



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER
ACTION

YOUNG AMBASSADORS DESIGN WORKSHOP

USAID YouthPower Action DREAMS Youth Engagement Training



8 and 9 October 2016

Restless Development, Dar Es Salaam, Tanzania

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1. About the Workshop

Introduction

On the 8th and 9th of October the DREAMS Young Ambassador Design workshop took place in the Restless Development office in Dar Es Salaam, Tanzania to ensure that the experiences and voices of young women who have taken part in already completed DREAMS programs in South Africa, Mozambique and Zambia could inform the YouthPower Action DREAMS youth engagement training for the United States government (USG), including USAID and DREAMS Implementing Partners.

Crucial to this workshop was the role of the young women to represent their own voice and experiences of working for change and to not feel like they needed to represent the voices of all young women in their country. This workshop was an opportunity to have their voice heard on **how they think young people should be engaged** in making positive change in the world and **directly input into the USAID YouthPower Action DREAMS youth engagement training material.**

We aimed to offer the participants the chance to be listened to by other workshop participants from around Africa, to hear the perspectives of other participants and to be listened to by development practitioners more broadly through the training content they were feeding into. Through this exercise participants had a chance to reflect and plan for the continuation of their change-making journey.

Workshop Objectives:

- Strengthening the participants' common understanding of development and the role that young people, especially young women, have to play in leading development and positive change.
- Develop an understanding of what it means for a young women to feel empowered to lead development – including developing the young women's experiences of using their voice, feeling they were listened to and seeing the result of this.
- Generate case studies of the young women's experiences of being engaged in development, most specifically DREAMS, to illustrate to USG and Implementing Partners the individual journeys of the young DREAMS participants.
- Facilitate direct input by young women into the training framework on the topics of 'meaningful versus tokenistic' and 'who are the young people'
- Facilitate a sharing space, where the young women from different countries and cultural contexts can listen to each other, learn from each other and come to common solutions.
- Work together with the young women to form a plan for next steps in their involvement with shaping the DREAMS training and engaging their DREAMS Ambassador group upon return to their home country.

The workshop was organized and delivered by Omari Abunga, Monitoring and Evaluation Coordinator for Restless Development Tanzania, and Rachel Walker, Global Capacity Building Manager for Restless Development's Global Policy and Practice unit. Omari and Rachel took it in turns to facilitate and be note taker of discussions. Sophie Foreman from Restless Development's Global Policy and Practice unit offered logistical support in organizing the participants travel and workshop arrangements.

2. About the Participants

Meet the Participants:

Ngosa Kulula, 20 years old female from Kitwe, Zambia

Ngosa participated in the DREAMS program in Zambia. She is a student at the Copperbelt University in Kitwe, Zambia where Ngosa studies Construction Economics. Besides her studies Ngosa is setting up an organization to mentor and empower young women. Ngosa explains why she wanted to be involved in the workshop:

“Engage young females so that they are more aware on SRHR to be more safe and be empowered. Joined the DREAMS team earlier this year - after writing an essay of what are you DREAMS for Zambia women - a girl can stand in a leadership position and aren't vulnerable because she is a women, a woman who can say no to anything she wants without being seen to be a bad women - soon they will set up dropping centers for women and HIV. Self Awareness, confidence building, get to an empathetic position - nothing for me without me. Give coordinators an overview.”

Lebohang Motaung, 19 years old female from Orange Farm, South Africa

Lebohang participated in the DREAMS program in South Africa and is currently a high school student. Lebohang wanted to be involved because:

“When I was in Pretoria for the Dreams Girls camp my eyes were opened to things I never thought I could achieve. I learned all about Dreams Implementing Partners and their work to identify adolescent girls and young women with attributes to become Dreams Ambassadors. The role of Dreams Ambassadors is to represent and promote Dreams in our communities and I believe I am the right candidate who can be an agent of change amongst my peers on issues affecting adolescent girls and young women around Gauteng especially my home town Orange Farm.

The things that impressed me most is the teachings of self-help for girls just like me who struggled at an early age to stay in school and make something of ourselves. I gained knowledge and support from the facilitators on how to avoid HIV and other sexually transmitted infections. We also learned how to use distance or space to evaluate ourselves positively and to build our self-esteem.”

Beatrice Nkwamah, 24 years old female from Dar Es Salaam, Tanzania

Beatrice Nkwamah is a Restless Development volunteer and is currently completing the International Citizens Service (ICS) program.

“Although I have not been able to participate in the DREAMS program, I am familiar with similar projects that are carried out in Restless Development which work with young women and adolescent girls where they aim at reducing the vulnerability of out of school girls to HIV and AIDS, early and unwanted pregnancy, gender based violence and supporting to improve their livelihood through entrepreneurship training.

I would like to contribute through the skills I gained on my volunteering journey at Restless Development where I was able to train on session preparations, monitoring and evaluation, team work leadership and soft skills that enabled me to deliver trainings and assess the outcomes of the training through evaluation. I would use the skills I obtained in participating fully in the workshop and flexibly work with others to come up with attainable and feasible solutions.”

Selina Msigwa, 23 years old female from Iringa, Tanzania

Selina is a Restless Development volunteer, who as a strong member of Restless Development's Tanzania alumni network.

"I have been working in different projects in Restless Development with the strategy and objectives closely related to DREAMS program. I was engaged in Mabinti Tushike Hatamu one of the girls leadership program that was aiming to decrease early pregnancies, gender based violence and prevention to HIV AIDS. The model of the project was to establish girls groups to build capacity of girls in those three strategic areas and provision of entrepreneurship skills so as to reduce poverty and strengthen economic status among girls.

I was also involved in another girls empowering project named Young Reporters Network YRN that was mainly about increasing capacity of out of school girls and female to be advocates of girls, youth and child rights and to mobilize communities for change. The project was again addressing HIV AIDS new infections to young girls through increasing their participation in the production of girls and children's radio programming whereby existing bottlenecks and challenges for girls in relation to HIV pandemic and of the ways to address them were broadcasted. Girls targeted in the projects were observed to impart knowledge on girls' rights issues among the general public and increasing capacity of girls to handle and use production equipment and gather and edit features in various children and youth friendly formats to be aired to radio stations.

Also I was involved in Mwanamke Tunu project that was all about sensitizing girls to create demand of family planning services that will eventually keep girls out of unwanted pregnancies and sexually transmitted diseases including HIV AIDS."

Hiara De Lourdes Bernardes Silva, 20 years old female from Beira, Mozambique

Hiara was a participant in Mozambique's DREAMS program and is now continuing her involvement as a DREAMS Ambassador.

"I'd say that I think the most revolutionary act that you can commit in our society today is to be happy, to help each other, to support, when I think of the future, I see a happy and a healthy life, and for that, I think that first of all, we need to prevent our nature, because for me, nature is worth more than knowledge, nature brings you peace."

In addition, the workshop was attended by Susana Lorente from PEPFAR Mozambique who had expressed an interest in observing the workshop and wanted to support Hiara during the workshop.

Recruitment Process:

In order to recruit young women with the relevant experience of participating in a young women's empowerment program (either DREAMS or a program with similar objectives as DREAMS) and who also have a desire to shape how young people are engaged in development, we conducted the following recruitment process:

The three DREAMS Ambassadors:

To recruit participants for the three spaces for young women who had participated in completed DREAMS projects¹, we reached out to USG staff in Zambia, South Africa and Mozambique and asked them to nominate the women they felt were best equipped to participate in the workshop. Each of the young women were asked to complete an application form² and answer two brief questions: (1) why they are interested in the workshop and (2) what they believed they could bring to the table. In addition, logistical factors were taken into account like holding a valid passport and able to travel at the time of the workshop.

We are grateful for the support from the following people in recruiting the three DREAMS Ambassadors: Erin Berghammer from USAID Zambia, Kathryn Koonce from Pefar Zambia, Tracy Hawry from USAID Mozambique, and Susana Lorente, Pefar Mozambique, Ta'Adhmeeka Beamon from USAID South Africa, and Moosa Rampone from New Start South Africa.

The two Restless Development volunteers:

In order to recruit for the two spaces for young women from Tanzania, and in light of the fact that the DREAMS project had not taken place in Tanzania yet, two participants were recruited from Restless Development Tanzania's women's empowerment program volunteer base. Similarly to the above DREAMS Ambassadors, those young women who were interested in attending the workshop completed the application form and answered the same two questions on about why they are interested in the workshop and what they believed they could bring to the table.

Participation in the Workshop:

In the run up to the workshop Restless Development held preparation calls with each of the participants, organized their travel and accommodation, and shared a personal timetable for the trip to the workshop and the workshop itself. Participants were asked to prepare the following in advance of the workshop:

- A story of when they felt their voice was listened to during their engagement in DREAMS or other initiative with the caveat that they should be comfortable to share this story.
- A story of when they felt their voice was not listened to during their engagement in DREAMS or other initiative with the caveat that they should be comfortable to share this story.

Due to unforeseen circumstances two of the participants, Lebohang from South Africa and Hiara from Mozambique, discovered during the week before the workshop that they would not be able to travel to Tanzania to take part in the workshop in person. In order to ensure that they could still participate remotely, the following steps were taken:

- As Lebohang wanted to take part in the workshop remotely, via Skype, we worked together with her support worker in South Africa to arrange a laptop and a room in a hotel near her house. The latter precaution was taken to ensure stable Wi-Fi and to ensure Lebohang's safety as using a laptop in her home town would have made her a target for robbery and assault. In order to ensure Lebohang could follow the flow of the workshop via Skype, the workshop facilitation plan was shared with her and an offline activity sheet³ created for her to complete during the workshop together with the other participants. Anytime there was a discussion in the workshop Lebohang

¹ In September 2016 when the application process was taking place DREAMS projects had taken place in Zambia, South Africa and Mozambique.

² See Appendix one for the Call for Applicants and Application Form.

³ See appendix for the offline activity sheet

was given a speaking slot or a group to take part in – this way the group discussions held in Tanzania are also representative of Lebohang.

- As Hiara wanted to take part in the workshop in her own time, she too was sent the offline activity sheet. Hiara completed this activity sheet and the information she provided within this is included in this report.

Reflections on Recruitment and Participation:

Due to the quick turnaround in organizing this workshop (call for applications were only disseminated 1 month ahead of the workshop taking place), we were not able to be inclusive of participants with low to no levels of English speaking and writing abilities. This especially caused challenges for the Mozambique selection process, where some of the most active DREAMS Ambassadors had very low English abilities due to the national language being Portuguese. We were able to solve this through the active involvement and participation of the Mozambique DREAMS Coordinator (Susana Lorente) in planning and implementing the workshop. When organizing a similar international workshop for DREAMS Ambassadors we would recommend planning in time for translating workshop materials and recruiting an interpreter.

3. Workshop Activities and Discussion

The end goal of the workshop was the direct input of young women into the training framework for the YouthPower Action DREAMS youth engagement training for USG, including USAID and DREAMS implementing partners. As this is quite a daunting task in a new group of people without previous involvement in the training design, the workshop was structured so that the first day focused on speaking a common language, exploring the topics central to the training and the participant's opinions on them, as well as what the participant's would like to share with the training participants (USG, including USAID and DREAMS implementing partners).

This section will go through each of the workshop activities and note the participants' views, discussions and conclusions.

A. Getting to know each other (8 October 9-9.30am)

We started off the day with a word of welcome, a name game (names and adjectives memory game) and an introduction game where participants in two's asked questions to one another to then introduce their partners. In addition we discussed ways of working together positively, such as the 'acronym buster hand wave' to be used when a participant does not understand a certain term and the 'koeloe koiys' call out if you want to sense check that the group understands your point.

B. What is this workshop? (8 October 9.30-10am)

1. The project we are here for:

The facilitator hung up a piece of paper with 'DREAMS' on it and asked someone to explain what this is.

- **DREAMS:** Selina explained that the DREAMS program was to stop HIV AIDS infections, by empowering women. Ngosa added that this was a program to ensure that women are determined, resilient, empowered, AIDS-free, mentored and safe.

Then the facilitator hung up a piece of paper with 'WHO' on it and asked the participants to shout out all the people who are involved with DREAMS, while writing this down on the flipchart.

- **WHO:** Ngosa replied that USAID, PEPFAR, the Bill & Melinda Gates foundations, Johnson & Johnson were the organizers of DREAMS and that other organizations were involved in supporting the girl's engagement.

Following this response the participants were asked by the facilitator whether they knew who these groups were or what the titles stood for. As the participants were unsure, the facilitator unpacked the roles of the different actors and explained what their roles as funders, policy and program designers and implementers meant for a program like DREAMS. The conversation concluded with the facilitator explaining that all the organizations involved in DREAMS are looking to learn more about how to practically and meaningfully engage young people in their work and that therefore these were the organizations and the mission we needed to keep in mind during our workshop.

The facilitator explained that what Restless Development is doing is writing a training for people who organize the DREAMS program to make sure they are able to have young people lead the DREAMS project and other projects like DREAMS.

2. Objectives for our workshop

The facilitator explained that we are going to talk about what we want to achieve with this short workshop. The participants were asked to take a piece of paper from under their chair and read out what it said. Once it was read out, the facilitator hung it up on a piece of flip chart.

What was read out were the objectives:

1. **CREATE A SHARED IDEA:** We want to together create an idea of what the positive change is we want to see for our communities and what the role is that young women should play in leading this.
2. **LISTEN TO YOUR VOICE:** We want together to understand what it means for a young women to feel empowered to lead development.
3. **MAKE STORIES:** Together generate stories of young women's experiences of leading change.
4. **TRAINING DESIGN:** Direct input into the youth engagement training framework.
5. **PLAN WHAT'S NEXT:** Work together to form a plan for next steps for you to support with shaping the youth engagement training and engaging DREAMS Ambassador group or other young women upon your return home.

The facilitator asked how that sounded to everyone and whether there was anything the participants would like to add or change.

The first objective was confusingly worded for a few participants. After a short discussion we reworded it as follows:

1. Create a shared idea of how young women should lead positive change.

C. Fears and expectations of the workshop (8 October 10-10.15am)

The facilitator asked each participant to write down 1 or 2 expectations and 1 or 2 concerns on separate colored post-its. Lebohang wrote hers in the Skype chat box. After writing down their hopes and fears participants were invited to stick them on a flipchart, with on one side 'HOPES' and on the other side 'FEARS.' Once they were all up on the flipchart, the facilitator read out the post-its and discussed with the

group what we could agree as a group to make sure everyone's fears were avoided and our hopes come true.

Below you will see the hopes and fears as written down by the participants, grouped by the report writer into categories.

FEARS

- Personal ability
 - To fail at the task
 - Not to be able to deliver what I'm expected to do or say
 - Difficult questions which I can't have the ability to answer
- Group understanding
 - Being understood positively in my opinion, ideas and perceptions over things
- Short time
 - That we will not have enough time together
- Achieving our aim
 - To not fully represent young women
 - To failure to fully deliver according to the expectations and objectives

HOPES

- Personal contribution
 - To contribute greatly to the training design
 - Effective involvement
 - Thinking out of the box
 - To fully network and learn
 - That we have a really strong training to give to USAID
- Development
 - To learn and network with others so I can leave more enlightened and informed than when I came
 - To learn new things from my friends especially about young positive change
 - Learn the way how we can empower women and girls in general (methods)
- Results
 - Gender equality and equity
- Team work
 - Hope to work well with everyone and to be successful on our plan (what we gathered up to do)
 - That we as a group are proud of our work
- Continued youth-leadership
 - To continue working on this even after the workshop/ to see a continuation of what we come up with in this workshop

D. Create a common understanding of what participants mean with words as 'development' and 'positive change.' (8 October 10.15-11.30am)

1. The Positive Change you want

The facilitator explained to participants that this next exercise was to help them think about their vision of positive change. Participants were asked to lie down on the floor and shut their eyes and the following story was read to them:

"Imagine that it is the Year 2080. Over 70 years into the future. The world has changed – it is happy and healthy. You are sitting outside your house in your community. It's a sunny day and so you decide to go for a walk around your village/town/city (wherever you are). What do you see around you – what are the buildings like, what are the facilities like? Is there a school, a hospital, a government building? Who's inside? What are they doing? What are they like? Now imagine that you meet a group of young people and you start chatting with them. You ask them about their life – what's it like, what do they do, how do they feel?"

The participants were asked to sit up and, on their flipchart, draw the world that they had imagined – they could use pictures or words. Then the participants were asked to share back.

Selina:

"In 2080 in Africa there are good social services as water sources, hospitals, schools. There is an equal share of resources between men and women in the household and population in general. There is strong government support to youth groups in developmental activities and youth entrepreneurship. People are aware of their rights, especially children and young women, and they know where they can send their problems or report their cases. There is involvement of youth and young girls by local leaders in the community. Girls have as much right to go to school and get an education as the boys. There is no more the perception that when girls go to school it will have lower positive consequences than for boys. Girls have reproductive health and rights information and know how they can protect themselves from HIV AIDS. Everyone knows how to use resources and knowledge for sustainable development and reducing poverty."

Lebohang:

"Many girls are abused in my country. I want to see young women continuing their studies and not to quit school. In SA many children who quit school because they have been abused."

Ngosa:

"Girls go through a whole lot of things that stop them from going to school. I see going through the street, there was developed infrastructure, fast cars and robots, completely clean environment. I'm meeting girls at the mall. I met four girls, one was an engineer, one a politician, one a doctor and one a social entrepreneur. Girls are usually restricted to secretarial school or as nurse, because girls are told that they couldn't do it or that they cannot go far with it. I want girls to do what they want with no restriction. I see girls who believe in themselves, are self confident and are bodily AIDS free, mentored and safe."

Beatrice:

"Walking down a road, which is long, clear and well-built with a few busses passing by and everyone sitting in the busses is looking through their windows with a smile. I see trees, a sun set at the other side. The place looks so clean and the houses look so beautifully designed and planned. It is peaceful and there is no sense of fear that anything can happen to you. You meet a stranger and you say hello and he does not want to grab you but you trust him. You come across a big library, outside kids are playing wearing clean clothes, they don't look frustrated, sharing ideas and are reading together. There are parks, it feels green, there is no smoke, you don't feel bad and you want to stand there. You come to your house and you see your family, you see the girls they are happy, my father doesn't beat me anymore and one sister tells me I'm a doctor and another an engineer."

Hiara:

"I'd say that I think the most revolutionary act that you can commit in our society today is to be happy, to help each other, to support, when I think of the future, I see a happy and a healthy life, and for that, I think that first of all, we need to prevent our nature, because for me, nature is worth more than knowledge, nature brings you peace. I see my future kids playing in the park, happy, smiling, I hope that in the future, the world was filled with happiness, peace and freedom, no war, more hospitals with conditions, public schools for those who can't afford. Where justice is denied, where poverty is enforced, where ignorance prevails, and for the future generation less drugs and alcohol. I see justice, I see rights. We must reject the idea that every time a law's broken, society is guilty rather than the lawbreaker. When I think of the future, I see myself as a lawyer and a judge, working for justice and rights, I believe in myself, and I hope one day, I'll make my dad proud. I want to love my work, and know that I am making a difference in this world by helping other people."



Images used by Hiara to illustrate her vision.

The facilitator asked the participants to compare their drawings and see if there are any similarities, or any themes they can identify.

Overarching elements identified by the group:

- Equality
- Whatever place we are coming from we are facing similar scenarios. We are all facing similar problems and hopes, but on a different scale.
- Working together and coming up with solutions will become easier especially for young women, because girls are facing similar things. If you walk the footsteps of a stranger you will learn things you never knew before.
- We all have a desire for a better world, imagine if we were to reach out to other people, because everyone has that desire. Through co-creation, being empathetic, understanding each other and hearing each other we can create a common viewpoint and work towards it.
- In schools we can change the world of the young girls, other children need a better chance.

The facilitator asked what term the group most liked to use in order to describe these visions. As a group we agreed that 'positive change' is the term that we want to use to describe the world we are working towards (rather than 'development,' just 'change' or another term).

2. Common understanding of development words

Sat around a big picture of the globe and a number of words linked to development, the facilitator asked

each participant to choose 5 words that she thinks are important to positive change, and to answer what these words mean to her and what role these words play in working towards the communities they drew earlier.

participation, accountability, empowerment, USAID, livelihoods, HIV AIDS, girls, young women, young people, leadership, demographics, economy, culture, livelihoods, social norms, communities, national government, AID, global processes, awareness raising, program, peace, democracy, society, environment, war, food, health, security, investment, commitment, development organizations, power, protection and engagement.

Lebohang:

1. **Culture:** Must respect from where we are coming and where we are going. Must respect other cultures.
2. **Community:** We must respect each other and understand each other in our community.
3. **Peace:** We need to make peace in other countries, if they don't have peace, so that none dies

Ngosa:

"The five words I chose are because I believe all the problems that we have right now are due to the mindsets of people, we need to change mindsets to solve problems. People when they abuse young girls are put in prison but are not having their mindsets changed."

1. **Awareness raising:** We need to raise awareness on different issues from girls' empowerment to environmental change.
2. **Leadership:** Everyone has the role of being a public leader, but mostly a leader to themselves to ensure moral integrity, then the world will be a better place. Being accountable to themselves.
3. **Young people:** By tapping into their energies and capabilities and installing knowledge in them, then they will definitely work to make things better. If we focus on young people today by the time we get to 2080 then we will have people who are better.
4. **Young women:** Often in Africa young people, means young women. Young men are supposed to better themselves. Young women are the mothers of the future. If young women are not empowered, how can their children be empowered.
5. **HIV AIDS:** Is a big problem that Africa is facing, it affects productivity, brings development to a bad point as money is channeled to HIV AIDS rather than production. People are happier when they are healthy.

Beatrice:

"My five words are structured in a pyramid and I will start at the top."

1. **Power:** An ability or an advantage that people can have over someone else. If someone is healthy they can do it better than someone who is ill. Power comes with great responsibilities (power through health, decision making ability). Sometimes people make changes at a larger scale, but they are not changed themselves. We all need to acknowledge the power we each individually have.
2. **Accountability:** For the actions that we do. Every problem is from people separating their actions from the consequences. Someone becomes accountable by them not separating their actions from the consequences. Often people say that young people cannot do anything. Young people feel they do not have power and feel like they represent the future, even though that is also a level of power.

3. **Protection:** You want to protect your environment and the people around you. You have to have empathy and sympathy, as a young person who supports (who has the knowledge) the people around you.
4. **Commitment:** You have a power and need to be committed giving it to another person, then that person will pass on the commitment and the power. With AIDS what it all comes down to is who wants to keep the other person safe.
5. **Peace:** After this people will feel peaceful. Out of chaos no happy society can come. Inner peace so that when there is a challenge you can think together what can WE do, not just what can I do? Remove the gap between the strong and the weak.

Selina:

1. **Culture:** Is a way of life of a group of people (their beliefs values) which guides them in their decisions. In order for development to make positive change. It is best to change any poor cultures that can hinder or help the role of young people. Culture is often what stops young people from participating in development. Fight against culture which is not good for them.
2. **Participation:** The way in which you involve different people in development. Involve people in each step of development from designing up to implementation. This is crucial to positive development. People need to have a sense of ownership on development, otherwise you are just doing something for them.
3. **Empowerment:** Self-determination, making people aware. Making people to have power and make their own decisions. If people have self-reliance they can decide for themselves what they can do in order to achieve development.
4. **Development organizations:** Can be non-formal or formal organizations and that these can bring positive change in the community. They are important as they can bring a project or a program in development.

Hiara:

1. **Peace:** A state of quiet or tranquility, freedom from disturbance, calm, a place to repose.
2. **Democracy:** The freedom to elect our own dictators.
3. **Society:** Group of people, living according to a shared culture.
4. **Health:** A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.
5. **Security:** The state of being protected or safe from harm

E. Discussion on what the role of young people should be in development and positive change. (8 October 12-5pm (including an hour for lunch))

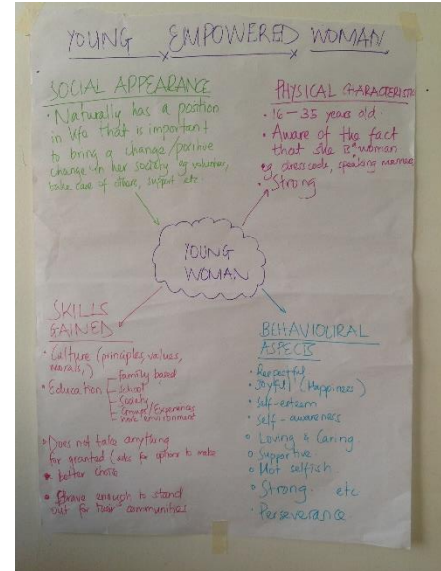
The facilitator explained how now that we have a common understanding of what positive change and development is and what we think is necessary to make it happen - we will be taking a look at what the role is of the young person is in making that change happen.

1. What does an empowered young person look like?

The facilitator asked the group to get into groups of two and draw/ describe in words what the attributes are of a young person making change and what does that young person need to use in order to be a part of change or lead change. The facilitator explained that we are drawing a picture of an empowered young person.

Beatrice and Lebohang's group:

- **Physical Characteristics:** 16-35. She is aware of the fact she is a woman from dressing, talking, walking. She is STRONG.
- **Behavioral Aspects:** She is respectful of others and respectful of herself. She is confident and has a high self-esteem. She is lovely, joyful (happy). She is self-aware. She is loving and caring. She is supportive and not selfish. She is strong (etc.) and has perseverance. She feels like a strong woman and does not feel that to be a strong woman she has to be or hold a man's characteristics
- **Skills Gained:** From her culture she has learned strong principles, values and morals. She has been educated broadly and by a number of people/ institutions from family based learning, at schools, by society, the groups and people she hangs out with and her work environment. She does not take anything for granted (she asks for options to make a better choice). Brave enough to stand up for her communities.
- **Social Appearance:** Naturally has a position in life that is important to bring a positive change in her society (e.g. volunteer, take care of others, offer support etc.). She can influence change in the community by taking leadership roles in the community she is living in.



Selina and Ngosa's group:

- **Change maker:** Can create a positive change in her society and the world at large. She can voice up and people can listen to her. Share is confidence to do what she can. Will work hard to build a good future opportunities for her children.
- **Know their rights:** Does not accept a violation of her rights.
- **Confident:** Will reach out for opportunities. Steps out of comfort zone.
- **Informed choices:** Can be fully aware of their health and safety and make right choices about early marriage and pregnancy.
- **Education to make a living:** Can be employed or be an entrepreneur and contribute to economic development of the country.
- **Can say no:** To abuse and harassment and intolerant behavior in the community, at school and at work. Can speak up and share their opinion.
- **Sustainable:** Use resources in sustainable manner: care not for themselves but the environment as well and make use of resources given to her
- **Can empower other girls:** She can inspire other girls through mentorship and her way of life.
- **Leadership:** Will play an active role in society. Contribute to decision making, be able to step up and participate in decision making process. Making laws. Directing others in positive change. Take leadership position to create balance.
- **Accountability:** For fulfilling their responsibilities. Be good citizens. Peace and Love.
- **Future plan:** Use their knowledge and skills they have for their better future. She can decide on her future.

Hiara:

“An empowered young person, are a group of young people who are encouraged to take charge of their lives. They do this by addressing their situation and then take action in order to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes.”



2. Stories of dis-empowerment and empowerment

The facilitator explained that we are now going to look at our own stories of empowerment. The facilitator asked who has been able to complete the preparation task of writing a story from when they felt their voice was heard and when they felt their voice was not heard. The facilitator explained that whoever would like to volunteer, will read out their story and what the rest of the group will do is write down any barriers and opportunities they hear in the story. We will then add these barriers and opportunities on two flipcharts one with 'Barriers,' broken down into personal, social, cultural, economic, environment and political and one with 'Opportunities,' broken down into personal, social, cultural, economic, environment and political on a wall in the room.

Story of not having her voice listened to⁴:

“I was a standard seven leaver and a friend of my family, an uncle who was Priest, was giving me a ride home the first time he touched me. Whenever he visited my home he was asking to only be served by me and would try to hold my hand when he did. I started avoiding being home when I knew he was there and would invent excuses to avoid seeing him. My family found this strange and disrespectful behavior, but I knew I could not tell them anything. He talked about that he loved me and told my parents that he could take me to South Africa for my studies, but I refused. My sisters thought I was crazy for not going with him to South Africa. I was able to escape when I went to school for three years, volunteered with Restless Development, and came back more confident and strong. But as he had paid for my school fees I had to see him again. I went when I thought his wife was home, but she left and he came towards me I asked him why he did this to me.”

Barriers:

- Much respect to older or influential people in the community can lead to girls being at risk for rape or any other sort of sexual harassment because the person is trusted in the community and no one can have doubt on his actions which sometimes are antisocial but unrecognized.
- Responsibilities of family; power of abusers through money or home offering
- Family trusting other leaders more than their own children
- Girls keeping problems to herself because of fear
- People in position of power abusing their position like influential leaders
- Girls taken advantage of because of someone's sex desire

⁴ For protection and confidentiality reasons this report does not include the name of the person whose story it is.

- Young women not seen as a credible source of information
- No support to young women even from older women and their peers
- No clear support networks to reach out to in difficult situations

Opportunity:

- Schooling abroad but at a significant cost
- Personal moment of speaking very clearly by just say no
- Time away from a family to get stronger
- Confident to share the experience and speak out opinion to family members
- Work with an international organization
- Awarded responsibilities while working as a volunteer

Story of having your voice listened to⁵

"I'm the only girl in the family and I went to an all girls' school, I was always very shy and quite introverted. One day at this school there was a female pilot who gave a mentoring speech at the school to inspire students to be a pilot. I found this speech really important and it opened my eyes to what is possible. When I finished my final exams, my school friends and I had planned a party. At this party my friends were peer pressuring me to drink alcohol, which I didn't want to do. After a while of this peer pressure, I said very loudly and clearly 'No!' To my surprise everyone stopped peer pressuring me and respected my decision. It taught me that saying 'no' is important and can work."

Barriers

- Peer pressure from friends
- No self-esteem to begin with

Opportunities:

- Went to a good, all girls, school
- Went to a good school where she was able to express herself freely
- Experience of saying no and having it work
- Able to master her fear and have a voice
- Fight against discrimination
- Chance to celebrate achievements
- Confidence building talk from other women
- Mentored how to be confident to be able to say no
- Fought against discrimination
- Never regret the decision you have made

3. Create a theory of change

The facilitator explained that we are now going to create a 'Theory of Change.' This is a theory of how we think change happens. The participants were asked to come up to the wall and to take a number of barriers to which they will find solutions or transitions that will lead to the participants' empowered young

⁵ For protection and confidentiality reasons this report does not include the name of the person whose story it is.

person.

Beatrice and Lebohang's group:

Societal, economic, political barriers:	Solution:	Role for young women:	Result:
They first grouped together and addressed the barriers of: - Responsibilities of family (power of abusers through money) - Parents do not have open conversations with their daughters. - Family trusts other priests/ leaders and so will not listen to girls - Girls keeping problems to themselves because of fear	1. Close the invisible gap that exists between parents and children (should be a friendly, approachable and listening relationship)	1. Support young women to have the picture in their mind of what they would like to achieve 2. Support parents to ask questions of their children. 3. Take actions on what children say	Build/ strengthen a relationship between parents and children (avoid creating scars in children due to unsolved problems)
Second they grouped together: - People in positions of power abusing their position - Girls being taken advantage of because of their sex	1. Empowerment (building confidence, self-esteem, self-awareness) 2. Awareness of legal rights and Human Rights	1. Start groups that they are able to practice in the society and act as examples for others	More independent and have power over one's freedom and control in one's life
Third they grouped together: - Unsure about support networks when intimidated as a girl - Age: feeling too young to say no - Discrimination about what boys and girls can do - Cannot ask a man's intentions	1. Training at individual, group and community level.	1. Training on human rights and women's rights 2. Work as activist in the community 3. Be example for other girls to learn from them (e.g. health service approach)	Change gender norms that bring gender inequality
Fourth they grouped together: - Peer pressure from friends to take part in behavior - No self-esteem	1. Responsible trust in oneself	1. Have a good support network/ positive friends that can influence you positively	Being able to make your own decisions and air your voice (have a voice)

Ngosa and Selina's group:

Cultural, personal and environmental barriers:	Transition & Role for young women:	Empowered women:
They first grouped together and addressed the barriers of: - Blame by family on sexual abuse victim - Culture limiting ability to speak up as a girl/woman - No support from other girls/ women in her fears	1. Engage families in female empowerment programs (local leaders, NGO's, young women) 2. Talk openly to raise awareness of what cultural practices make women vulnerable in society (empowered women, young women can raise awareness by opening up and establishing support groups where such is discussed)	Change maker (can create positive change in society and world in general) Work hard (to build a good future) Confident
Second they grouped together:		

<ul style="list-style-type: none"> - Not being able to voice fear as a girl in front of a man - Lack of confidence - Fear so that she is not able to speak up 	3. Confidence building programs to teach girls to speak up (public speaking platforms can be created to give young females a channel to air themselves where they will be respected also self-believe activities and reaffirmation of their value programs)	Leader
Third they grouped together: <ul style="list-style-type: none"> - Cultural norms and agreeing to whatever others think - Growing up not confident (ideas of boys can do this) - Girls can only do that), weakness (low physical strength to fight back) - Have to pretend and make excuses rather than voice real opinion 	4. Sensitization against discrimination (creating platforms where talks and activities are held to address equality of gender and educating the masses to know that females are not less human beings)	Future plan
Fourth they grouped together: <ul style="list-style-type: none"> - Appearances in front of the community - Cultural understanding of a woman's place (masked as safety) - Girls not expected to be smart, respect for elderly people 	5. Creating safe spaces for girls (a place where young women can feel free to express themselves without judgement and seek advice from empowered women) 6. Reinforcing laws that make females feel secured/ protected 7. Government support for women's programs and education. 8. Healthcare for young women (promoting their rights on their ability to have control over their bodies) 9. Programs to teach young men to respect young women	Educated Self-aware Source of inspiration Accountable

Starred transitions that the group thought were the most important:

- Government support for women's programs and education.
- Programs to teach young men to respect young women.
- Change gender norms that bring gender inequality.

This exercise was followed by a discussion on the gap between parents and children and the fact that a girl would not feel comfortable asking her mother about issues as sex, menstruation, intimidation. As well as the importance of peer to peer advice through which young people are most likely to engage in positive things.

F. Starting discussion on what the participants want the leaders of development to understand. (9 October 9-10am)

1. Dear Leader Exercise

The facilitator asked the participants "if you could tell a foreign government how you want to lead change - what would you say?" The participants were given top Advocacy tips on how to engage and were then described the scenario where the participants by coincidence are sharing a taxi with a member of government and they will have 1.5 minutes to convince this member of government that the role they see for young people in change is a great idea. Participants received 10 minutes to prepare and then a timed 1.5 mins to make an 'elevator pitch' (ringing the bell when their time was up).

Selina:

"I'm speaking to the president. I'm from Restless Development, which deals with local leaders, prime ministers and involves youth. I see your values and that you are willing to make change in your

community and change in general. We have selected to include you in the DREAMS project. Can I give you my business card and get an appointment with you?"

Beatrice:

"We met at the youth festival last year. You are a big champion of young women. Women are violated on a large scale. We want to involve you in the DREAMS. Here is my business card, please contact me."

Hiara:

"Leaders should recognize that informal followers and advocates of change are quite powerful. Listen to what they have to say, and let them help drive the change managing yourself through change is essential to leading others through change. And leading change should be a top priority in your own activities. Making it so will help others to embrace the coming changes that will help your organization thrive in an accelerated environment."

Ngosa:

"I ran in to a few young ladies who told me that they find it so hard to reach out for opportunities and it is so hard to see so many girls who feel they don't measure up in academics and their career live. It is sad that they have it in them but cannot reach out. I set up an NGO to support girls to feel they can be leaders to reach their full potential. As Minister of Full Potential I think this is something you would be interested in. Please take my business card and let's talk about it."

After a round of feedback to each other on presentation and advocacy skills, the facilitator concluded that the great thing is that participants do not have to limit themselves to 1.5 minutes of offering their solutions to youth-led development, as we will have two whole days' worth of training in which their views of how young people should be engaged in development would be included. The real work for which will be in the next section.

G. Youth consultation on the training content (9 October 10am-1.30pm)



1. Direct input into training framework

The facilitator put the YouthPower Action DREAMS youth engagement training framework up on the projector and talked the participants through the training framework, asking them to ring the acronym buster or ask a question if anything was not clear. The facilitator explained to the participants that now they would be given the training framework and could make whatever changes or suggestion they liked to present it back at the end of the session. This input would be incorporated into the final training curricula.

Below everything not in black is what Ngosa, Beatrice and Selina wrote:

Training topics:

1. **Increasing our Development Impact:** Understanding how engaging young people in development will result in a practice that is more effective at ensuring inclusive and sustainable change.
This will cover:
 - a. General state of youth in a given context and youth trends
 - b. What are youth priorities and how to determine them
 - c. What is the evidence for young people's impact on sustainable development
 - d. Engaging young people to improve SRHR outcomes with focus on HIV
 - e. Conducting a youth engagement context analysis

COMMENTS:

'Nothing for me without me' - Anonymous

- In a given context of inclusive and sustainable change, majority of young people fall under entrepreneurship and business ownership. Majority of the youth would rather attend an

entrepreneurial training and enabling than other trainings that are centrally to them being able to support themselves financially.

- In Zambia, in relation to development and sustainable change the youth play a reluctant role because of lack of empowerment and adequate education. Development is more dependent on aid than on youth action.
- Youth priorities can be determined by where they invest their time, money and efforts.
 - Make a living; (food, shelter and clothing)
 - Attaining an education that can get them employment.
 - Being able to participate in decision making concerning youth in their country.
- Programs designed for the youth that have involved youth since the design level to the implementation level have a higher success rate than those that exclude youth involvement.
- Engaging young people to improve SRHR allows for insight on the current needs of the youth in line with sexual reproductive health in relation to HIV. It allows for an overview of current trends by the youth and designing programs that address the felt needs

2. **Meaningful versus Tokenistic:** Defining *meaningful* youth engagement and what it means for your work.

This will cover:

- a. The core principles of youth engagement
- b. Participation as means or as ends debate
- c. Meaningful youth engagement as defined by young people
- d. Exploring what youth engagement means for your organization and work

COMMENT

- In relation to the principles of engagement, involvement of youth in designing, planning, implementing, monitoring and evaluating the programs designed for the youth proves to be more effective than involving them in either one stage or in delivering the end results of the programs.
- Participation as means to meaningful youth engagement is most likely the best approach in involving youth than participation as ends.
- and d) Meaningful youth engagement is that which yields positive results in effectively delivering the needs of youth in an inclusive and sustainable manner. Cultivating in them motivation and a sense of belonging in all affairs.

3. **Who are the Young People:** Distinguishing the various groups of young women and adolescent girls and exploring different approaches to engaging them.

This will cover:

- a. Identifying categories of young people
Adolescents (10-19), teens (13-19), youth (15-21) and youth habitat (15-32). We have divided young people up by levels of responsibilities that they have.
- b. Young women and adolescent girls
Adolescent girls (10-20)
Young women (21-32)
- c. What inspires young people to lead programs
 - The need for change of the current situation
 - My voice to be heard

- To stop oppression and women discrimination in the society.
- To stop Gender based Violence.
- Promote gender equality in political, social and economic point of view.
- Promote women involvement in decision making

d. How to engage diverse groups of young people
Through;

- Create equal platforms and opportunities regardless of age, gender, race, ethnicity, religion and educational background.
- Treating every group as unique in relation to their needs.
- Walk in their footsteps to learn things about them that we never knew in an empathetic approach.
- International conferences and festivals for youth to engage in and come up with a common strategies for a sustainable change.

4. **Opportunities and Barriers:** Assessing the current opportunities for and barriers to youth engagement in program design.⁶

This will cover:

a. An 'enabling environment' for young people

- Young people's ideas are constantly being shaped and influenced by their environment. When adolescents have opportunities to learn and express themselves without fear, they are more likely to be engaged with their parents, peers and communities. They gain self-esteem and become positive role models.
- National and local laws must also promote and support adolescents' rights and young people should participate in the development and monitoring of these laws
- Adolescents are more likely to build self-esteem, self-confidence and develop skills and capabilities when they are encouraged to express their opinions and feelings, be assertive and stand up for what they believe
- They become better equipped to deal with abusive, threatening or unfair situations because they are in a better position to seek advice, exit a harmful situation when necessary, or cope creatively when they cannot leave
- If given a voice, young people can provide important information about conditions at work or at school and about risks to their own health and that of their community. They can provide suggestions for change that adults may not have considered and they play a vital role in researching, monitoring, evaluating and planning.
- National youth opinion polls and referendums enable young people to voice their opinions and concerns to the government, media and general public. They can be important tools for mobilizing political support for adolescent programs.

b. Current barriers and their effects on youth engagement

⁶ For this topic we will be using as our starting point, the baseline information from the Self-Assessment survey completed by participants ahead of the training.

- **Social Barriers;** occur as the result of constraints placed on individuals, due to societal stratification and distribution of power, that influence intergroup trust and cooperation
 - **As well as social distinctions (hierarchy) between youth and other groups within society (i.e., adults) influenced by social norms aimed at preserving the status of one group over the other.**
 - **Cultural Barriers;** emerge as the result of interpretation, use and perceptions of symbols, and intangible aspects of human societies such as familial obligations and notions of community, safety, and gender
 - **Political Barriers;** Barriers that may prevent access, opportunity, or support for funding and youth's participation in organizational decision making
- c. How to overcome these barriers and embrace the opportunities
- **Ensure that youth participation is inclusive, equitable and gender sensitive, social, economic and cultural barriers affecting young women must be removed. They should have equal access to education and vocational training to be properly equipped for full participation in society, especially political involvement.**
 - **Participation can be strengthened by including youth in the design, implementation, monitoring, reporting and evaluation of instruments, strategies and programs.**
 - **Youth participation can also be improved through a number of approaches, such as education and capacity building. Youth-friendly information and materials can be developed with young people themselves, through both traditional and inclusive technology mediums, such as internet, The material must be accessible to youth with disabilities.**
 - **Structures and mechanisms can also be created to advance youth participation. These can be developed for institutionalizing youth participation in decision-making processes that affect young people, such as establishing youth advisory groups, youth networks for positive civic engagement.**
 - **A call for inclusive youth participation makes a case for stronger gender parity and focus on young women's participation. Focusing on participation of other marginalized groups of youth such as youth with disabilities, indigenous youth, migrant youth, youth affect by conflict and post conflict situation, youth affected by HIV.**
 - **Efforts can be aimed at achieving appropriate representation and participation of youth in decision making bodies, as young women and men entitled to the same rights.**
- d. Conducting a youth engagement barrier and opportunity mapping
- **allows stakeholders and organizations to facilitate community engagement, planning, and analysis to address equity challenges**
 - **to promote community development; and to affirmatively connect marginalized communities to critical pathways to opportunity, such as successful schools, safe neighborhoods, and sustainable employment.**

- allow for an examination of the relationship between marginalized populations and opportunity, placing the equity challenges facing marginalized communities in a geographical perspective, and giving insights into the range of meaningful choices available to an individual or a community
 - stimulate dialogue and consensus-building among stakeholders that can help inform the design of equity advocacy efforts, strategic planning, and program evaluation and design
 - Engagements create a common space for group learning and a collective narrative about “place.”
5. **Getting practical:** Guided by best practice and ready developed tools, putting our learning into practical solutions for engaging young women and adolescent girls to lead our work.⁷
- This will cover:
- a. The paradox of structuring youth leadership
 - b. Various models and frameworks for meaningful youth engagement from program cycles to policy processes
 - c. Tailoring appropriate tools for USG staff to engage their identified groups of young people
 - Inform to provide young people with balanced and objectives information about issues that have relevance for them. Young people will have some awareness of mediums for information distribution, and will access that information where possible
 - Consult to obtain feedback from youth people about local issues program and policy Young people will provide thoughtful and informed feedback on issues, programs, and policy
 - Involve to work with young people in the planning and delivery process to ensure their ideas, issues and concerns are understood and considered in the programs Young people will provide ideas and options from their experience and expertise and will provide feedback on concerns and achievements
 - Collaborate to partner with young people to develop potential strategies, programs and projects and to identify the preferred option for implementation. Young people will provide considered advice, expertise, and ideas to assist in designing strategies, programs and projects
 - Empower to share responsibility in developing potential solution, strategies, programs and place the final decisions in the hands of young people Young people will be active in developing their decision-making skills, and participating in decision-making processes.
 - d. Designing an ‘Action Plan’ specifying priorities and projects for implementing new youth engagement knowledge and skills which will be used to guide the following four month mentorship program.
 - Implement institutional assessment and planning tool
 - Conduct youth partnership training curriculum

⁷ The tools and solutions we discuss will be determined by the results of the Self-Assessment survey and the DREAMS project plans shared by workshop participants.

- **Develop an organizational work plan to incorporate youth participation**
- **Develop group and individual action plans with emphasis on youth partnerships**
- **Monitor, evaluate, and get feedback**

4. Feedback and Next Steps

Next steps:

The facilitator took the participants through the next steps of the training design and asked them how they would like to remain involved with this process. As the participants felt that they wanted to work more on the training framework after the workshop, the facilitator sent it to them and they continued to feed in during the few days following the workshop. The above training input reflects this continued work. Moreover, it was agreed that the facilitator would share back this report on the DREAMS Ambassador Design Workshop with participants following its completion.

In response to the question “what would you like to see development organizations doing better as a result of the Youth Engagement training?” participants responded:

“I would like for development organizations to create exit strategies for training programs so youths can still carry on in their countries – this was development is sustainable.”

“Monitor and evaluate the end result of their implementation of the project together with the youth who participated in it [their programs] to get far more real results than assuming ones.”

And in response to the question of “how would you like to be kept involved with this program?”

“1. See the final report. 2. Participate in the mentoring period. 3. See the implementation of the program in my country.”

“I would like to be informed of the country input [into the training framework] and trainings. And also to be part of the mentoring sessions or action plan reviews.”

Feedback on the workshop:

The feedback on the workshop was very positive with the participants feeding back that the objectives were clear, the workshop met their expectations, workshop sessions were well timed and the workshop was delivered well. Moreover, the participants felt they had a clear role in the workshop and gained new skills and knowledge, benefitting not only from the workshop content but from meeting participants from other countries.

“I learnt the importance of engaging whoever a program is designed for right from the start.”

“What is happening in other countries e.g. Zambia and Mozambique. The intentions of organizations that are trying to help youth to attain development. DREAMS program and how different organizations are working hard to empower women.”

“Involving youth to all stages of development, that means from design to monitoring and evaluation, involve girls in decision making, cultivating their sense of ownership, fighting against gender violence. I will use the skills and knowledge effectively, by sharing with others how we can bring positive change in

the community. I will train or share with different local leaders when I go to work or when we meeting them and told how they can involve youth in developmental issues.”

The workshop was rated highly participatory with participants strongly agreeing that young people were able to lead some of the activities, their ideas were listened to, there were good opportunities for questions and discussion and young people were meaningfully consulted.

5. Appendix

1. Call for Applicants and Application Form



LOOKING FOR DREAMS YOUNG LEADERS

YouthPower Action & DREAMS

As a part of USAID's [YouthPower Action](#) and DREAMS program, Restless Development will be delivering a training to DREAMS partners on how to understand, conduct and advocate for meaningful youth engagement in development. Development interventions which include young people from the community in which change is sought, in the design and delivery of activities, show far greater success. As the DREAMS Initiative is aiming to reduce HIV incidence by 40% in select districts in East and Southern African countries, it is vital to engage young people - the greatest proportion of the population in that region - in order to achieve successful program interventions.

[Restless Development](#) is a global agency for youth-led development, we support young people to demand and deliver a just and sustainable world for all. To us, youth engagement in development programs involves moving away from situations where young people are only the recipients of services or development programs and towards a situation where they can express their views and opinions, make a meaningful contribution to activities and decisions and exert power in a responsible way.

What will we be doing?

We will be designing a youth engagement training for the partners delivering the DREAMS program so that they are able to fully and meaningfully engage young people throughout the program. In order to make sure that young people's voices shape the DREAMS understanding of how to engage them, **we are looking for five young DREAMS leaders - who have taken part in the DREAMS programme already - to help us shape the training for DREAMS implementing partners and the US government.** We will do this during a three day training design workshop at Restless Development Tanzania's office in Dar Es Salaam. Our young Restless Development staff will work together with the five DREAMS young leaders to review current research on youth engagement and capture their experiences of, and recommendations for, youth engagement during DREAMS programs.

We hope to offer the young DREAMS leaders **the opportunity to shape how young people are engaged in development programming** as well as a fun experience where they can work together with other young leaders to strengthen their change-making skills.

Who are we looking for?

- We are looking for confident young people who are motivated to make sure that young people can lead change in their communities and around the world, and who have been a participant of the DREAMS program.
- No knowledge or expertise on program or training design is required, we will offer tailored training on these skills.
- A high level of spoken and written English is required.
- The young DREAMS leaders will need to make the following time commitments:
 - Be available for the workshop in Tanzania between the **7th and 9th of October** (with potential travel on the day before and after if traveling from another country).
 - Able to commit to **3 hours** of working together with Restless Development to organise their travel in the three weeks ahead of the workshop.
 - As well as **1 day at the end of November** (date will be set to suit participants availability) to feedback on their experience.
- The young DREAMS leaders will need to be confident enough to travel unaccompanied to Tanzania and take part in a three day workshop together with four other young people most likely from other communities to their own.
- The young DREAMS leaders will have their travel and expenses (transport to airport, travel insurance, flights, transport in Tanzania, food during travel and workshop, as well as accommodation in Tanzania) completely covered.

If you would like more information on any of this please contact rachelw@restlessdevelopment.org.

If you are interested in being considered for this opportunity: please fill out this form and tell us about you!		
1	First names (including any middle names)	
2	Last name	
3	Date of birth	
4	Gender	
5	Spoken languages (what languages do you speak?)	Language 1 : I speak this language well/ very well/ fluently Language 2: I speak this language well/ very well/ fluently
6	Written languages (what languages can you write?)	
7	Home address (street, city, village or	

	town, county, country)	
8	Email address	
9	Skype number	
10	Mobile number	
11	Do you have Whatsapp?	Yes/No
12	Have you travelled outside of your country before? If yes, where?	Yes/No If yes, I have travelled to:
13	Do you have a passport that is valid for the next three months?	Yes/No If yes, my passport number is:
14	Would you like any additional support in traveling to the workshop or during the workshop?	
15	Do you have any dietary requirements that you would like us to keep in mind?	
16	Are there any other things you would like to inform us of?	

17 Could you tell us what your experience of the DREAMS programme have been so far? (please use no more than 250 words)	

18 If you are given the opportunity to take part in the Tanzania Workshop what would you like your contribution to be? (please use no more than 250 words)

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Thank you for taking the time to fill in this form!

Please email this form before **5pm BST 15 September** to Rachel Walker on:
rachelw@restlessdevelopment.org

2. Offline Activity Sheet



DREAMS AMBASSADORS DESIGN WORKSHOP

The DREAMS Ambassadors Design workshop is to ensure that the experiences and voices of young women who have taken part in DREAMS programs in South Africa, Mozambique and Zambia inform the YouthPower Action DREAMS youth engagement training for USG (United States Government), including USAID and DREAMS Implementing Partners.

Crucial to this workshop is your role as a young person to represent your voice and experiences of working for change, and not to feel like you need to represent the voices of all young people in your country. This is an opportunity to have your voice heard on how you think young people should be engaged in making positive change in the world.

There are 7 questions below which will help us to understand how you think that young people should be supported to make positive change in the world. For Lebohang, we will go through these questions together on Skype during the workshop. Hiara as I know you will be completing this in your own time, please let me know on rachelw@restlessdevelopment.org if there are any questions you want support with.

THANK YOU so much for taking the time to participate!

1. The Positive Change you want

This next exercise is to help you think about your vision of positive change. Read the following story:

Imagine that it is the Year 2080. Over 70 years into the future. The world has changed – it is happy and healthy. You are sitting outside your house in your community. It's a sunny day and so you decide to go for a walk around your village/town/city (wherever you are). What do you see around you – what are the buildings like, what are the facilities like? Is there a school, a hospital, a government building? Who's inside? What are they doing? What are they like? Now imagine that you meet a group of young people and you start chatting with them. You ask them about their life – what's it like, what do they do, how do they feel?

Please in the box on the next page describe the world that you have just imagined – you can use pictures or words, whatever you like. What you have seen and will draw may represent the core elements of a vision for the positive change that you want to see in the world. This vision of a happy healthy world is often what we are talking about when we use words like development and positive change.

Please write or draw your thoughts here

2. Common understanding of development words

In this next exercise we want to start building our language, what we mean and what we think is important when we talk about development and positive change.

Here are a number of words linked to development: *participation, accountability, empowerment, USAID, livelihoods, HIV AIDS, girls, young women, young people, leadership, demographics, economy, culture, livelihoods, social norms, communities, national government, global processes, awareness raising, programmes, aid, peace, democracy, society, environment, war, food, health, security, investment, commitment, development organisations, power, protection and engagement.*

Please choose 5 words that you think are important to positive change and describe what they mean to you in the box below. It may make it easier if you try and think about how these words fit with the happy healthy world you drew in task 1.

Please write your thoughts here

3. What does an empowered young person look like?

Now that we are starting to build a common understanding of what positive change and development is - we will be taking a look at what the role is of the young person in making that change happen.

Please in the box below describe with drawings, pictures or words an empowered young person. When doing this think about what are the attributes of a young person who can make change for their community? What does that young person need or use in order to be a part of or lead change?

Please write your thoughts here

4. Stories of empowerment

We are now going look at real young peoples' stories of empowerment. If you have internet please go to this YouTube link <https://www.youtube.com/watch?v=2Y4qpcm4bbU> – here you will watch three stories of young people and their journeys to lead positive change in the world. While you are watching

this please write down any barriers or opportunities you hear in this story; describe what is it that is helping the young person to lead change and what is it that is stopping the young person from leading change?

Please write these down in the box below. If there are any barriers or opportunities that you know are true for you and young people in your community, please add these too.

Please write your thoughts here

5. Dear Leader Exercise

If you could tell a foreign government how you want to lead change - what would you say? Whenever you speak to a busy decision maker a good way to structure your conversation is to start with describing the problem or why the leader should care about what you are talking to them about and then offer a solution the problem.

In this scenario you are sharing a taxi with a member of government and you will have 1.5 minutes to convince this member of government of the role that you see for young people in leading change. Please write down below what you would say or record yourself saying it and send it in a Whatsapp message to Rachel.

Please write your thoughts here

6. What is next for this training?

Thank you for taking the time to complete these exercises, you have made a valuable contribution to the content of our training on how young people should be engaged in development. The next steps are for Rachel at Restless Development to put the information given by you together with research conducted on youth engagement previously to write the training manual for US government and DREAMS organisations. This does not need to be the end of your involvement and so please use the box below to let us know how would you like to stay involved with this training?

If this is a difficult question to answer without more explanation then let Rachel know and we can organise a call to talk this through ☺

Please write your thoughts here