

## Youth & Student Learning Community Terms of Reference

### 1. Background on Youth and Students Learning Community

This term of reference outlines the GCE Youth and Students Learning Community. It is intended for circulation within the GCE youth and students' network to outline what is meant by a GCE Learning Community, and to seek members to join the learning activities and discussions.

Learning Communities at GCE serve as organized groups of people who have a common interest in a **specific thematic area covered by GCE**. They will collaborate regularly to share information, improve their skills, and actively work on advancing the general shared knowledge of the membership. The learning community will enable practitioners, civil society organizations, GCE members and external stakeholders and experts to exchange knowledge and skills with people across the entire organization. Youth and Student Engagement is one of the key priorities of GCE in its current strategy. GCE members, and coalitions, are working on this issue constantly. This is also an area where there is a large amount of knowledge which can contribute towards building collaboration around critical advocacy processes, building linkages from local through to regional and global advocacy on emergency issues – and some members are keen to collaborate more in this area. The learning community responds to that demand for greater learning, sharing and collaboration.

The Youth Engagement Learning Community aims to serve as a space for sharing, learning, reflecting, coordination and synergy and expertise on a wide range of issues related to **youth and students' engagement with the main objective of integrating youth into all the strategic and operational aspects of GCE's work**. The Learning Community will be focused on capacity building of GCE youth-led organizations and coalitions that are currently undertaking education initiatives globally within the GCE network. Within the two main focus areas of capacity building and the importance of education for all children under GCE's strategic objectives, the Education in Emergencies Learning Community will focus on the GCE strategic areas around including: 1) Education in Emergencies, 2) Education Financing 3) Inclusive Education and 4) Inclusive Education. The learning community will further have a focus on capacity building of youth and student organizations' around GCE's operational areas including Advocacy and Campaigns.

### 2. Purpose of the Youth and Students Learning Community

#### 2.1 Goals and Objectives of the Learning Community

**Through the Youth Engagement Learning Community, we aim to cultivate a community made up of youth and student networks of GCE**

**that is not reactive but proactive, working alongside each other to authentically collaborate.**

- **Provide a co-learning space:** Support youth-focused GCE work to communicate and share information, stories, and personal experiences to help build understanding and insights.
- **Support dialogue & learning:** Between youth and student networks a space to come together to explore new possibilities, solve problems, and create new, mutually beneficial opportunities.
- **Capture and share existing knowledge & resources:** Help youth-focused improve capacity by providing a forum to identify solutions to common problems and a process to collect and evaluate emerging best practices.
- **Encourage collaboration:** Between youth groups and organizations as well as to encourage the free flow of ideas and exchange of information.
- **Help GCE youth networks organize and mobilize:** Support purposeful actions that deliver tangible results.
- **Generate innovation:** Help youth-focused emerging best practices, and new technologies

## 2.2 Ways of working

The Youth and Students Engagement learning community will convene through virtual or face to face meetings on a quarterly basis. An agenda will be defined and sent out to learning community members prior to the meeting by the secretary to the mailing list assigned.

The thematic areas of quarterly meetings will vary but on a general basis will cover themes agreed on beforehand during planning.

Members of the learning community who are also members of GCE will be able to share and engage in discussions on the **GCE Learning Hub**. On the platform, there is a dedicated learning community and open discussion platform for youth and students and members will be able to contribute openly and at any given time.

What will we do together?	How will we be led?
(Un) Learn through community-based knowledge Engage in virtual meetings and workshops. To build relationships and idea co-creation.	By youth! The plans for the Youth Learning Community have not been fully planned out, so youth joining can shape the agenda by suggesting facilitators, training and topics or by hosting themselves.

<p style="text-align: center;"><b>How can youth be supported to join?</b></p> <p>Through the GCE Youth and Student Caucus in March 2022</p>	<p style="text-align: center;"><b>Do we have an end goal?</b></p> <p>Youth can convene and shape a tangible “end goal.” Collectively we will caucus during the convening in March 2022 and create pathways for youth actions.</p>
<p style="text-align: center;"><b>When is the deadline to join?</b></p> <p>The Learning Community is open to be joined at any time, however, to engage meaningfully we recommend joining by April 2022.</p>	<p style="text-align: center;"><b>What topics will we touch on?</b></p> <p>Through an intersectional approach, all topics focused on GCE Strategic objectives and operational areas. Including but not limited to: education in emergencies, inclusive education and transformative education.</p>

### 3. Membership, Roles and Responsibilities

The Youth and Students Learning Community will be administered by the GCE Secretariat and youth and student movement representatives. Associates from all constituency groups and partners can also be invited in the group and will also be open to any person interested in the topics and aims covered.

#### 3.1 Recruitment of members outreach plan:

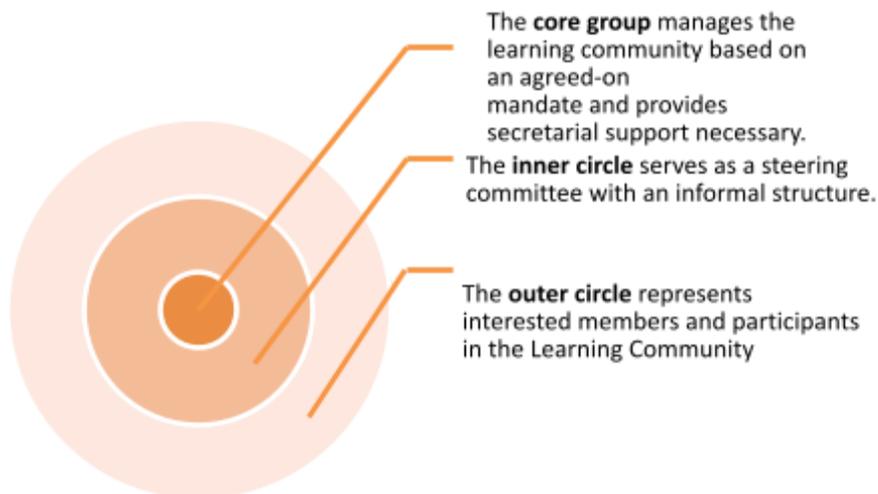
The Learning Community will aim to strategically reach out to potential members from all sides of the audience through existing mailing lists, regional coalitions, youth networks, a call to action and introduction of the Learning communities to members through regional networks and others.

#### 3.2 Core Group Roles and Responsibilities

The Core group will be responsible for managing the Learning Community including administrative and secretarial tasks to ensure knowledge generation and shared learning. Please refer to Annex 3 for Core Group roles and responsibilities.

All members of the Learning Community share responsibility for marketing and promoting the Learning Community, generating interest in it, promoting enthusiasm among current members, and demonstrating its value. Everyone must ensure continued support and resources from Sponsor (s), recruit high-potential prospective members, and invite them to special Learning Community events. Members are expected to better leverage the knowledge created and learning generated by the Learning Community, to write and publish articles or results descriptions. Members will also be responsible for sharing knowledge and experiences, participating in discussions and other sessions and being on the lookout for ways to enhance

Learning Community effectiveness (i.e. recruiting high-value members; changes to interaction processes, etc.)



#### 4. Evaluation and Reporting

Gathering feedback from participants of the Learning Communities can help make the community more useful. Below are the various metrics that the youth learning community would like to have in hand at the end of six months. We will want to gather both quantitative and qualitative measures where possible.

Measures:

- Number of participants at the start and end of the 6-month period
- Number of participants in surveys, webinars, discussions
- Number of participants engaged in research process
- Number (or types) of replies to our postings in the forum (or level of interest in topics and documents we bring to the face-to-face groups). We will facilitate ongoing discussion among Learning Community members in between official meetings
  - *Save quotes and comments from participants to help us share and understand the use and usefulness of information we have provided*
  - *Save comments and input to our research agenda*

In addition to sharing information and gathering input from the Learning Community, members can share back with the group new knowledge or projects that reflect their interest or input. For example, if you ask the group to participate in a brief survey, then plan to share the results of the surveys, webinars, contribute to papers etc. If you have questions related to your research, reflect on how the Learning Community's input has helped to shape your thinking or link to results of your work. Where possible, share preliminary results and other information to

enhance your role as a source of useful, reliable information.

### Annex 1: 2022 Action Plan

The learning community will be developed according to the below timeline:

1. Launch of the Learning Community during the March Youth Caucus
2. Member Onboarding
3. Development of Core Group and roles and responsibilities, adoption of the ToR and Learning Community charter
4. Events/Discussion meetings in Q1 - Q4 (see draft agenda below)
5. End of Year Reporting/Evaluation

#### Learning Community Sessions and Suggested Topics

Learning Community Session	Theme	Focus	Output	Date
Q1	Launch of Learning Community ToR at Youth Caucus	Official Launch of the Youth and Students Learning Community	Draft Terms of Reference disseminated after the youth caucus for feedback.	March 2022
Q3	<b>Theme:</b> Sharing and Learning from Grantee's work	Grantee learning & collab event = between grantees and members and youth constituency	Grantees share lessons, challenges and impacts of their projects, ideation for linking and collaboration	May 2022
Q3	Theme: Youth Organizing in a time of Global Crises and beyond.	Youth Organizing and Volunteerism (State of Youth and Student Organizing Research Report)	Dissemination plans of final Research paper on the state of youth and student organizing  Online course on youth organizing	August 2022
Q4	Final theme to be determined	Guest Speakers on Final Theme of	Advocacy plans for the learning	November 2022

		choice	community moving forward.	
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**\*Learning brief on the theme covered in each quarter**

**Suggested Outputs and Activities for the Youth Engagement Learning Community**

- Advocacy groups to share lists of demands with key stakeholders at Advocacy events.
- Profile of Thematic Experts - featured on GCE website, interviews on particular topics as they relate to youth and student engagement.
- Launch of an online course, potentially partnering with a university or research team on Youth Engagement regarding each topic (these can be short video courses produced at the end of Q4 for the learning community).
- Launch a Young Feminist/Decolonial Academy - Activist and leadership academy where mentorship, learning, co-creation and connection is centered transnationally, this would be more long term.

**Annex 2: Learning Community Toolkit and Resources**

The GCE Secretariat will avail a toolkit with templates, resources on managing the Learning Community including materials on:

- **Community Charter**
- **Community Description**
- **Roles and Responsibilities**
- **Online Platforms and Tools - GCE Learning Hub**
- **Member Onboarding**
  - **Welcome message**
  - **Onboarding materials**
- **Event Planning**
- **Content Creation**
- **Social Content Creation**
- **Reporting**

**Annex 3: Core Group Roles and Responsibilities**

Name	Community Role	Community Responsibilities
	1. <b>Champion</b> (Youth Volunteer)	The Champion ensures support at the highest level, communicates the purpose, promotes the community and ensures impact.
	2. <b>Secretary/Membership Manager</b> (GCE Secretariat)	Administrative role: sends out meeting invites, minute taker in order to ensure comprehensive minutes are taken and decision action points are recorded at

		<p>meetings.</p> <p>Deals with registration and ongoing membership director.</p>
	<p><b>3. Facilitator/Discussion Moderator</b> (Volunteers)</p>	<p>Responsible for making sure that everyone participates and that dissident views are heard and understood.</p> <p>The Discussion Moderator serves as conversation manager who helps keep discussions focused, injects new topics and provocative points of view when discussion lags, and seeds discussion with appropriate content. Moderators must often be critical in order to ensure value generation.</p>
	<p><b>4. Knowledge Librarian</b> (GCE Secretariat with help from Volunteers)</p>	<p>The Knowledge Librarian collects, and synthesizes content created, and provides a value-added link for the content produced. The knowledge center coordinates information from CoP members to avoid duplication, redundancies, and poor quality (e.g., in postings to CoP websites and forums) and they filter knowledge and request for help.</p> <p>The Knowledge Librarian is the community's taxonomist and is responsible for organizing and managing the collection of knowledge objects generated by the community. Maintains and organizes content generated by participants over time.</p>