

**MODULE ONE: WHO ARE YOUNG PEOPLE**

**Recommended time for completing the module as a group: 1 hr 35 minutes**

This facilitation plan is designed to support you to go through the training materials individually, or to facilitate a training session of your own. Facilitator actions are highlighted in **bold** and recommended timings for activities are suggested. Questions or activities more appropriate for **donors are highlighted in orang**e, and those more appropriate for **implementing partners are highlighted in blue.**

**Overview of the module:**

A demographic of 1.8 billion people with one common characteristic - they are all aged 10 and 24 - is highly diverse in all other characteristics. In order to empower this generation and unleash the power of young leaders as agents of change, not only is understanding their different characteristics crucial, but also understanding their highly diverse lived realities.

We **must improve our understanding** of the different groups and their characteristics, as well as their highly diverse lived realities. For instance within the larger population of youth: who are the young women and how is their lived reality different to that of young men? Too often, programs that target youth primarily reach young men. The ability of girls and young women to participate in initiatives is often constrained by gender norms, such as domestic and care burdens in the household, discriminatory social norms regarding girls’ mobility, and negative views about the appropriateness of their involvement in political issues or legal frameworks.

**Overall aim:**

This module aims to support participants to distinguish between the various groups of young people, with a focus on young women and adolescent girls, and explore different approaches to engaging them.

**Learning objectives:**

By the end of this module, participants should be able to:

* Distinguish between different young people, adolescent girls and young women and explain how they vary in terms of needs and assets.
* Describe how they will implement tailored engagement strategies for different groups that ensures diversity and inclusiveness in programs and operations.
* Propose meaningful roles and tailored capacity building to ensure the engagement of a diverse body of young people as part of development processes.

**How this will be achieved:**

* By providing participants with an overview of how to understand the diversity of young people in their country.
* By teaching what specific obstacles there are for young women and adolescent girls in participating in and leading development (to be expanded in Module Four).
* By reviewing reasons why young people engage in development and understand what their motivations can mean for development impact and youth engagement strategies.
* By exploring how both **donors** and **implementing partners** can engage a diverse group of young people.

**Resources:**

* Module 1: Slides
* Activity handouts:
* M1-H1-Characteristic prompt sheets
* M1-CS1-Mabinti (Girls Let’s be Leaders Program)
* M1-H2-Youth Design Workshop
* Flipchart paper
* Pens
* Post-it notes

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| **Activity** | **Resources Required** | **Timing** |
| **Introductions of facilitators and participants (5 mins).**   1. **Immersive activity:**  * As participants enter, the first three are designated leaders/decision makers and only they can speak for the others (highlighting the frustrations of someone speaking on your behalf). * When you start to do introductions, these three people will be asked to tell the group what each person’s favorite hobby or movie is. * Facilitator to point out connections to people speaking for young people - incorrect assumptions and frustration on the part of youth. |  | 5 mins |
| **Introduction to the module and its objectives (5 mins)**   * **Read** through module objectives using slide 2 * Either allow time for the participants to read through the *Read and Reflect* section on slide 3, or read it out loud. | Module 1: Slide | 5 mins |
| **1. Understanding what unifies youth**   1. **Activity: Who is a youth? (10 mins)** 2. Facilitator to **ask** the group ‘who is youth’? **Ask** them to think of their own definition in one or two sentences. 3. Facilitator to **ask** a few people to share their definition. Summarise to the group the key points and themes    * **Bring up slide 4.** Facilitator to **present** an example youth policy using USAID’s definition in “Youth in Development: Realizing the Demographic Opportunity”. Facilitator to **ask** participants if their organization has a youth policy or definition? Do they use another organization’s definition?    * **Bring up slide 5**. Facilitator to **present** the DREAMS Youth Ambassadors definition of youth. **Explain** that as part of the design process for this training, Restless Development worked with six Youth Ambassadors from the [USAID YouthPower Action DREAMS](https://www.usaid.gov/what-we-do/global-health/hiv-and-aids/technical-areas/dreams) program. *Consult M1-H2 for more information*    * **Ask** for reflections on these definitions and bring it together using slide 6 and **explaining** the two ways how we can define youth and which we will use to continue the training. 4. Age 5. As a transition from childhood to adulthood (dependence to independence)    * Facilitator to **explain** that whatever definition we use of youth, it is a huge age range and within that there are different categories. Youth is a transition, but what are the different needs of different ages with that transition? E.g. many would say it’s about life milestones like becoming a mother. But would a mother of 15 years old still be considered a youth? **Remind** participants to consider this dilemma when going through activities in the training. | Module 1: Slide  **Handouts**  M1-H2-Youth Design Workshop  **Other resources**  Flipchart paper and pens | 10 mins |
| **2. Mapping what makes young people different**   1. **Activity: Characteristics of young people engaged by you (20 mins).**  * **Explain** that now we have seen that young people are diverse, we will work together to map characteristics of young people in the participants’ initiatives.   + **Bring up slide 7** and **ask** participants to shout out responses to the following question while capturing responses on flipchart:   1. What are all the different characteristics that young people have in your country?  2. What about in your programs or initiatives? (consider age differences e.g. engaging someone who is 15 is different to engaging someone who is 28)   * + Facilitator to **divide the group** into smaller groups and **hand out** a large piece of paper to each group   + **Ask** the groups to create a profile of a young women or adolescent girl.   + **Assign** each group either character a,b,c or d from the M1-H1-Characteristics Prompt Sheet to get them started.   + **Ask** the participants while they are drawing to think about the other characteristics we talked about. Think about where she is living. Does she go to school? What ethnicity is she? What does she enjoy doing in her spare time. **Encourage** groups to add as many characteristics to their person as they want.   **B. Activity continued: Barriers young people you engage face. (20 mins).**   * After 20 minutes of activity 2a, **bring up slide 9**. **Explain** that the characteristics of the young female (so *who* the young female is) affects *how* they should be engaged. * Continuing with the same groups **ask** them to add to their drawing of a young person, * **Ask** the groups to think about the following three questions:  1. What does the young woman need? 2. What are the young woman’s aspirations? 3. What are the potential barriers that prevent her from engaging in a development program?  * **Ask** groups to share their work and introduce their young women or adolescent girl to another group. Facilitator to **reflect** on how different the profiles of young people are. * **Explain** that we will revisit this, but first we are going to start applying our conversations to a real life program example. | Module 1: Slide [7](https://docs.google.com/presentation/d/12jivoLPptrvll3MOs1q_DdTyffkwZvGD0PMfw8AmsN8/edit#slide=id.g18fbb51845_0_0) [a](https://docs.google.com/presentation/d/12jivoLPptrvll3MOs1q_DdTyffkwZvGD0PMfw8AmsN8/edit#slide=id.g18fbb51845_0_0)n[d](https://docs.google.com/presentation/d/12jivoLPptrvll3MOs1q_DdTyffkwZvGD0PMfw8AmsN8/edit#slide=id.g18fbb51845_0_0) [8](https://docs.google.com/presentation/d/12jivoLPptrvll3MOs1q_DdTyffkwZvGD0PMfw8AmsN8/edit#slide=id.g18fbb51845_0_0)  **Handouts:**  M1-H1-Characteristic prompt sheets  **Other resources**  Flipchart paper  Pens  Post-its | 40 mins |
| **3. What does youth diversity mean for why young people engage in development?**   1. **Youth Engagement in practice (20 mins).**     * **Hand out** the Mabinti Tushike Hatamu (Girls Let’s Be Leaders) case study to the group. (M1-CS2)    * **Bring up slide 10. Ask** the group to discuss in their four smaller groups how young girls were engaged in the Mabinti program. 2. What are the strengths? 3. Are there gaps participants think should be built on? 4. **What about the program design has allowed young people to be partners and leaders?** 5. **What about the program delivery has allowed young people to be partners and leaders?**     * After a few minutes, **ask** the groups to reflect on their young person from activity 2. Now they’ve read the Mabinti case study, **ask** them to consider:    * What are the barriers that could stop a young women from engaging in the Mabinti program? Are they different from the ones they had originally identified in activity 2.    * **Bring group back together** for quick feedback. **Present** possible ideas for overcoming barriers **bringing up slide 11 and 12.**    * **Explain** to the group that we will reflect more on how they could engage their young females to overcome barriers and fulfill needs and aspirations in Module 4.   **b. Why do young people engage in development? Examples from experience (5 mins).**   * + **Bring up slide 13**. Facilitators **share** the experience of Restless Development and results from the DREAMS Ambassadors Youth Design workshop on why young people engage. And from Restless Development’s experience on **slide 14**.   + **Explain** to the participants that these reasons may sound familiar.   + **Ask** participants to share if they have found other reasons in their experience.   + **Ask** participants why is it important to understand a young person’s motivations for engaging?   + **Explain** that ‘Expectation Setting’ is a good way for development practitioners to understand and manage young people’s reasons for engaging in order to avoid disappointment and be transparent about what the opportunity involved. | Module 1: Slide [9](https://docs.google.com/presentation/d/12jivoLPptrvll3MOs1q_DdTyffkwZvGD0PMfw8AmsN8/edit#slide=id.g18fbb51845_0_0)  **Handouts**  M1-CS1-Mabinti  **Other resources needed:**  Drawings of young people completed in exercise 2 | 25 mins |
| **4. Planning to engage diversely and meaningfully**   1. **Tool: Four questions to ask (10 mins).**    * **Explain** that *who* you engage dictates *how* you engage them.    * **Explain** that you will now present two sets of questions to consider in program design    * **Bring up slide 15 and summarize the previous session by sharing Restless Development Uganda’s four questions on how you get from diversity to engagement.**    * **Bring up slide 16 and present a set of questions to to determine the Young Person’s Role and the Development Practitioner’s Role.Explain there will be more on this in module 3.**    * These are important questions to consider diversity in your programs from the program design phase    * **Explain** that the key takeaway from this session is that *who* you engage dictates *how* you engage. | Module 1: Slide | 10 mins |