Youth Leadership and spaces for participation:
A case study of The Voice Inc.

Prepared by Serena Sasingian on behalf of The Voice Inc.
Presentation Outline

• Changing landscape from 2007 to 2017;
• Case study of TVI-Findings after ten years of the journey
• Recommendations
"Youth are a transformative force; they are creative, resourceful and enthusiastic agents of change, be it in public squares or cyberspace."

United Nations Secretary-General Ban Ki-moon,
International Youth Day 2012

“We believe young people are leaders in creating the future today.”-TVI Motto
Who are Youth?

The PNG National Youth Policy defines young people between the ages 12-25
Spaces and Place

“Space is a social product...it is not simply “there”, a neutral container waiting to be filled, but is a dynamic, humanly constructed means of control and hence of domination, of power.”

- H Lefebvre, The production of Space
The Power of this Moment

2007-2010
Digicel Revolution

Join the 10 Years Celebration of Digicel in PNG

DIAL *675# for 1TOK today

Digicel
PNG LNG Project

Delivering PNG's first LNG project

Driving economic growth in Papua New Guinea and producing significant, lasting benefits throughout the country.
Vision City
Internet Revolution

Moa data for your internet experience
Government Policy & Strategy

- Youth Policy 2007-2010
- Vision 2050
- StaRS
“Transfer” in Political Power
Birth of The Voice

THE VOICE

MAKE A DIFFERENCE

USING OUR EDUCATION & WORKING TOGETHER TO BE A VOICE THAT WILL CONTRIBUTE EFFECTIVELY TO OUR COMMUNITY & BRING ABOUT A POSITIVE SOCIAL CHANGE
Ten year Reflection:

As our people and programs mature, how can TVI evolve to increase our relevance and impact?

i. Understanding each person’s journey through leadership and how TVI supported that journey?

ii. Understanding how the youth participation space has changed since TVI started. Understanding how the space has changed?

iii. To understanding how power has affected TVI’s work.
Our Program Model

The Voice Inc.

- Clean Generation Campaign
- Community

Leadership Development Programme
- CGC campus movements
- Resilient communities campaign

Magazines

Radio

High school programme
Program Statistics

- 195 students participants in the DREAM Program from 2010-2013;
- 291 have done the Leadership Development Program from 2013 to 2016, 25 students completed all the components;
- 1180 people took part in our Clean Generation Campaign by buying a toolkit to participate and joining Stand activities.

<table>
<thead>
<tr>
<th>Leadership Development Program</th>
<th>DREAM Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>51%</td>
<td>47%</td>
</tr>
<tr>
<td>49%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Leadership Development Program distribution:
- Male: 51%
- Female: 49%

DREAM Program distribution:
- Male: 53%
- Female: 47%
What do we know about our Impact?
Key findings: TVI’s Space

- “An environment and space to grow- a sense of family who continue to positively influence me and push me to think outside my own being/world”.
- “(I have gained) Fellowship (intimacy), Personal Development, Growth and Integrity”
- “The environment supported me in realising my potential and encouraged me to bring that same realization to others outside of this said environment”
- “Finding spaces where I can create change where no one else sees or thinks needs changing”
- “It’s about connecting with other people who, like me want to see our nation changed, families and communities change for the better”
- “TVI has been a place where I can give back to my community, to a group I feel will change PNG”
- “Lifelong friendships that continue to have a positive impact on my life: RELATIONSHIPS;
Key Findings: Landscape

• In a shifting and busy leadership and youth landscape TVI still provides a unique space for shared values, understanding of one’s self and developing inspiring relationships

• Contact with TVI often triggers a light bulb moment; the DREAM was highlighted specifically

• LDP graduates stand out; are confident, articulate and able to understand system change

• Many KomUNITY members have gone on to deliver projects, act in the community and are a force for change;

• The group defined ‘leadership’ (see Annex 1) as many things but key themes were **service, influencing, self-awareness and driving change**;
From “Me” to “We”

**Actions**
As a result of my involvement with TVI,

Most helpful important things I have gained from involvement with TVI

- Confidence
- Self Awareness
- Spaces where I can create change
- Space to grow
- Positive relationships
- Courage to push forward
- Ability to think outside the box

**Projects**
- Sustainable Village Projects
- Lawyers for Literacy
- Tackled Personal Challenges

**Initiatives**
- Mission Vibes
- Became an agent of change
- Got a job
Where are our programs positioned?

The Active Citizen Continuum

- **Member**: Not concerned with her/his role in social problems.
- **Volunteer**: Well-intentioned but not well-educated about social issues.
- **Conscientious Citizen**: Concerned with discovering root causes; asks *why?*
- **Active Citizen**: Community becomes a priority in values and life choices.
Power Analysis

• **Power over:** the power of the strong over the weak, including the power to exclude others.

• **Power to:** the capability to decide actions and carry them out.

• **Power with:** collective power, through organisation, solidarity and joint action.

• **Power within:** personal self-confidence, often linked to culture, religion or other aspects of identity, which influences the thoughts and actions that appear legitimate or acceptable.
**Redistribution of Power Involved**

- Power within ➔ students
- Power with ➔ other students, public, other MPs
- Power to ➔ private funders
- Power over ➔ police, uni admin, govt, PM

**Case study:** 2016 Student Protests

**Groups:**
- UNI SRC
- UNI Security
- Private Sector
- NGOs
- Mothers
- UNI Students
- Parents
- Police
- Public Servants
- PNG Government
- PNG Opposition
- Internal NGO
- DAs
- Provincial/Ethnic groups
Power and Participation

• The protest took different forms on each of the three TVI campuses and cities. Different responses and interactions between key University stakeholders unfolded;
• Even though TVI and LDP participants were in key student leadership positions on each campus they were unable to steer the course of this protest.
• As the protest progressed students quickly dissolved into provincial and tribal groups, sidelining and overpowering other forms of student organizations
• The students and allies were attempting to use ‘power with’ (collective power) to drive a redistribution of power from the Prime Minister/ NEC to the public
• Power mapping revealed the groups with the highest power were: provincial student groups/ leaders (eg. Enga at UPNG), student councils (in some places), the government and police, campus administrations,
• Participants reflected that students could have been more strategic, focusing their energy on the 2017 elections and using the formal campaign opportunities to try and get the same outcome
• One participant noted that while it may have been useful to understand where the power lay, it was impossible to stop the dissolving of students into tribal groups. And that fear and safety concerns had a very real effect on student’s willingness to stand up and try to lead in different directions.
Recommendations

• We need to focus on building networks and having a stronger collective voice on issues affecting youth;
• To young leaders start small and have a specific focus on your area, don’t branch out to big too fast, be resilient and adaptive to the environment around you;
• Draw on the experiences of those that have gone before you, find mentors and ask, ask, ask questions!
• Understand the power landscape of where you are operating, it will help you understand how effective you can be with achieving your end goal;
• Change is not so much logical as it is cyclical
  \textit{(action+ reflection + change=next change cycle)}
• Learning & leading through experiencing - allowing that to be underpinned by spaces for personal self reflection.
• Youth leadership has its greatest potential when tied into youth (specifically youth-led) development. Let young people set the agenda, help with governance let them dictate how things should happen.
• Youth-led development – in contrast with individual youth leadership – gives all young people a stake in deciding how resources are allocated and allows them to play a role in implementing, managing and overseeing development in their communities and wider society.
Emergence

Despite current ads and slogans, the world doesn’t change one person at a time. It changes as networks of relationships form among people who discover they share a common cause and vision of what is possible.- Margeret Wheatley & Deborah Frieze