The Freechild Project Youth Voice Rubric

| **Level of Engagement** | **The Ways Young People are Engaged** | **Challenge** | **Reward** |
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| Engagement | 8. Youth/Adult Equity. All youth, young adults and older adults are recognized for their impact and ownership of the outcomes. | This is an exceptional relationship in communities that requires conscious commitment by all participants. Deliberately addresses barriers and constantly ensures shared outcomes. | Creates structures that establish and support safe, supportive, effective and sustainable environments for engagement, and ultimately recreates the climate and culture of organizations and communities. |
| Engagement | 7. Completely Youth-Driven Action. These activities do not include adults in positions of authority; rather, adults are there in secondary roles to support young people. | Young people may operate in a vacuum, often without the recognition of their impact on the larger community. Activities driven by youth and young adults may not be seen by older adults with deserved validity. | Developing complete ownership in communities allows young people to effectively drive community engagement. Young people experience the outcomes of their direct actions on themselves, their peers and the larger community. |
| Engagement | 6. Youth/Adult Equality. This is a 50/50 split of responsibilities. Authority, obligation and commitment. | There isn’t recognition for the specific developmental needs or representation opportunities for young people. Without receiving that recognition, young people may lose interest and become disengaged. | Young people can substantially transform adults’ opinions, ideas and actions. |
| Partial Engagement | 5. Youth-Consulted. Adults actively consult young people while they’re involved. | Young people have only the authority that older adults grant them, and their engagement is subject to external approval. | Young people can substantially transform adults’ opinions, ideas and actions. |
| Partial Engagement | 4. Youth-Informed. Young people inform adults. | Adults do not have to let young people impact their decisions. | Young people may influence adult-driven decisions or activities. |
| Non-Engagement | 3. Tokenism. Adults assign young people only token roles. | Youth and young adults are used inconsequentially by adults to reinforce the perception that young people are engaged. | Validates youth and young adults attending events without requiring effort beyond that. |
| Non-Engagement | 2. Decoration. Adults use young people to decorate their activities. | The presence of young people is treated as all that is necessary without reinforcing active engagement. | Attendance by youth and young adults is a tangible outcome that may demonstrate consideration for engaging young people. |
| Non-Engagement | 1. Manipulation. Adults manipulate young people.
 | Young people are forced to attend without read to their interest. | Adults experience involving young people and gain rationale for continuing activities. |

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