

LASER PULSE

Long-term Assistance and Services for Research (LASER) Partners for University-Led Solutions Engine (PULSE)

CURRICULUM GUIDE FOR TOLERANT ENGAGEMENT FORUMS (TEFs)

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Addis Ababa
University



ABOUT LASER PULSE

LASER (Long-term Assistance and Services for Research) PULSE (Partners for University-Led Solutions Engine) is a \$70M program funded through USAID’s Innovation, Technology, and Research Hub, that delivers research-driven solutions to field-sourced development challenges in USAID partner countries.

A consortium led by Purdue University, with core partners Catholic Relief Services, Indiana University, Makerere University, and the University of Notre Dame, implements the LASER PULSE program through a growing network of 3,000+ researchers and development practitioners in 74 countries.

LASER PULSE collaborates with USAID missions, bureaus, and independent offices, and other local stakeholders to identify research needs for critical development challenges, and funds and strengthens the capacity of researcher-practitioner teams to co-design solutions that translate into policy and practice.

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Initiative for Peace and Development (IPD) has produced this curriculum guide with the anticipation of the need to effectively implement and conduct the Tolerant Engagement Forums. The TEFs are aimed at discussing existing opportunities for youth to engage in political issues, existing public and private initiatives bearing on economic assistance targeted for youth, and broader political and economic issues facing youth in Ethiopia.

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Table of Contents

1	Introduction	6
1.1	Background	6
1.2	Research findings	6
1.3	Purpose of the TEF Curriculum Guide	8
1.4	Objectives of the TEF Curriculum Guide	8
2	TEF Principles, Key Activities and Stakeholder	9
2.1	TEF Principles	9
2.2	Contextualized TEF Activities	9
3	TEF Event Planning and Implementation	10
3.1	TEF Planning	10
3.1.1	TEF Target Participants	10
3.1.2	TEF Stakeholders and Their Roles in TEF Events	10
3.2	TEF Implementation	11
3.2.1	Required Competence for TEF Facilitators	11
3.2.2	TEF Program Facilitation	11
3.2.2.1	Pre-Event Debriefing Sessions with TEF Facilitators	11
3.2.2.2	Sets of Procedures for Facilitating TEF Events	12
3.2.2.3	Ethical Principles for Facilitating TEF Events	13
3.2.2.4	TEF Event-Mapping	15
3.2.2.5	Checklist for Facilitating TEF Sessions	16
3.3	Components of the Actual TEF Events	17
3.3.1	TEF Agenda	17
3.3.2	Programming Actual TEF Events	19
3.3.2.1	The First Half of the TEF	19
3.3.2.2	The Second Half of the TEF Event	20
	Annexes	23
	Annex 1- Questions to be discussed in the focus group discussion.	23
	Annex 2- First and Second Session Table Sample Program	24
	Annex 3- End-of-Event Participant Evaluation Form	25
	Annex 4: Consent form	27
	Annex 5: TEF Participants Attendance Form	29

LIST OF TABLES

Table 1: Example application form for forum participant	10
Table 2: Pre-event preparations checklist	12
Table 3: TEF event implementation checklist for the facilitator	15
Table 4: Stationery and materials checklist	16
Table 5: TEF Agenda	17
Table 6: First and Second Session Table Sample Program	18

LIST OF FIGURES

Figure 1: TEF Principles	9
Figure 2: Standards of excellence for future issue representatives at a TET	11
Figure 3: Guiding Questions for Issue Representatives	14

ACRONYMS

AAU	Addis Ababa University
ACSO	Authority for Civil Society Organizations
CSO	Civil Society Organizations
IPD	Initiative for Peace and Development
FGD	Focus Group Discussion
LASER PULSE	L ong-term A ssistance and S ervices for R esearch - P artners for U niversity L ed S olutions E ngine
TEF	Tolerant Engagement Forum
USAID	United States Agency for International Development

1 Introduction

1.1 Background

Ethiopia is experiencing the second-largest youth bulge in Africa today. Of the 102 million people in Ethiopia, an estimated 30 million are aged 15-29, and the number of people in this age group is projected to rise to 40 million by 2030 (according to USAID). Youth in Ethiopia face many challenges — According to the Education Development Center report (2012), youth face several challenges, including narrow skills sets, high levels of illiteracy, and limited formal sector employment. It is therefore important for young people to become more civically engaged, to advocate that their interests are reflected in national policymaking.

Initiative for Peace and Development (IPD) with researchers from University of California, Davis, University of Pennsylvania, University of Arizona, Addis Ababa University (AAU) and Duke University - designed structured dialogue forums as a method of intervention to increase youth civic engagement *without* raising tensions. This intervention is called Tolerant Engagement Forum (TEFs). TEFs consist of two components. First, it brings together youth and high-level representatives of government, political parties, and civil society to connect youth to actionable opportunities. These opportunities include participation in formal political institutions and parties, work with prominent civil society organizations, and benefit from ongoing public and private youth development programs. Second, youth participants engage in structured inter-ethnic contact and political dialogue in small, diverse groups.

With USAID’s financial support through the LASER PULSE mechanism, researchers from Addis Ababa University, University of California, Davis, University of Arizona, and Duke University with IPD as a research translation lead initiated a research project entitled *Increasing youth engagement while mitigating potential for conflict in Ethiopia*¹. The primary objective of this project was to implement and rigorously evaluate the impact of TEFs in terms of promoting youth civic engagement, social cohesion, and economic development.

1.2 Research findings

We evaluate the impact of these TEFs using a randomized control trial (RCT) design that compares TEF participants with a similar “control” group of students on a variety of attitudinal and behavioral outcomes related to civic and political engagement, inter-group tolerance, and social cohesion. Political engagement involves engagement with government institutions and political parties, such as contacting officials or joining a party, and civic engagement includes engagement with non-government institutions and organizations, such as attending student government meetings or joining a voluntary organization. Inter-group tolerance refers to having tolerant and peaceful views towards other ethnic groups and political parties, while social cohesion is defined as valuing Ethiopian unity and social diversity.

Findings show that the intervention had a significant and positive impact on students’ civic engagement in the months after the intervention. For example, administrative records show

¹ Project webpage - <https://laserpulse.org/portfolio/increasing-youth-engagement-while-mitigating-potential-for-conflict-in-ethiopia/>

that 14% of students in the treatment group volunteered with an organization represented at the TEFs in the 4-months after the intervention, compared with only 1.5% of the control group.

This increase in civic engagement was also significant for both women and ethnic minority students, suggesting that the TEF is an effective tool for boosting participation amongst students from both dominant and marginalized groups. However, the intervention also increased sectarian forms of engagement, such as joining an ethnic or religious organization, and did not improve political or ethnic tolerance or attitudes regarding social cohesion.

Additional analysis suggests that the TEF was most effective among students that formed new social ties because of their participation. Our research found that in total, 224 TEF attendees reported making at least one new friend that they have connected with since the TEF workshop while 129 did not. Interestingly, we found that the attendees who formed new social ties were more likely to become both politically and civically engaged after the TEF when compared to attendees that did not form social ties. We consider this strong evidence that facilitating peer-to-peer social ties is a mechanism through which the TEFs increased participant engagement.

Our results suggest that the TEF is a cost-effective way to increase civic engagement amongst university students. It could therefore be scaled up to include additional universities around the country, as well as expanded to include youth outside of educational institutions. Further development, refinement, and testing of the TEF workshop would be useful to increase the effectiveness at reducing social and political polarization and conflict. Based on this research, we present the TEF curriculum for others to adapt and apply to their context. One recommendation from the findings is to increase the number of days of dialogue to help to encourage stronger social ties between students of different identities and potentially provide a stronger basis for enhancing social and political tolerance. Furthermore, designing additional sessions that focus on improving tolerance and forming persistent connections between students from different ethnic and political backgrounds would help to guard against potentially increasing sectarian and conflictual forms of engagement.

1.3 Purpose of the TEF Curriculum Guide

IPD has designed this TEF Curriculum Guide to help as a guideline for stakeholders who are interested in hosting TEF events as a tool of intervention to promote social cohesion and civic engagement. This curriculum is intended to equip public institutions and civic organizations that want to host a Tolerant Engagement Forum (TEF) event with a set of competencies. The guide will help facilitators identify easier ways to engage university students in civic and social issues. The curriculum is a guide to implementing an effective forum to improve students' engagement in a formal institution. The enclosed curriculum contains an outline to analyze the learning needs of the target audience in relation to the behavioral changes that the target audience might have following their engagement in the Tolerant Engagement Forums. This is the curriculum that was used in the research study.

1.4 Objectives of the TEF Curriculum Guide

The desired objectives of the TEF include:

- I. Increase students' and community members' participation in politics through formal channels like voting, attending community meetings, membership in civil society organizations, or contacting public officials.
- II. Provide students/youth with specific opportunities to engage in ongoing activities and programs implemented by established political parties, civil society organizations, and government ministries and create social ties between politically, socially, and economically interested youth.
- III. Strengthen students' feelings of political efficiency; build social cohesion among students from diverse backgrounds.
- IV. Emphasize common interests and encourage students to prioritize a shared identity around these interests.
- V. Foster mutual understanding of the interests and identities that underlie political differences.
- VI. Reduce gender imbalance in political participation and cohesion.

2 TEF Principles, Key Activities and Stakeholder

2.1 TEF Principles

The principles of Tolerant Engagement Forum are applied to achieve a certain goal with the overall objective of improving youth development, civic engagement, and leadership. Figure 1, below, illustrates the interlinked principles that altogether help to improve youth development, civic engagement, and leadership. These principles are:

- Building leadership capacity.
- Developing clubs' capacities.
- Creating an institutional platform for youth to engage; and
- Promoting social cohesion while engaging in a collaborative culture.

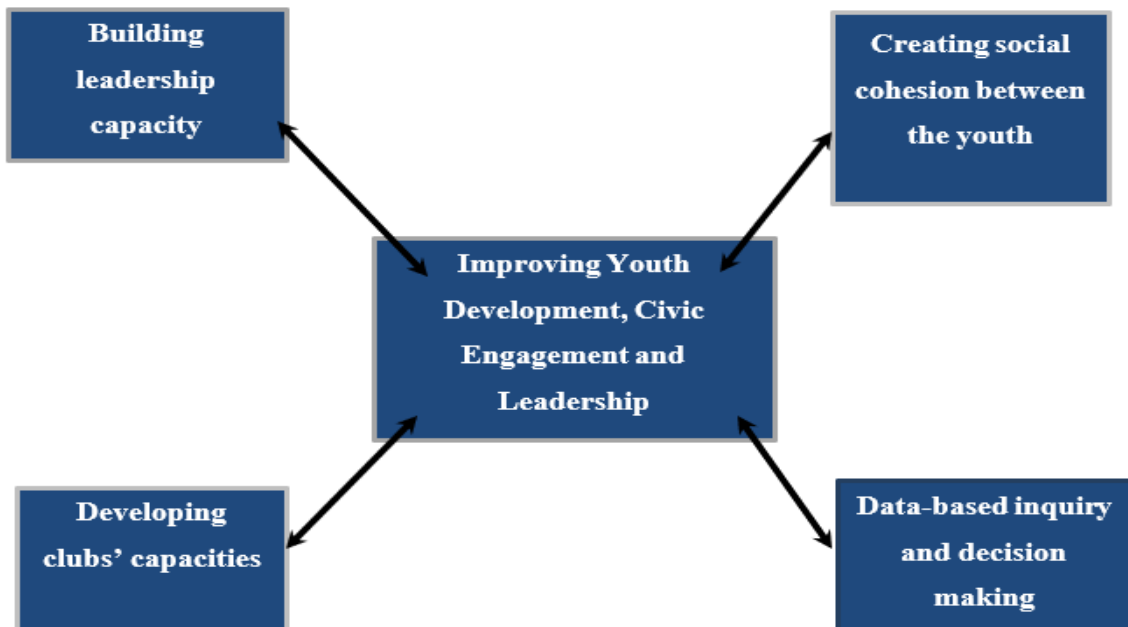


Figure 1: TEF Principles

2.2 Contextualized TEF Activities

The TEF activities are not merely theoretical descriptions and presentations on issues related to youth civic, social, and economic engagement in formal institutions. The activities should be planned in a way they stimulate active involvement and encourage the participants to reflect on their contexts and experiences and encourage them to directly discuss social, economic, and political issues with various representatives of formal institutions of both governmental and non-governmental.

3 TEF Event Planning and Implementation

3.1 TEF Planning

3.1.1 TEF Target Participants

The forum participants should be public university students for this event, and it can be changed as per the type of the target participants and nature of intervention when replicated. The participants must be diverse groups who have different experiences. Diversity is an important element that you need to consider when delivering the workshop. Ethnicity, the background of participants, and preferences necessitate the need to integrate a diverse facilitation approach that accommodates the different needs. The forum should include both students who participate in social and civic activities and students that have no exposure to participating in civic and social activities.

Female students should be encouraged to participate in the events and the host must ensure equal participation of women. The hosting institution of the TEF should ensure the recruitment of female students by directly sending out invites exclusively to them.

In recording relevantly detailed background information of selected participants based on the aforementioned criteria, you need to have access to specific data about the participants. We recommend inclusion of items, listed in table 1, in the tolerant engagement forum.

Table 1: Example application form for forum participant

Data about the participant	Participant’s needs and expectations
<ul style="list-style-type: none"> ✓ Name ✓ Contact information ✓ Enrolment year ✓ Gender ✓ Age ✓ Study field ✓ Prior training on this subject ✓ Prior participation in civic or social engagement 	<ul style="list-style-type: none"> ✓ Expected benefits. ✓ Needs related to the forum

3.1.2 TEF Stakeholders and Their Roles in TEF Events

- **Facilitator:** The facilitators are individuals with prior experience in facilitating events with the specific role of guiding participants, making sure that events are ongoing and aligned with the proposed schedule, and monitoring the overall event activities as per the guidelines. Facilitators, in addition, are individuals who guide panel discussions and group discussion and are persons who introduce agendas to the panelists, control time, and give chances for the question and answer from participants and/or panelists themselves. The facilitators’ task will be to make sure participants stay on the topic and help the team to

build trust in each other. Before the forum, all facilitators will be given training on how to avoid potential conflicts and if any arise how to manage them.

- Issue representatives- Issue representatives are individuals or institutions who attend the TEF events representing their organizational programmatic agendas and present to the participants to help them for future engagements with the organizations where they represent.
- Moderator- Moderator is an individual selected from the group members in the discussions to help record discussion points and keep the discussion in flow based on the instructions from the facilitators.
- Participants- are attendees of the TEF events.

Selected issue representatives must:

Display good overall knowledge about youth in Ethiopia and their related issues for their less participation in civic, social, and economic engagement. The issue representative must provide certain opportunities for the youth to participate and present their issues under formal institution. Have experience in dealing with youth.

In addition, the TEF facilitators should:

Have good facilitation skills and have a deep understanding of tolerance engagement and the youth in the university. Respect diversity as a core value in the forum process; and Be able to facilitate dynamic groups.

Figure 2: Standards of excellence for future issue representatives at a TEF

3.2 TEF Implementation

3.2.1 Required Competence for TEF Facilitators

The curriculum will equip facilitators with a set of competencies and tools that allows them to:

- Develop a TEF for university students.
- Share knowledge and methodologies to facilitate and conduct the forum.
- Evaluate the learning results achieved by the target audience; and
- Track the impact of the forum.

3.2.2 TEF Program Facilitation

3.2.2.1 Pre-Event Debriefing Sessions with TEF Facilitators

The purpose of this section is to provide a clear understanding of the core mission of facilitators. This is designed with the assumption of having all actors taking part in the TEF events allied to a similar understanding will help to avoid confusion and ensure effective implementation of the event within a given schedule.

Table 2: Pre-event preparations checklist

Activities	Objectives	Indicators
Meetings and Briefings	To equip the staff of hosting organization with the necessary procedures of the TEF events	<ul style="list-style-type: none"> • Staff members participating in the TEF events understood the procedures. • In house activities are performed in line with the schedules monitored and checked • Pre awareness on things that can cause delay are communicated and corrected
Invitation and Procurement	To set all preparations that enable to conduct TEF events	<ul style="list-style-type: none"> • Invitations to the stakeholders are sent and confirmed. • Hotel booked and materials prepared/purchased/leased
TEF contents sharing sessions and meetings/online/ in person	To ensure the issue Representatives preparedness	<ul style="list-style-type: none"> • Review and confirm presentation documents and opportunities provided by issue representatives
Meetings and Email conversations	To ensure the availability and readiness of the participant students	Early communications made with selected students to confirm their participation

3.2.2.2 Sets of Procedures for Facilitating TEF Events

- A. Seating arrangement for participants of the TEF event
 - ✓ Make the seating arrangement of the TEF venue semi-circular before the arrival of participants.
- B. Taking participants' attendance
 - ✓ Let the TEF participants fill in the required information (Attendance sheets in this case) and put their signatures on the prepared attendance sheet upon their arrival at the discussion venue.
- C. Participants' consent form
 - ✓ Before commencing the actual TEF session, distribute two copies of the consent form to each participant and let them read it and sign it. Collect by leaving a copy of the consent form with your signature from and to each participant, respectively.
- D. Opening the TEF session

- ✓ Open the TEF session by formally extending your greetings and gratitude to the participants for coming and attending the session. Next, briefly explain the objective of the TEF.
 - ✓ Set ground rules with the participants before asking questions for discussion.
- E. Total time for each TEF session
- ✓ Inform the participants that each TEF session is supposed to take a maximum of 90 minutes.
- F. Record the TEF
- ✓ Ask the participants for their permission to audio-record the discussion. Explain the reason why it needs to audio-record the discussion is ultimately to better capture the discussion points and it will be deleted once the discussion points are captured for event reporting for office use. Though it has already been mentioned in the consent form, explain to ensure to the participants that their identity will not be disclosed in any form and that the information they will be sharing in the discussion will not be used for a different purpose other than for addressing the objectives of the event.
 - ✓ Make sure that each participant agrees to grant you permission for audio recording.
 - ✓ Do not dare to covertly audio-record if all the participants do not want to give permission. If this happens, make a consultation with the representative of the hosting organization for assigning an assistant for taking notes when you simultaneously facilitate the discussion.
- G. Note-taking.
- ✓ Jot down key points of the discussion, and your critical reflections on the participants' feelings, unique expressions, tones, and gestures, which you think are meaningful in adding value to the comprehension of the event impacts. This is an integral part of your field memo. Yet, this should be done without affecting your focus and eye contact in interacting with the participants. You should know that participants may feel as if being unheard and deprived of your attention if you remain detached, focusing on notetaking when simultaneously they are speaking. Therefore, be skillful in how to strike a balance between interacting with the participants and note-taking.
- H. Closing the TEF sessions
- ✓ Make sure that all the TEF checklists are covered in the discussion.
 - ✓ Allow the participants to say anything before the session is closed.
 - ✓ Close the TEF session by genuinely thanking all the participants for their time.

3.2.2.3 Ethical Principles for Facilitating TEF Events

Issues that need facilitators to be sensitive while conducting the TEF sessions:

- Manage the discussion not to slide from the main issues of the TEF checklist.
- Do not take sides; go for or against approving or disapproving what the participants may say during the discussion.
- Do not use religious-, ethnic-, or gender-sensitive words.

- Be polite when posing discussion issues for the participants.
- Allow participants to withdraw from the discussion at any time for whatever reason.
- Do not interfere while participants are speaking unless required to do so for managing the direction of the discussion.

The following four questions will guide the facilitators and issue representatives to work collaboratively to conduct coherent TEF event.

WHAT DOES THE FACILITATOR WANT OUR PARTICIPANTS TO KNOW AND BE ABLE TO DO?

Participants need to better understand the concept of civic and political engagement, and bring themselves together to discuss their challenges, and opportunities. The participants need to be able to network, engage, and create links with representatives from CSOs, Government Ministries and line departments, Social Clubs, and Others.

WHERE ARE THE ON-EVENT REDUNDANCIES AND THE GAPS SEEN, WHAT WE SHOULD BE DISCUSSING, AND WHAT WE ARE DISCUSSING?

This question will help facilitators/issue representatives and participants to identify repetitive unpleasant discussion points and behaviors for correction. This will help loosen tension, create confidence, and guide the sessions.

WHAT WILL WE DO ABOUT THESE REDUNDANCIES AND GAPS?

Facilitators need to monitor and control the event and if gaps are identified, corrective measures should be taken based on the guideline described in this document.

HOW CAN THE FACILITATOR MAKE SURE THE TEF EVENT HAS PERMANENT IMPACT ON PARTICIPANTS?

Through a process of listing out or “mapping” what each issue representative are providing for students on TEF sessions, the facilitator can record and observe whether participants are equipped with the necessary knowledge, insights, and experience. The facilitator can observe if there are any behavioral changes seen on participants after the TEF event by conducting an end line survey.

Figure 3: Guiding Questions for Issue Representatives

3.2.2.4 TEF Event-Mapping

Important Checklists for the Facilitator

The facilitator has plenty of things to prepare before the workshop starts. Therefore, it might be handy to consult some important event checklists.

Table 3: TEF event implementation checklist for the facilitator

Pre-TEF Event	During Implementation of TEF Event		Throughout the Event
	During the first half	During second half	
The government representative and Civil Society organization need to prepare actual opportunities for students to participate	Introduce with icebreakers	Form small diverse groups	Remember facilitation roles, tips, and challenges
Setting large room for 50-100 student can participate in for the first half	Clarify expectations and event objectives	Give an opportunity for students to openly discuss their issues with government representative and civil organization	Record all the results and document as much as possible
Setting small rooms for 5-10 student that can be used on the second half of the event			
Confirm roles and responsibilities of facilitators	Provide students with opportunity to participate in civic, social, and economic activity	Set up feedback mechanism	Reflect and wrap-up
	Provide a sheet for students to register for those opportunities provided/ Prepare signup sessions		

3.2.2.5 Checklist for Facilitating TEF Sessions

- **Present/Explain/ Make the point:** The facilitator will present and explain all the different steps of each session (learning objectives, methodology, and presentation).
- **Ask participants:** Invite participants to share their experiences in the discussion. The facilitator asks questions regularly to elicit specific examples from the participants.
- **Work in groups:** The facilitator gives clear instructions when participants must divide themselves into working groups. The instructions can be found in the different sessions. It is important to clarify the roles of group members and explain the procedure and objective of the sessions.
- **Facilitate group feedback:** The facilitator asks one group to present their work and the others to add perspectives not already discussed by the first group to spur further thinking and explore the various approaches and perspectives of the different groups, i.e., by comparing the findings of the whole group.
- **Display overhead/projector/power-point:** It is important to use visual materials in the TEF event implementation.

Table 4: Stationery and materials checklist

Review if you have the following items available in the training room:	Please Check	
	Yes	No
• Computer, printer, and effective speakers (access to)		
• Photocopier (access to)		
• Projector and Screen (or white wall)		
• Paper supplies (white, colored, and large poster), • Markers/pen (colored and black), writing pads, note-books, flipchart (or Poster) paper		
• Stationery (scissors, string, glue, sticky adhesive, hole-puncher)		
• Facilitator’s props (clock or watch, bell)		
• Name tags		
• TEF workshop agenda		
• Evaluation questionnaires		
• Consent forms		
• Attendance form		

3.3 Components of the Actual TEF Events

3.3.1 TEF Agenda

Having a clear set agenda along with implementing a schedule is an important component of the actual TEF events. The agenda should be set and programmed during the planning phase prior to the actual event, as indicated in table 5 below.

Table 5: TEF Agenda

Session	Timing	Content	
<i>First half in large group setting of 100 participants</i>			
1.	Registration of participants	30 minutes	Participants registration takes place
2.	Welcome and opening speech	15 minutes	About the event
3.	Brief introduction by issue representatives and facilitators	10 minutes	Familiarize the participant with issue representatives' organizations-
		20 minutes	Providing opportunities for participants through presentations
4.	Current opportunities and the need to participate	45 minutes	Panel discussion with issue representatives
5.	Student discussion and networking with issue representatives and facilitators	1 hr15 min	Sign-up session for opportunities that are provided
<i>Second half in groups of 12-13</i>			
6.	Focus groups discussion with 12-13 participants in a single group	1hr 30 minutes	Discuss common issues and give input about policies
7.	Presentations by focus group discussion participants (1 from each group)	1 hour	One student represented from each group presents discussion points and group views for 4-6 minutes each.
8.	Evaluation	40 minutes	Participants give their feedback on the content and process of the event.

Table 6: First and Second Session Table Sample Program

Session Topic	Session Goal	Method/Tool	Time	Responsible
Participants Registration	Identify participants; provide small-group assignment	Attendance sheet	8:30-9:00 AM	Hosting Organization
Welcoming and opening speech	Getting participants familiar with the objectives of TEF	Short Speech	9:00-9:15 AM	Hosting Organization
Brief introductions for Issue Representatives and Facilitators	Familiarize students with the organizations and individuals that they can network with	Presentation	9:15-9:45 AM	Issue Representatives/ Facilitators
Panel on current opportunities + need to participate	Describe specific opportunities for youth participation	Panel Discussion	9:45-10:30 AM	Issue Representatives/ Facilitator
Tea break	Networking	Refreshment	10:30-11:00AM	Hotel/ Hosting Organization
Student Discussion and Networking with Issue Representatives and Facilitators	Encouraging participants to connect with Issue Representatives; sign-up for opportunities	Networking Fair	11:00-12:15	Issue Representatives/ Facilitators
Lunch break			12:15-1:15 PM	Hotel
Small group discussion on challenges of youth civic engagement	Identify common issues facing youth and factors that inhibit civic engagement	Small group discussions (8-9 people)	1:30-3:00 PM	Issue Representatives/ Hosting Organization r
Tea break			3:00-3:15	Hotel
Group presentations on discussion findings	Sharing discussion findings with the group	Presentation by each group	3:15-4:00 PM	Issue Representatives/ Hosting Organization
Closing remarks	Takeaways and Thank-you	Short Speech and evaluation	4:00-4:15 PM	Hosting Organization

3.3.2 Programming Actual TEF Events

3.3.2.1 The First Half of the TEF

The first half of the event will be large group meetings bringing together 100 university students from diverse backgrounds. Issue representatives must lead a structured discussion of existing opportunities for the youth to engage in civic issues. During the first half of the event, participants must be provided with the opportunity to sign up in different governmental and non-governmental organizations to formally engage in civic, social, and economic issues. The first session provides an opportunity for government representatives, CSOs, and social clubs to present topics that include:

- What their organization does.
- Their plans and strategy to achieve active participation of the youth under their institution.
- How the youth that participated in their organization is making difference; and
- Current opportunities they provide for the youth to achieve active participation of the youth in their organization.

Here are the potential opportunities that might be provided by the issue representatives during the forum:

- Community-based volunteer work can be provided by different government and non-governmental organizations.
- Public University that the participants attend can provide opportunities for students to participate in different social, economic, and peace-building volunteer activities on the campus through the social clubs that are established in the university.
- Associations and CSOs can provide opportunities for participants to be a member of their organization and participate in different human rights and democracy advocacies.
- Governmental organizations can provide participants with opportunities to participate in future training that focuses on youth and human rights. This will help participants to directly interact with stakeholders and discuss issues that concern them.

SESSION 1

Registration of Participants

Learning Objective

- Register the participants.
- Provide small groups for participants that they will use on the second session.

Timing- 30 min

SESSION 2

Welcome and Opening Speech

Learning Objective

- To welcome the participants and officially open the forum.
- To introduce the issue representatives
- To make participants familiarized with the objectives of the TEF

Timing- 15 min

- About the event and TEF in general

SESSION 3**Brief Introductions by Issue Representatives and Facilitators**

Learning Objective

- For issue representatives to introduce their organizations
- For issue representatives to provide current opportunities where participants can sign-up and engage

Timing- 30 min

- Familiarize the participant with issue representatives' organizations- 10 min.
- Providing opportunities for participants- 20 min

SESSION 4**Current Opportunities and the Need to Participate**

Learning Objective

- Discussion on current opportunities that exist for the youth in Ethiopia.
- Discussion on the need for youth participation in political, social, and economic issues in the country.

Timing- 45 min

- Panel discussion with issue representatives-45 min

SESSION 5**Student Discussion and Networking with Issue Representatives and Facilitators**

Learning Objective

- Involving participants in different civic engagement opportunities by setting up a 'student volunteer fair' where each issue representative will have their table and interact with participants.
- Participants will have the opportunity to directly interact with issue representatives and sign-up for the opportunity they chose.
- Have a strong network with issue represent.

Timing: 1 hr15 min

- Sign-up session for opportunities that are provided.

3.3.2.2 The Second Half of the TEF Event

The second session is important for students to reach a common understanding and to work together on their common issues. The session helps in creating a close relationship between the youth, political parties, and CSOs.

Method of Conducting Focus Group Discussion and Presentation

The second half of the TEF event mainly takes place in two types of discussion sessions: a focus group and a presentation. Focus group discussion is a type of discussion where

participants are free to discuss issues and share their opinion and beliefs about the topics. These kinds of discussions are loosely led by a moderator. The number of participants in focus group discussions varies from study to study. Usually, in most common types 6 up to 12 people participate in focus group discussions (Richard A. Krueger, 2009).

In the second half of TEF participants will get the opportunity to openly discuss their common issues and give their input about policies in Ethiopia and how they can be more inclusive of the youth. In the second half of the event, the participants will be given four questions to discuss within their small groups. After the participants are done with their focus group discussion, students will come out one from each representing their respective group members to present on their findings and discussion points from 3:00-4:00 PM.

For the second half of the event, four smaller meeting rooms will be prepared and, in each room, 25 participants from different backgrounds will be put together. Further, the 25 participants in each room will be divided into 3 smaller groups of 8 or 9, and in this smaller group; the participant will hold their focus group discussion. After the participants are done with their focus group discussion, the 3 groups will be joined together, and each group will present and discuss their answers with the participants and issue representatives.

To avoid any conflicts, each small group will have a moderator that will be appointed by the facilitator. The moderators' task will be to help the discussion flow go smoothly and record the discussion points as per the instruction of the facilitator.

SESSION 6

Focus Group Discussion

Learning Objective

- Helping participants to identify their common issues and work together on the issues.
- To increase social cohesion between the participants.
- To increase the participants' civic engagement; and
- Making the participants proactive and solution oriented.

Timing: 1 hour and 30 min

- Focus group discussion.

Questions to be discussed in the focus group discussion.

Q.1. Do you think there is a low youth engagement in politics, economic and social issues in Ethiopia (Yes or No)? (30 min)

- Can you put your reasons for question number 1? (10 min)
- If you are a youth advisor for the government of Ethiopia on youth policy, what kind of measures would you suggest for the government to take to encourage youth participation in civic engagements? (20 min)

Q.2. Can you explain the current biggest challenges that the youth are facing regarding the political, social, economic, and other different factors in Ethiopia? (10 min)

Q.3. If you are appointed as a Minister of Youth in Ethiopia, what measures would you suggest to address these challenges? (25 min)

Q4. In the past 5 years Ethiopia has entertained different conflicts from time to time; (35 min)

- Can you state the main factors for those conflicts that occur in Ethiopia? (25 min)
- What measures should be taken to de-escalate conflicts in Ethiopia and increase social cohesion? (10 min)

SESSION 7

Presentation on Focus Groups and Discussion with Issue Representatives

Learning Objective

- The learning objective of this section is to help participants share their knowledge and discussion results, exchange experiences among each other, and bring ideas into the general audience in the TEF events.

Timing: 1 hr15 min

- The small focus groups will be joined together, and each group will present and discuss their answers with the participants and issue representatives.

SESSION 8

Evaluation and Closing Remarks

Learning Objective

- The learning objective of this session is to identify the status of such events in terms of the impacts they brought on the targeted beneficiaries in addition to recommending the way forward.

Timing: 1 hr15 min

- Takeaways and thank-you.
- Give evaluation to participants-see annex

Annexes**Annex 1- Questions to be discussed in the focus group discussion.****Part-1**

Do you think there is a low youth engagement in politics, economic and social issues in Ethiopia (Yes or No)? (45 min)

Can you put your reasons for question number 1? (10 min)

If you are a youth advisor for the government of Ethiopia on youth policy, what kind of measures would you suggest for the government to take to encourage youth participation in civic engagements? (20 min)

Part-2

Can you explain the current biggest challenges that the youth are facing regarding the political, social, economic, and other different factors in Ethiopia? (10 min)

If you are appointed as a Minister of Youth in Ethiopia, what measures would you suggest to address these challenges? (10 min)

In the past 5 years Ethiopia has entertained different conflicts from time to time; (35 min)

Can you state the main factors for those conflicts that occur in Ethiopia? (25 min)

What measures should be taken to deescalate conflicts in Ethiopia and increase social cohesion? (10 min)

Annex 2- First and Second Session Table Sample Program

Title of the Sessions	Goal of the Session	Method of Implementation	Time	By
Participants Registration	Identify participants; provide small-group assignment	Attendance sheet	8:30-9:00 AM	Facilitator
Welcoming and opening speech	Getting participants familiar with the objectives of TEF	Short Speech	9:00-9:15 AM	Facilitator
Brief introductions for Issue Representatives and Facilitators	Familiarize students with the organizations and individuals that they can network with	Presentation	9:15-9:45 AM	Issue Representatives / Facilitators
Panel on current opportunities + need to participate	Describe specific opportunities for youth participation	Panel Discussion	9:45-10:30 AM	Issue Representatives / Facilitator
Tea break	Networking	Refreshment	10:30-11:00AM	Hotel/ Facilitators
Student Discussion and Networking with Issue Representatives and Facilitators	Encouraging participants to connect with Issue Representatives; sign-up for opportunities	Networking Fair	11:00-12:15	Issue Representatives / Facilitators
Lunch break			12:15-1:15 PM	Hotel
Small group discussion on challenges of youth civic engagement	Identify common issues facing youth and factors that inhibit civic engagement	Small group discussions	1:30-3:00 PM	Issue Representatives / Facilitator
Tea break			3:00-3:15	Hotel
Group presentations on discussion findings	Sharing discussion findings with the group	Presentation by each group	3:15-4:00 PM	Issue Representatives / Facilitator
Closing remarks	Takeaways and Thank-you	Short Speech	4:00-4:15 PM	Facilitator

Annex 3- End-of-Event Participant Evaluation Form

Event Title: _____

Date of the Event: _____

Please respond to the following questions by marking on one box only for each question. If you have an additional comment, please use the narrative comment section which should be used particularly to explain a low score and/or if you have any comments or suggestions for improvement.

Your views are very important and will help us to improve our events.

Scoring Example

*5- Excellent *4- Very Good *3- Good *2- Needs Improvement *1- Bad

Section 1- Event

1. Content and organization of the event

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2. The benefit of participating in TEF event

--	--	--	--	--

3. The event has encouraged me to participate more on political, social, and economic issues under formal institutions.

--	--	--	--	--

4. I found the presentation and panel discussions in the event useful...

--	--	--	--	--

5. I believe that the event will create social cohesion between students from different backgrounds.

--	--	--	--	--

6. Overall, the quality of discussions and dialogue for this event was ...

--	--	--	--	--

7. The opportunities for participants to interact (have questions answered, share concerns and experience, etc.) during the event were...

A. Too much B. Ideal C. Too Short D. other _____

8. The time devoted to case studies and other interactive activities was...

A. Too much B. Ideal C. Too Short D. other _____

Section 2- Event Administration

9. Overall, my satisfaction with the administration of the event was...

--	--	--	--	--

10. Did you receive practical information (about the accommodation and other facilities, etc.) prior to the event?

A. Yes B. No

11. The quality of the facilities (rooms, furniture, communication aids, event materials, etc.) provided at the event was...

--	--	--	--	--

12. The quality of the accommodation (meals, common areas, services, etc.) that were provided, was...

--	--	--	--	--

13. The quality of the administration (staff responsiveness, etc.) at the event was...

--	--	--	--	--

Narrative Comment Section

Please make any additional comments/suggestions under the relevant spaces below. Please continue a separate sheet if necessary.

Annex 4: Consent form

Research Title: *Increasing youth Civic engagements while mitigating potential for conflicts in Ethiopia.*

1. Introduction

You are randomly selected to join a research study intervention called Tolerant Engagement Forum being conducted to better enhance AAU students' experiences and perspectives with civic engagement and community participation. During these events, professionals from Initiative for Peace and Development (IPD) will have you participate in a whole day engagement forum consisting of panelists, issue representatives from NGOs and GOs, and social clubs. If you agree to participate in these platforms, you will be able to connect with participants and representatives alongside with group discussion on political, social, and civic matters of the country with peers from AAU. The information, statements in a discussion, personal views you provide will be used to inform the design of future activities meant to increase civic engagement and social cohesion among university students.

2. Voluntary participation

Your participation is completely free, individually determined, and voluntary. At any moment in the event, you can refuse to answer any question or to leave the events entirely. Whether you choose to participate in the events, answer any question, or decide to leave the events, you will not face any negative sanctions from the IPD or its partner AAU.

3. Confidentiality

We will follow strict confidentiality guidelines and will not publicly reveal any personal information collected before, during, or after the events. Your name will not be used in any report once the results of the events are published. What you say during the focus groups may be cited in reports or publications resulting from the TEF event, but the quotation will be anonymously cited and not be attributed to your name. For example, a quote from the group discussion might be attributed to "a student, 21 years old" without mentioning other information that might identify the participant. The group discussion will be audio recorded, solely for the purpose of capturing the discussion points in the event, with the goal of using the audio to take notes /after the discussion and not having to disrupt the conversational flow of the meeting. Once the audio recording is transcribed to text by the IPD personnel, the recording will be destroyed. Finally, it is possible that transcripts of the focus group discussions which have been scrubbed of all identifying information may be used in future research studies. We thank you for your participation!

4. Inquiries

If you have any questions about this TEF Events, please feel free to contact the organizer at:

Fitsum Hailu

Executive Director

Initiative for Peace and Development (IPD)

Addis Ababa

Contact Address:

Email: fitahk@gmail.com

Mobile Phone: 0913002258

Saron Hirpa

Program Coordinator

Initiative for Peace and Development (IPD)

Contact Address

Email: sarohirpa.ipd@gmail.com

Mobile Phone: 0941158985

5. Declaration

I, participant/student/_____, have fully read this one pager consent form and understood its goals and objectives and accordingly agreed to freely participate in the FGD as a participant.

Participant

Name: _____

Signature: _____

Date: _____

IPD

Name: _____

Signature: _____

Date: _____

Annex 5: TEF Participants Attendance Form

No.	Name	Department	Year of Study	Age 18-29	Age >29	F	M	Signature
0								
1								
2								
3								
4								
5								
6								
7								
8								
9								