



A Passion for Action

Advancing Gender Equity and Intersectionality through Collective Action Learning

A Case Study

In collaboration with





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Acronyms & Descriptions

YIELD - Youth Investment, Engagement, Leadership and Development

Originally the YIELD Project, this initiative aimed to empower young people to make informed decisions about their bodies and futures. It generated norm-shifting research and fostered a community of youth activists, funders, and researchers.

AYSRHR - Adolescent and Youth Sexual and Reproductive Health and Rights

This refers to the health and rights concerning sexual and reproductive issues particularly affecting adolescents and youth.

SRHR - Sexual and Reproductive Health and Rights

This is a broader term than AYSRHR and refers to the health and rights issues affecting sexual and reproductive well-being of people of all ages. The YIELD Project and Hub focus particularly on young people and gender-diverse youth within this field.

SRH - Sexual and Reproductive Health

This term refers specifically to health issues concerning sexual and reproductive aspects but does not encompass the rights dimensions, unlike SRHR.

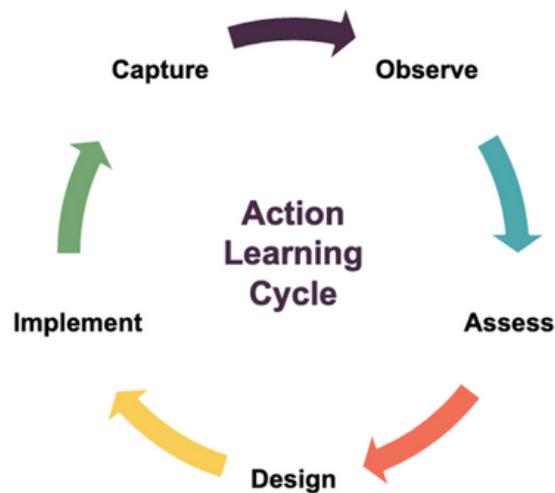
LGBTQIA+

Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, and other sexual orientations, gender identities, and expressions.



Case Study Overview

In 2022, the **YIELD Hub** initiated a Collective Action Learning Cycle to drive forward the agenda of youth partnership, particularly focusing on addressing systemic gender inequities in the **Adolescent & Youth Sexual and Reproductive Health Rights (AYSRRH)** space. Through a structured learning cycle that consists of five key steps—**Observe, Assess, Design (I & II), Implementation, and Capture**—this study presents the experiences and outcomes of five organisations: **ATHENA Network, Restless Development, MenEngage Alliance, CAMY Fund and EngenderHealth**. Each organisation embarked on this learning journey with unique goals, and their collective stories offer valuable insights for any institution committed to SRHR and gender inclusivity.



While the Action Learning Cycle's first run celebrated significant achievements, it also illuminated the fragmented nature of the existing youth engagement system. The imperative to adopt a systems-based approach for mainstreaming youth partnerships emerged as a pressing concern.

We invite you to explore the promising practices, lessons learned, and real-world impact that stem from collective action learning. By engaging with the findings and reflections captured in this report, we hope you will find actionable insights that can support your organisation's own development journey. The aim is to cultivate inclusive organisations whilst recognising the challenge and opportunity to make youth partnership the norm in the SRHR field.

Action Learning Cycle 1 Overview

OBSERVE

This foundational step centered around defining pressing issues within institutions concerning youth engagement, gender injustices, inclusion and power.

STAGE

01

ASSESS

Following the identification of challenges, organisations moved to frame their learning goals, providing clarity and focus for actionable insights.

STAGE

02

DESIGN

Design I: Institutions presented their initial action learning statements, prompting a collective reflection, feedback exchange, and decisions regarding their future course of action.

Design II: Members, armed with refined action learning goals and comprehensive implementation plans, delineated tasks, responsibilities, and timelines to ensure concrete actions.

STAGE

03

IMPLEMENT

As organisations executed their action plans in real-time, they navigated potential challenges, pivoted when necessary, and achieved significant milestones.

STAGE

04

CAPTURE

Reflecting on the outcomes, members gathered to evaluate the results of their actions, exploring both successes and areas of improvement. Diverse communication avenues, such as webinars and podcasts, were proposed to disseminate knowledge and experiences.

STAGE

05



I. Introduction

Before the YIELD Hub, there was the **YIELD (Youth Investment, Engagement, Leadership and Development) Project**, which aimed to empower young people to make informed decisions about their bodies and futures. Over the course of five years, the YIELD Project generated norm-shifting research and fostered a community of youth activists, funders, and researchers committed to advancing Adolescent and Youth Sexual and Reproductive Health and Rights (AYSRHR).



The **YIELD Hub** took the next step in transforming the field of AYSRHR by bringing together diverse stakeholders in a **Collective Action Learning** process. This approach valued young people as active partners and leaders in shaping the future of AYSRHR, rather than just being the subjects of research or targets of programmes.

This case study provides insights into the YIELD Hub's innovative approach to Collective Action Learning and how it was used in its first Action Learning Cycle in 2022. The cycle involved representatives from various organisations in AYSRHR in a collaborative, hands-on learning process.

The first cycle addressed the challenges faced by young women and gender-diverse youth in the Sexual and Reproductive Health and Rights (SRHR) field, acknowledging the intersection of gender with other social identities such as class, race, sexuality, and disability. The Hub, along with participating organisations, prioritised diversity and inclusion in SRHR work to ensure decision-making processes were inclusive of marginalised voices.

A. What is the Collective Action Learning Cycle?

The action learning cycle is a useful approach for SRHR organisations to tackle various issues challenging the field. It promotes teamwork, active learning, and reflection, which enables organisations to create new solutions that cater to the different needs of individuals and communities. Representatives from various organisations in Adolescent and Youth Sexual and Reproductive Health and Rights collaborate to analyse particular problems and objectives in the field, working towards creative solutions. By applying this approach, SRHR organisations aspire to achieve a more unbiased and comprehensive world where everyone can exercise their sexual and reproductive rights.



“The action-learning approach is different, especially in an environment where we always feel pressured to create new projects or solutions. I am not pressured to commit to immediate deliverables or create something new in the group. I am comfortable bringing up different perspectives on the same issues and building on ideas with other members over time.”

- Cycle 1 Member -

Organisations that have joined the YIELD Hub action learning cycle have found a way to learn and work together in a safe and supportive space. They share their experiences, challenges, learn, unlearn and develop action plans to make positive organisational changes. The group meets within a defined period while implementing actions, gaining knowledge from the implementation and making necessary changes based on reflection and learning.



“The action learning group has provided us with an opportunity to hone in and make these important conversations a priority.”

- Cycle 1 Member -

B. How does the Action Learning Process work?

Guided by AYSRHR priorities, YIELD Hub facilitates action learning processes to generate new and creative solutions for improving youth participation in the SRHR field.



The Action Learning group meets in **structured 90-minute sessions**, following a process divided into **five stages**: Observe, Assess, Design, Implementation, and Capture. This cycle repeats for various topics, allowing for continuous learning and development.



During these sessions, group members learn from one another and set personal learning goals. Their collective efforts **aim to overcome institutional and field-wide challenges** in the AYSRHR field.



Action Learning Group members are asked to **commit approximately 6-8 hours per month over a period of 4-6 months** to participate in an action learning cycle, involving a combination of virtual collective and individual online and offline work.



Members should be willing and able to **share their knowledge, experience, ideas, and new learning** generated through the collective action learning process with the broader ecosystem of AYSRHR actors. They should also apply new learning in processes of institutional change and progress toward genuinely **partnering with youth** to implement AYSRHR efforts



By joining group learning activities, members can **solve problems in real time, meet new people, and form partnerships** with different stakeholders. They can also get more recognition as they contribute to the field.

C. Why start the cycle with Gender & Intersectionality?

Young women and gender-diverse youth encounter significant gender-specific challenges in SRHR leadership. These challenges are compounded by larger inequalities, inhospitable working environments, and the threat of violence and coercion. As a result, young female leaders and gender-diverse youth have limited impact. This is particularly severe for young women working in SRHR, who face the double burden of being young and female, as well as the added stigma associated with discussing sexuality, reproductive rights, and sexual health.

The YIELD Project's research on the gendered experience of youth participation and leadership in sexual and reproductive health (SRH) is highlighted in the issue paper [When the Gap is a Chasm: The Gendered Experience of Youth Participation and Leadership in Sexual and Reproductive Health](#). The paper documents the challenges and experiences of young female leaders, revealing that gender imbalances are acute in adolescent and youth sexual and reproductive health and rights (AYSRHR). The research found that young women are more likely to be driven by negative personal experiences, face ongoing safety and security risks, and view their participation in SRH as a "passion" rather than a "career," as compared to young men. In contrast, young men seem to have more opportunities for professional advancement, higher leadership roles, and better pay.

By incorporating an intersectional perspective, organisations can develop tailored strategies that consider the diverse needs and experiences of marginalized youth. This approach recognises the importance of engaging young people as active participants and agents of change, rather than passive beneficiaries. From the cycle, it was clear that in order to ensure SRH services are inclusive, accessible, relevant, and responsive to all youth, organisations should do the following:



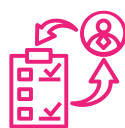
Recruit and retain diverse populations of young women, trans and gender-diverse youth as agents of change in AYSRHR.



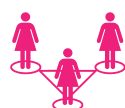
Provide successive opportunities for professional advancement.



Cultivate gender-equitable organisations and organisational cultures.



Track gendered experiences, perceptions, and impacts of young women working in SRH.



Connect young women to each other and ongoing professional opportunities.

"We need to explore how we can expand and almost explode the SRHR work out of its current, fairly restricted, kind of expected outcomes. And that will only happen when we involve young people in mobilisation and movement building."

- Cycle 1 Member -

D. Who were the organisations tackling this critical topic?

Meet the five organisations and their representatives participating in the YIELD Hub's first Action Learning Cycle in 2022.



EngenderHealth

EngenderHealth

Ana Aguilera and Rimjhim Jain

“EngenderHealth is a global organisation committed to advancing sexual and reproductive health, rights, and gender equality. [They] support individuals in making free, informed decisions about sexuality and childbearing so they can live the lives they want. [They] collaborate with local communities and civil society organisations to prioritise health and rights.”



Restless Development

Nikita Khanna and Nafisa Ferdous

“Restless Development [is a] youth-led development agency. [Their] mission is to place young people at the forefront of change and development. [Their] strength comes from being led by young people and young professionals, from the boardroom right through to the field.”



MenEngage Alliance
working with men and boys for gender equality

MenEngage Alliance

Laxman Belbase and Kapila Rathnayake

“MenEngage Alliance is a space for members to come together in solidarity with those most targeted by gender injustices and patriarchal systems to collectively dismantle structural barriers to women’s rights and gender equality. As a global network, [they] ensure a world in which gender justice and human rights are recognised, promoted and protected.”



ATHENA

Athena Network

Olaoluwa Abagun and Irene Otega

“Athena’s mission is to advance gender equity and human rights across global health; to bring forward feminist leadership, and in so doing, to promote and facilitate the inclusive leadership of adolescent girls, young women, and gender-diverse people.”



CAMY Fund

Denia Arteaga and Diana Campos Ortiz

CAMY Fund provides flexible funding, support and technical and political accompaniment to youth-led initiatives, collectives and organisations in Central America and Mexico. Its objective is to strengthen youth social movements in favour of human, social, gender and racial, and sexual and reproductive rights.”





II. The Collective Action Learning Process

Step 1: OBSERVE

The initial stage of the Action Learning cycle usually involves a small core group of stakeholders working collaboratively to identify a priority area that requires attention or identifying the problem or issue. This can be a multifaceted process that requires a deep understanding of the topic and how it impacts the organisation's goals and practices. By taking the time to thoroughly identify the problem or issue, the group can ensure that they are addressing the root cause of the problem and not just treating the symptoms.

A. What were the initial observations made by organisations regarding gender and intersectionality?

The Observe Session focused on how the action learning topic shows up and reflects in the work of each organization and the field of AYSRHR. The conversation highlighted the significance of addressing intersectionality, inclusivity, and diversity in organisations, along with the need for continuous learning, unlearning, and power-sharing in decision-making processes.

The group was deeply affected by the gender issues raised during the discussion, as some members expressed their personal and professional experiences of undervaluation and bullying in managerial and leadership positions due to their gender.

Moreover, young women were often expected to take on additional administrative and domestic tasks beyond their job description. Despite their managerial or leadership position, decision-making responsibility was not always given to young leaders.

The group also acknowledged the tendency to vest representation and decision-making power in privileged white young women, while those who were historically and structurally marginalised continued to be excluded. Tokenism, adult-centrism, and the perception that young people lacked experience were other issues discussed. The participants also raised the issue of the double burden faced by young women and non-binary individuals.

The group recognised that youth leadership and partnership were distinct but interrelated concepts. They were more inclined towards the open and elaborate definition of youth partnership adopted by the YIELD Hub, which promotes equitable, mutually respectful, and beneficial relationships between all actors, including young people. To promote gender equality and inclusivity, the group emphasised the importance of unlearning gender heteronormative ideas and integrating feminist principles into their approach. Additionally, some group members suggested transforming traditional notions of masculinity and redefining what it means to be a leader in today's society.

B. How did different organizations reflect and learn throughout the Action Learning Cycle?

Restless Development:

Restless Development recognised the need for better alignment between its internal structures and systems and its aspiration to become a feminist organisation. As part of this effort, the organisation undertook measures to enhance its hiring procedures and modify job descriptions. The goal was to attract individuals who resonated with the values of a feminist entity. These initiatives resulted in the successful recruitment of a global manager for a research role, who not only brought experience but also embodied the qualities of an intersectional feminist. This accomplishment marked a significant stride forward for the organisation.

The organisation included young people in upper management positions; however, they were uncertain about expanding their responsibilities into full-time roles. To address this, they held discussions to determine the necessary support to ensure their success. Their efforts were geared towards dispelling misunderstandings about young individuals in leadership roles and establishing a workplace that nurtures and supports diverse young talent.

"Restless Development is committed to shaking up institutional leadership by hiring diverse, intersectional feminists who will bring expertise in feminist values and create an inclusive work environment. We are passionate about empowering young people in leadership spaces, making their roles full-time, and providing them with the support they need to thrive and challenge misconceptions about their abilities."

**RESTLESS
DEVELOPMENT**

EngenderHealth:

EngenderHealth's experience showed that organisations have various ways of being inclusive. They stressed the importance of being intentional and flexible while staying adaptable to changing needs. Transparency was key, regardless of the formal or informal structures in place. They encouraged thinking beyond the current state to imagine new possibilities.

To tackle inequality, they believed in addressing its core reasons. They emphasised open conversations and actions that help people understand how power impacts access to opportunities and how it can be managed. They also saw greater involvement in politics as important. In short, EngenderHealth's journey highlighted the need for inclusive environments, addressing underlying disparities, and active engagement in politics for creating meaningful and lasting change.

"We must be intentional, flexible, and transparent in our approach to inclusion. We want to increase awareness of how power influences access, control, and opportunities."



EngenderHealth

ATHENA Network:

The reflections and lessons from the action learning groups pointed to a missing gap in the work of ATHENA. While they were actively involved with young women in their flagship #WhatGirlsWant programme, it became evident that they needed to take deliberate steps to ensure greater diversity within this group. In response, the team devised an action learning plan that emphasised the importance of sharing power with a more diverse, rural, and younger demographic of women. This realisation prompted them to proactively revamp their recruitment efforts and recognise the necessity of offering ongoing support and mentorship to the young women they engaged with.

"We are committed to nurturing young women of all diversities from the beginning and intentionally creating opportunities for them to share power within ATHENA."



ATHENA

C. Why was the Observe Session necessary at the start of the cycle?



Insight

It provided insight into the state of gender and intersectionality within institutions and the field.



Clarity

It helped to identify issues like gender discrimination, violence, and coercion.



Openness

The session fostered open and honest discussions about the current status of gender and intersectionality.



Evaluation

It encouraged deeper introspection and evaluation of the commitment to advancing this issue in the field.



“At our core, we value creating spaces where all young people feel safe and supported. We strive to foster inclusive workplaces that go beyond traditional gender roles and consider the unique challenges individuals face with intersecting identities.”

- Cycle 1 Member -



Step 2: ASSESS

Once the problem is identified, the Assess Session is the second crucial step in the Action Learning cycle. During this stage, the group analyses the identified problem from different cross-stakeholder perspectives to gain a comprehensive understanding of the issue and its implications for SRHR organisations. This process involves gathering relevant data, conducting research, and examining the root causes and underlying factors that contribute to the problem.

The Assess stage is critical because it provides a foundation for the subsequent stages of the Action Learning cycle. By analysing the problem from different perspectives, the group can gain a deeper understanding of the issue and its complexities. This understanding can lead to more targeted and effective solutions that address the root causes of the problem. Through this process, the group can identify potential barriers and enablers to addressing the issue and determine potential solutions. What distinguishes these sessions is the approach that fosters an environment where members can openly express their authentic thoughts, discuss their challenges, and collaborate in generating their own solutions.

A. What insights and initial goals were coming up for the group in Assess?

The group thoroughly examined the power dynamics within their respective institutions and organisations. Their analysis identified areas where power is concentrated and determined necessary actions to create a more inclusive environment. One of the primary objectives of the Assess Session was to identify a common issue present in the work of each organisation that was of utmost importance to address, not only within their workspace but also in the broader field of AYSRHR. The overarching aim was to ensure that young people from diverse backgrounds could actively participate in initiatives aimed at enhancing sexual and reproductive health for everyone. The principle of "leaving no one behind" was emphasised as a tangible reality, not merely a slogan. Members' overarching learning goal centred on empowering young people and dismantling structures and barriers that significantly hinder their meaningful participation.

During the session, members collaborated and began drafting their institutional action learning statement/problem statement for input and discussion with the group. A problem statement provides a concise description of an issue to be addressed or a condition to be improved through action learning. It identifies the gap between an issue's current state and the desired outcome or change. Defining a problem statement helps members of an action learning group identify what they want to learn about the problem and what actions they want to take during and after action learning. This was the collaborative problem statement from the group:

How do we shift power structures within our institutions/organisations and with our institutional partners to be inclusive and ensure that young people, in all their diversity, are engaged, safe, and afforded equal opportunities to contribute to improving AYSRHR efforts?

Step 3: DESIGN I + II

Framing action learning goals is a vital part of the action-learning process. It involves defining the desired progress or change that an institution wishes to achieve, focusing on its learning goals and the activities necessary to implement them. To assist in this process, design planning sessions are structured to help members deliberate and clarify their action learning goals.

During these sessions, members use the design planning process to identify areas where their institutions aim to gain deeper insights and outline the essential actions required to translate those insights and goals into practical implementation plans. Members are guided to consider the broader objectives that shape their action learning goals. This involves a concentrated exploration of recurrent issues they deem critical to address or take action on. Among these issues, three overarching themes emerged as focal points for the action-learning groups:



Establishment of Feminist Structures

Whilst some organisations had pre-existing feminist structures, others had to create them, highlighting the diversity in their starting points for feminist engagement.



Leadership and Implementation Challenges

Across the board, leadership and individual resistance posed challenges to implementing transformative feminist changes within these organisations.



Organisation & Capacity Challenges

Members faced various challenges, including transparency in budget allocation, issues related to technology and connectivity, and the integration of young people into the organisation. Despite these challenges, there was a shared commitment to moving beyond binary and heteronormative structures and systems.



“How do we shift power structures within our organizations and institutions to be more inclusive? In some way, we are operating in these inherently racist, patriarchal systems. Until that becomes unacceptable, it will be really hard to make things more diverse.”

- Cycle 1 Member -

These themes represent the initial and preliminary action learning goals formulated by the members:



ATHENA Network aimed to enhance the inclusivity of their work by incorporating diverse voices, including those of the LGBTQ+ community, and ensure that the #WhatGirlsWant programme accurately represented the diversity of young women.



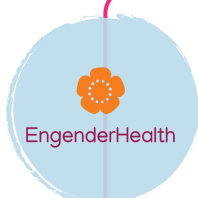
CAMY Fund aimed to create platforms for discussion and dialogue surrounding the transformation of power structures. This included addressing non-binary, social class, and ethnic factors while striving to decolonise knowledge.



MenEngage Alliance sought to bolster youth leadership and partnerships in sexual and reproductive health and rights (SRHR), utilising youth reference groups at regional levels to promote a feminist network.



Restless Development sought to gather insights from organisations on their resource mobilisation and leadership/partnership strategies in the context of mainstreaming intersectional feminism.



EngenderHealth aimed to acquire practical tools and approaches for implementing intersectional inclusion in their youth partnerships. They would subsequently adapt their youth partnership practices to be more intersectional and inclusive.

A. What happens during the Design I + II Stages and why does it matter?

Design I:

During the first design session, each organisation has the chance to present a summary of their initial action learning statements. This session serves as an opportunity for members to offer support, collectively reflect on their goals, provide feedback as needed, and make informed decisions about the activities and implementation plans that will contribute to achieving their learning goals.

Members leave with valuable feedback from the group, enabling them to refine and enhance their learning goals. This positions them more effectively to engage with stakeholders within their organisations, initiating the development of action plans. These plans will facilitate the transformation of their action-learning goals from ideas and commitments into actionable implementations.

Design II:

In this session, members arrive with their well-defined action learning goals and comprehensive implementation plans. These plans outline specific activities, designate responsibilities to individuals or teams within the organization, and establish clear timelines for carrying out the plans. After the design session, members have a clear understanding of the support they will receive from YIELD Hub and other group members throughout their three-month implementation period.



“The [plans to] make [our team] more diverse, reaching younger women, expanding the program have definitely come from all of these [Action Learning] conversations. Looking at expanding is also to accommodate more diverse young leaders and to get to understand the diverse needs of young leaders.”

- Cycle 1 Member -

B. What were the final Action Learning Statements designed by each organisation?



Restless Development

Focused on expanding their understanding of gender beyond just girls and women. They aimed to define gender comprehensively, learn how to mobilize resources, and cultivate leadership to support their commitment to gender transformation. Their goal was to gain insights into fulfilling this commitment and identify the necessary steps for its realization.



EngenderHealth

Had two components to their Action Learning Statement. First, they wanted to learn practical tools and approaches for implementing intersectional inclusion in their youth partnerships. Second, based on this learning, they aimed to adapt their youth partnership practices to become more intersectional and inclusive.



CAMY Fund

Revolved around supporting the young feminist movement in their region. They were interested in improving funding and guidance to empower this movement, particularly in efforts related to addressing gender inequality, social class, ethnicity, and decolonizing knowledge.



MenEngage Alliance

Aimed to empower young leaders from diverse backgrounds by ensuring their active participation in the Alliance's governance structures by 2024. They sought to enable these young leaders to have ownership and influence in decision-making across MenEngage Alliance's programming and advocacy efforts at national, regional, and global levels.



ATHENA Network

Had two primary components in their Action Learning Statement. First, they sought to better incorporate diverse voices, including LGBTQIA+ voices, into their work. Second, they aimed to ensure that their #WhatGirlsWant program reflected the diversity of younger women comprehensively. This included considerations related to LGBTQIA+ representation and ensuring the program's relevance to a broad spectrum of young women.



Step 4: Implementation

At this critical stage, the Action Learning group members begin to address issues in real time according to their respective action plans. During the Implementation stage, organizations have the chance to recognize and overcome potential obstacles or difficulties that might arise. They can also adjust their implementation plans as needed to ensure a successful outcome.

In this phase of the action learning cycle, members achieved significant milestones in pursuit of their action learning objectives. Some members secured core funding to support internal system and structural changes, while others created additional performance metrics for their initiatives. Additionally, some actively identified potential partners for campaigns and initiatives that aligned with their learning objectives. Below are the activities and processes that members completed during their implementation phase.



ATHENA Network used the knowledge and insights gained from the action learning process to develop additional performance indicators for monitoring progress in their flagship #WhatGirlsWant program.



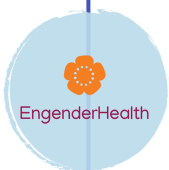
CAMY Fund enhanced their narratives, particularly when communicating with philanthropic organizations, to emphasize the importance of sustainable Youth Social Movements as catalysts for change in Central America and Mexico.



MenEngage Alliance solidified a resource mobilization plan to support the implementation of their action learning goals and collaborated with the Hub to identify relevant tools and resources for members of the Youth Reference Group.



Restless Development utilized the insights gained from the action learning process to influence their internal strategic planning, securing multi-year core funding to advance their goal of becoming a more feminist organization. Furthermore, they successfully obtained a commitment from their country offices to implement a systematic internal restructuring process in line with their learning objectives.



EngenderHealth integrated their action learning findings into their broader organizational and project-level action plans, both at the global and country levels. They further developed an Intersectional and Inclusive Youth Partnerships Internal Planning and Implementation Checklist. The purpose of the Checklist is to support the global and country offices in developing and implementing more intersectional and inclusive partnerships with young people, youth networks, and youth-led organizations. It lists key considerations and suggestions when developing new partnerships and initiatives.





Despite their achievements, the action-learning group members faced initial obstacles that delayed the initiation of their goals. These challenges included:

1
Slow institutional buy-in, which hindered immediate progress in implementing their goals.

2
Inadequate funding that prevented the immediate execution of their learning goals.

3
A sudden shift in organisational priorities that halted work on their action learning goals.

To address these potential challenges, additional support was provided to group members. This support included initiating learning and exchange dialogue sessions among members, allowing them to share best practices and resources for overcoming common implementation challenges associated with their action plans.

This Implementation stage exemplifies the tangible impact of applying the insights and knowledge acquired through action learning in real time. It demonstrates how these learnings actively contribute to sustaining and enhancing institutional practices, ultimately resulting in lasting and transformative change.



“This topic [of the gender cycle] has fueled me. It's nice to know that collectively these issues are showing up in our different spaces. I think we're going to produce something powerful out of this. This is just the beginning of feeding into other systems as well.”

- Cycle 1 Member -

A. What were the achievements of the organisations after the Implementation stage of the Action Learning Cycle?

“



“YIELD Hub’s Action Learning Group presented a very safe and authentic space to step back and reflect on practical ways for our work to be even more inclusive of diverse young people. A highlight of the ALG was being able to reason along with organisations like EngenderHealth and MenEngage Alliance to identify common struggles in our work and think through solutions together.

At a time when resources are shrinking (especially for youth-led and youth-centered feminist movement building), and efficiency is most critical, it was a breath of fresh air to step back with humility and vulnerability to reflect on critical issues like power and intersectionality in youth engagement.”

“



“After engaging with the YIELD Hub Action Learning Group, we were able to facilitate the MenEngage Youth Reference Group global workshop on SRHR with the MenEngage Alliance and YIELD Hub members.

We also facilitated youth workshops in local communities on engaging men and boys for the improvement of SRHR-related issues. We were able to interact with global networks and gained more information on innovative SRHR activities, tools, and methods.

As a part of the YIELD Hub's learnings, we have developed an action plan with the support of the MenEngage global director and YIELD Hub representatives.”

“



“As a result of our engagement, we developed a 2023-2025 work plan in line with our Global Strategy to shift power to young people and become an organisation that is gender transformative in its approach, both internally and externally.

We are now working with our Powershifting Director to drive the agency's ambition to adopt a feminist leadership approach and transition young people to leadership positions.”

“



“As a result of our participation, we developed an intersectional and inclusive youth partnerships internal planning and implementation checklist that supports our organisation and teams in developing and implementing more intersectional and inclusive partnerships with young people, youth networks, and youth-led organisations.

Through our engagement with other organisations and the YIELD Hub, we developed a list of key considerations and suggestions when developing new partnerships and initiatives that we now put into practice!”

Step 5: Capture

In the fifth stage of the action learning cycle, members learn from the outcomes. They do this by capturing their findings and sharing them with the rest of the group for feedback and further analysis. Through reflection and discussion, the organisation identifies key lessons learned from the actions taken during the cycle. This step is critical because it allows organisations to understand what worked, what did not work, and why.

By identifying what worked, organisations can continue to build on their successes and replicate them in future actions. On the other hand, by identifying what did not work, organisations can avoid repeating mistakes and adjust their approach accordingly. This step helps organisations to build knowledge and develop insights that can inform future actions and decision-making.

Moreover, reflecting on the outcomes of the cycle helps organisations to develop a culture of continuous learning. By reflecting on their successes and failures, organisations can continuously improve their processes and strategies and become more effective in achieving their goals. This step also encourages organisations to embrace a growth mindset and view failures as opportunities for growth and improvement.



A. How did the participants find their journey through the Action Learning Cycle and what did they achieve?

During the session, the participants had a detailed conversation about the importance of learning and reflection in action learning cycles. They emphasised the need for diverse communication methods, highlighting the potential of webinars and podcasts for sharing knowledge and experiences. The participants also recognised the significance of decolonising and decentralising the learning process, acknowledging the importance of funding learning goals.

The group members expressed their interest in maintaining connections with the Hub and other group members, seeking support, and addressing funding issues. In response, YIELD Hub suggested providing seed funding to support the members in achieving their learning goals. The Hub also proposed co-hosting events and forming a consortium for grant applications.

Overall, the session was productive in bringing awareness to the importance of learning and reflection in action learning cycles. The participants were able to collaborate and share ideas on how to improve their organisations and programmes. The group members left the session with a renewed commitment to working together and supporting each other in achieving their learning goals.



III. Conclusion

The first Collective Action Learning Cycle of the organisations in the YIELD Hubs was a significant achievement. However, it also highlighted the challenges and bottlenecks in the existing youth engagement and partnerships system.

Despite the efforts to effectively engage young people, the fragmented nature of the system was revealed, emphasising the need for a systems-based approach to mainstreaming youth partnerships. Additionally, there is a need for more spaces where institutions can learn, share, and collaborate on these shared problems to develop practical solutions.

The Cycle 1 group recognised the importance of broader field-wide collaboration to better understand these issues and how they affect and reflect the work of institutions in the AYSRHR field. The group provided [recommendations](#) to address their own institutional challenges and invited AYSRHR stakeholders, especially funders, to collaborate in implementing these recommendations as a consortium or through other funding models.

How can you be part of the journey?

At the YIELD Hub, we recognise the impact of systemic gender inequities on the experiences of women, girls, and gender-diverse youth in the SRHR space. We believe it's time to find practical solutions to these challenges. Our goal is to make progress through Action Learning groups, bringing stakeholders to the same table and providing them with the tools and resources to advance youth partnership within the ecosystem.

We invite you to join us on this journey towards progress. We believe that through collective action, we can create more inclusive and empowering organisations that go beyond traditional gender roles and consider the unique challenges faced by individuals with intersecting identities. We strive to foster inclusive workplaces where all young people feel safe and supported, and where they can take on leadership roles and be empowered to make a difference.

The potential for wider application of the Action Learning Cycle in addressing social issues in SRHR is immense. By leveraging the collective expertise and resources of organisations in the sector, we can create a more just and equitable world for all young people, regardless of their gender, age, or identity.



Contact Us

By connecting with us, you can be a part of this movement towards progress and contribute to the cause of creating more inclusive spaces for youth engagement and partnerships in the AYSRHR field.

We offer a platform for you to learn, share, and collaborate with other organisations and institutions, and we believe that together, we can make a positive impact on the lives of young people everywhere.



Contact us: info@yieldhub.global OR check out our website: www.yieldhub.global for other useful resources.



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