
- **Encourage** participation by all in idea generation
- **Group** ideas based on common themes
- **Prioritize** through voting or group process to decide which are most important to work on first



Goal Setting

- For each level of the vision, the group needs to translate a broad vision into **SMART goals** (specific, measurable, achievable, relevant, time-bound)
 - META framework (Medible, Especifico, Transversal, Alcanzable)
- **Allow pushback** from the youth around what is achievable and relevant, and remain open to expanding ideas of what can be done
 - The **aspirational** can be **inspirational**
- Goals are the steps towards your vision, and should always **keep the spirit** of that vision intact



Contextual Analysis

- **Identify the key actors** who have influence over your group's ability to achieve its goals
- **Group the actors** based on structure and/or function
 - Example: public, private, NGO, labor and community sector actors
- **Map each actor's** relative level of influence and alignment in relation to your group's goals

Identification and Grouping of Principal Actors

Public Sector

- Examples: Legislators, Ministries, Mayors



Private Sector

- Examples: Major Businesses, Industry Associations, Local Business Owners



NGO Sector

- Foundations, Community Organizations, Non-Public Universities, Faith-Based Communities



Labor Sector

- Labor Unions, Professional Associations



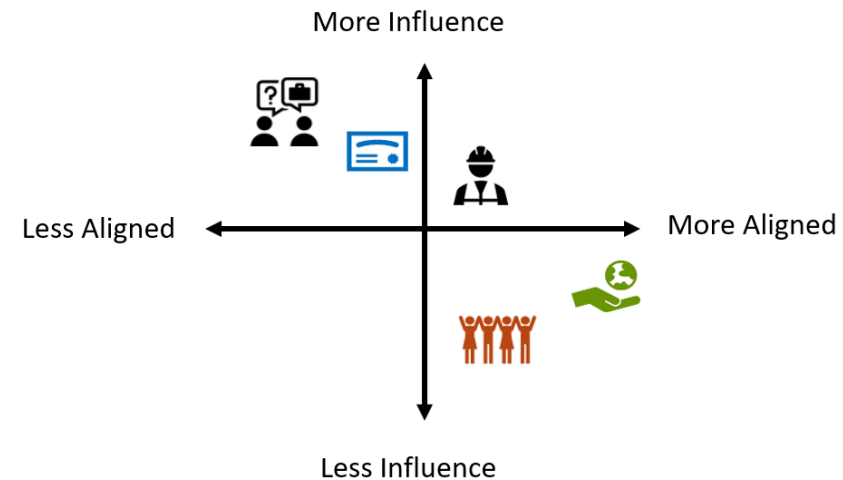
Community Sector

- Youth, Neighbors, Neighborhood Committees



Other

Power Mapping By Influence and Alignment



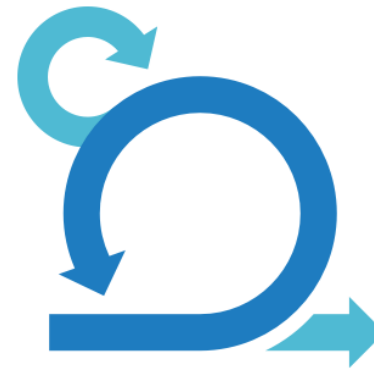
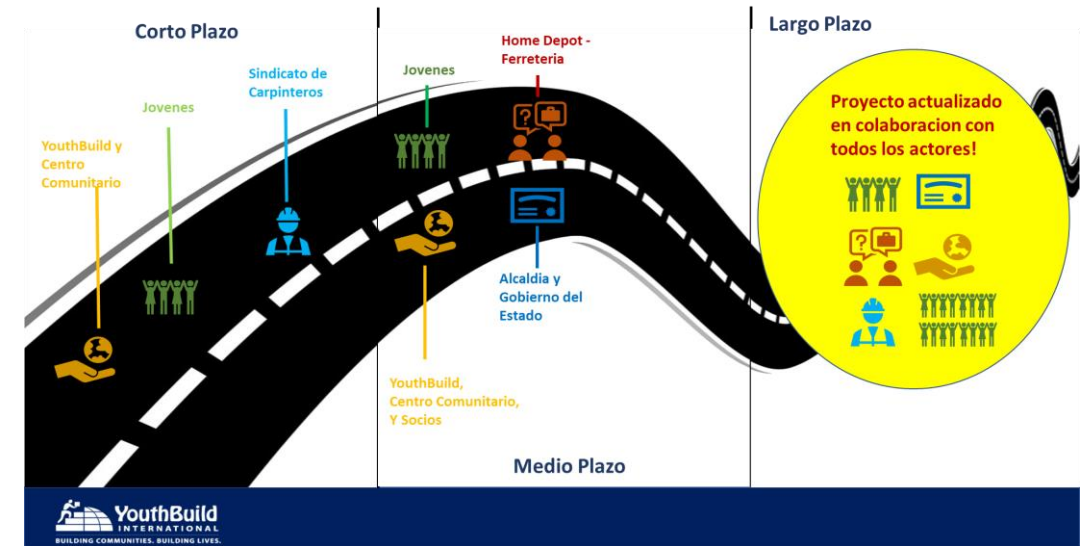
Identify Strategies

- Examine each actor's potential **motivations and responsibilities** in relation to your group's goals, and how that will inform your approach with them
 - Can they be an ally or collaborator in some way?
 - Does their membership in a group or sector help inform your approach?
- Think about how each actor's **level of power or influence** affects how and when you plan to engage them
- Start from the perspective that **all actors** can be brought to actively support or at least not get in the way of achieving your goals



Implementation Planning

- Lay out an implementation plan of how your group will reach their goal over time with clear thought as to what your **short, medium** and **long-term tactics** should be
- Be sure to include the principal actors as well as **how** and **when** you plan to engage them
- Try to target a first action that has a relatively high-likelihood of **success** to build confidence
- **Support the execution** of the plan at every step
- **Don't neglect base-building!** Constantly use outreach to bring in more youth and engage them in the **iterative process** of adjusting your strategies



YouthPathways

COSTA RICA

Project funded by the US Department of Labor under cooperation agreement I-29679-16-75-KL



Youth Pathways CR is an advocacy Project, designed and developed in consultation with the country's authorities governing the labor policy and social inclusion fields.

It is implemented by Fundación PANIAMOR under contract with YouthBuild International, with funding provided by the U.S. Department of Labor (USDOL_ILAB), for the 2017-2020 period.

It seeks to raise the employability profile of youth population with high levels of unemployment and vulnerability: young persons ages 15-21 in poverty/extreme poverty conditions and/or living in contexts of conflict with the law and/or with children as dependent parties in their lives.



Working Premises

Vulnerability is an endemic or circumstantial condition. Not an identity trait.

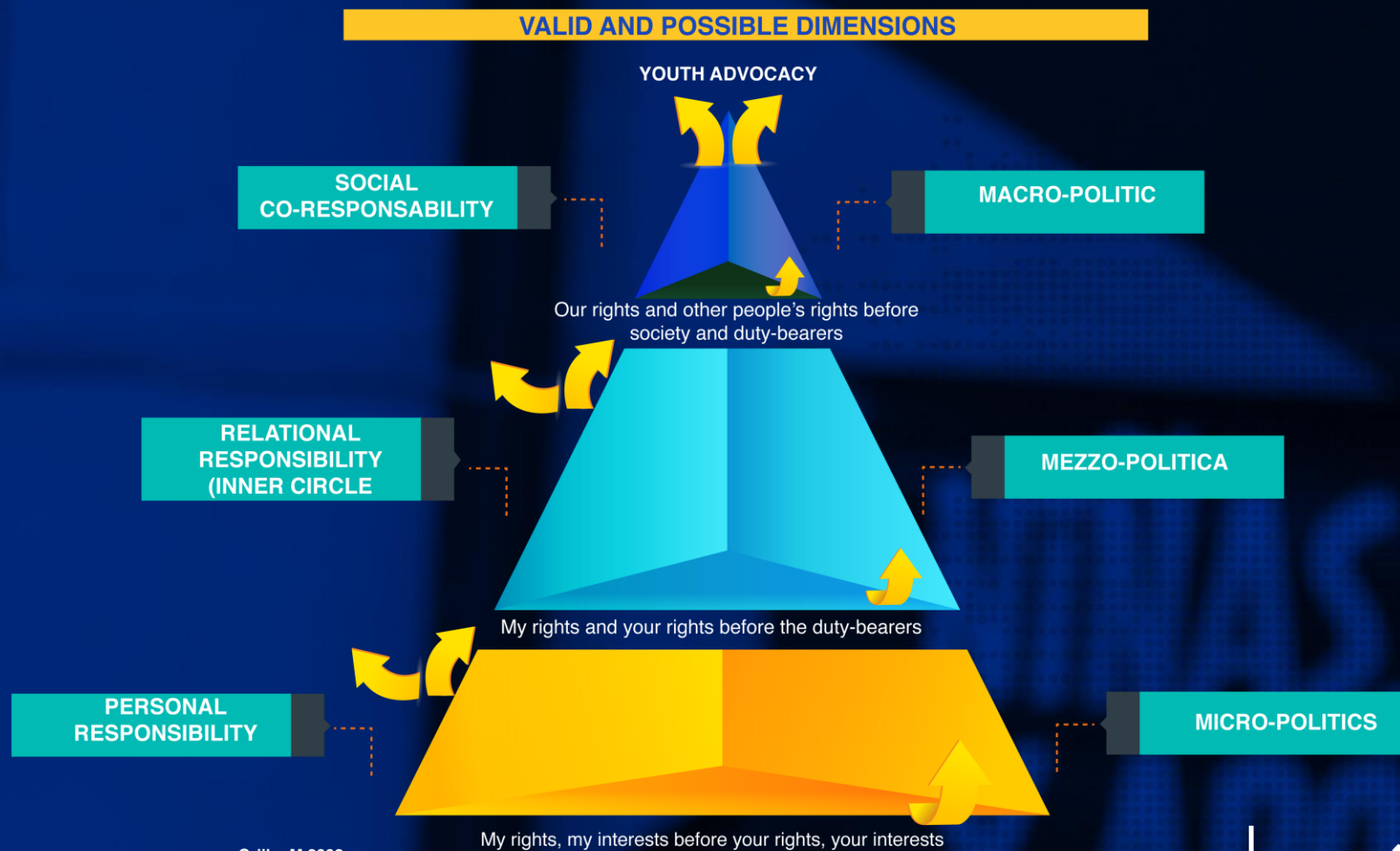
In order to move from a vulnerability mindset to an opportunity mindset, both the youth themselves and the project staff need to acknowledge and embrace the notion and belief that this youth is:

- Capable of doing right for themselves and for others
- Necessary for good things to happen
- Able to influence where they go with their lives

Youth are very diverse in terms of personalities, interests, talents. Such richness needs to be considered and channeled when advocacy action is the call.

Advocacy can be developed at various dimensions of social interaction. All of them valid. None of them an easy game.





Grillo, M.2002

THE YPCR FOOD BASKET CHAIN OF HOPE

BRINGING TO LIFE THE OPPORTUNITY MINDSET AND THE PERSONAL
AND SOCIAL ADVOCACY APPROACH INTO HUMANITARIAN ACTION

DESIGNED AND IMPLEMENTED BY YPCR GRADUATED NETWORK AND STAFF IN LIMON



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