

**MODULE TWO: INCREASING OUR DEVELOPMENT IMPACT**

**Recommended time for completing the module as a group: 1 hr 40 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 orange**, and those more appropriate for **implementing partners are highlighted in blue.**

**Overview of the module:**

USAID has fully committed to youth in both programming, participation and partnership. USAID aims to mainstream and integrate youth issues and engage young people across its agency and operations as reflected in the 2012 [USAID Youth in Development Policy](https://www.usaid.gov/policy/youth). These are clear signs that engaging youth is important and valuable to development efforts. However, it is important to understand why and to be able to explain the benefits of engaging young people.

Better youth engagement can be achieved through improved recognition and understanding of the current statistics, trends, and themes regarding young people. This module is an opportunity to examine the evidence of the impact young people have on sustainable development. It’s less about ‘why young people’ and more about how young people substantially influence development outcomes and how you as donors and implementers can more meaningfully engage with young people.

Half of the world’s population is currently under 30 years of age, and 1.8 billion people are between the ages of 10-24. How do we maximize the opportunity of [Peak Youth](http://restlessdevelopment.org/news/2015/06/12/peak-youth) to engage with the transformative power of young people? Young people around the world need to be healthy, educated, employed and empowered citizens with a meaningful stake in the decisions that affect their lives. Young people’s rights must be respected and upheld, which includes meaningful participation in all aspects of their own development.

**Overall aim:**

The module aims to provide participants with an understanding of the state of youth in different contexts and factors that affect how young people can and should be engaged for sustainable development.

**Learning outcomes:**

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

* Understand current youth trends and the unique assets that young people bring to development efforts
* Articulate how to maximize the opportunity of ‘Peak Youth’
* Clearly articulate which youth priorities were identified in the development of the Sustainable Development Goals
* Assess how extending and deepening their work with young people can improve development outcomes
* Identify youth priorities for their programs

**How this will be achieved:**

* By providing participants with an overview of the current state of youth, youth context, youth trends and key themes
* By conducting a study of the Sustainable Development Goals through the lens of youth priorities
* By showcasing, through examples, that young people can increase the impact of participants’ organizations
* By evidencing young people’s impact on sustainable development
* By showcasing how engaging young people can improve sexual & reproductive health outcomes

**Resources:**

* Module 2: Slides
* Activity Handouts:
* M2-H1-The Social Profile of Youth in South Africa
* M2-H2-Perspectives of Youth in South Africa
* M2-H3-Impact of Peer Educators
* M2-H4-Youth Priorities
* M2-CS2-Family Planning Access, Zimbabwe
* M2-CS1-Tikambe Youth Media, Zambia
* Other resources
* Ball
* Youth Design Workshop Notes
* Flipchart paper
* Pens
* Post-it notes

|  |  |  |
| --- | --- | --- |
| **Activity** | **Resources required** | **Timing** |
| **Introduction to the purpose of the training, Module 2 and its objectives (5 mins).**   1. **Read** through module objectives using slide 2 2. Either allow time for the participants to read through the *Read and Reflect* section on slide 3, or read it out loud. | Module 2: Slides | 5 mins |
| **1. Examining the current state of youth and youth trends.**   1. **Activity: “State of youth” in given context and youth trends (20 mins).** The main aim of this activity is to set the scene. The training resources focus on South Africa as an example. If you are focusing on a different country, here are a few places to start looking for data:  * Your national government website * Myworld.org * [UN Youth Envoy’s website](http://www.un.org/youthenvoy/youth-statistics/) * [UNDESA Youth Population facts](http://www.un.org/esa/socdev/documents/youth/fact-sheets/YouthPOP.pdf) * [UN World Youth Report](http://unworldyouthreport.org/) * Review existing resources on “state of youth” using the following steps:   + **Explain** to participants that in order to start thinking about engaging youth, we need to review what we know about youth and what we can discover when made aware of key sources for data on youth specific to the countries we are working in. This is designed to be a conversation to start to get our minds thinking critically.   + **Bring up slide 4** on the PowerPoint.   + **Divide the participants** into pairs and give them two minutes to look over and digest the information   + **Ask** the participants to either look at the data outlined in ‘The State of Youth South Africa Report’ or ‘The Social Profile of Youth in South Africa Report’.   + **Ask** the pairs to feedback on anything that stands out, write up key thoughts on flipchart. Prompting questions:  1. What is the state of youth employment in South Africa? 2. Is youth employment improving? 3. What are key statistics around education levels for youth in South Africa? 4. What are the major health risk for youth in South Africa? 5. What are the living conditions for youth in South Africa?    * **Ask** participants what is missing from the fact sheets? Eg. enrollment in school? Household responsibilities? Data on gender and disability youth etc? **Capture** this on flipchart paper as well    * **Ask** participants what effect they think this will have on youth engagement in development? Or more specifically: **What are the implications of the current youth trend for your program strategy?***/* **What are the implications of the current youth trend for your initiatives engaging youth?**    * Facilitator to **write** up on flipchart.   **B. Facilitator presents Restless Development’s concept of** [**Peak Youth**](http://restlessdevelopment.org/news/2015/06/12/peak-youth) **and Peak Youth specific for Africa using PowerPoint slide 5, 6 and 7 (2 mins).**   * **Explain** that we have an opportunity to engage and mobilize the largest generation of young people there has ever been and likely ever will be. This Peak Youth generation can be empowered to bring about real change. | Module 2: Slides  **Handouts**  M2-H1-The Social Profile of Youth in South Africa  M2-H2-Perspectives of Youth in South Africa  **Other resources**  Flipchart paper  Pens | 20 mins |
| **3. What is the case for young people’s impact on sustainable development?**   1. **Activity: Young people’s impact on sustainable development (10 mins).**    * **Explain** to participants how we saw in the previous session the opportunity that Peak Youth presents us to unleash the power of young people. However what impact could this have? In the next session we will review how engaging young people in development as agents of change, will result in more effective, inclusive and sustainable change.    * **Bring up slide 8** on the PowerPoint. **Explain** this activity asks for participants’ experience.    * **Ask** the participants to stand in a circle.    * The facilitator starts with the ball, and shouts out a way that engaging young people could have a positive impact on sustainable development outcomes. Then the facilitator throws the ball at another participants and asks them to do the same. Throw the ball around until everyone has shouted something out.    * Presenting the case, **bring up slide 9 and 10**. **Summarize** what is said and, and **presen**t the different ways youth engagement and participation positively impacts sustainable development.    * **Ask** participants to consider if any of this information is new to them? Are there benefits to engaging young people meaningfully that they hadn’t previously considered?    * **Explain** we will be strategizing how to better engage young people in our programs to increase impact in Module 3 and 5. 2. **Activity: Zoom in on a SRHR and HIV case study (20 mins).**    * **Bring up slide 11.**    * **Handout** M2-CS1 **Or handout** M2-CS2    * **Ask** the participants to look over the case study in pairs and to identify ways that youth engagement has strengthened the program, and the outcomes on SRHR.    * **Ask** the participants to get into groups of four and discuss - then capture the main points on flipchart, in three groups: 3. How were young people involved and engaged? 4. How do you think this strengthened the outcomes? 5. What concerns and questions would you have about the kind of engagement in this case study?  * Walk around groups and **support** groups to come to their own conclusions  1. **Young people’s impact on SRHR and HIV programing (5 mins)**    * Facilitator to **summarize** by asking the group which elements demonstrate young people’s impact on SRHR and HIV programing from the case study.    * **Optional:** **Handout** M2-H3-Impact of Peer Educator print out to participants to demonstrate the positive impact that using peer to peer educators has on development programming. **Explain** we will look more at the tool on peer education in Module 5 | Module 2: Slides  **Handouts**  Primary case study - M2-CS1-Tikambe Youth Media, Zambia  OR  Secondary case study - M2-CS2-Family Planning Access, Zimbabwe  M2-H3-Impact of Peer Educators  **Other resources**  Ball  Flipchart paper  Pens | 35 mins |
| **4. What are youth priorities and how to determine them?**   1. **Activity: Youth Priorities (20 mins).**  * **Explain** that the main aim of this activity is for the participants to share what they know about youth priorities in development, to review good practice of setting youth priorities.   + **Bring up slide 13. Explain** that key to both getting to know the current youth demographic and ensuring that young people are motivated to engage in development and have an impact is understanding what current youth priorities are.   + **Ask** participants to reflect on what they know are current youth priorities according to their work with youth and write this down in their notebook.   + Facilitator to **divide** the participants in two groups and **hand out** a copy of M2-H4-Youth Priorities to each group.   + **Ask** participants to work together to put them in an order, by moving the print-outs around on the floor, putting them into an order of prioritization. What did young people choose as their top priorities?   + **Discuss** why the group placed things in that order? Are there examples they know from their work that make them identify certain issues as a priority for youth over others?   + Check against other sources. **Using slides 14 and 15,** facilitator to **cross-check** with different sources and youth consultations that came up in the lead to the SDGs. Eg. Malawian youth priorities from [MYWorld survey](http://data.myworld2015.org/?country=Zambia). If you have internet access, play around with the data - does it change if you select by gender? What about level of education?   *Note for the facilitator to highlight: The Sustainable Development Goals (SDGs) are an unmissable opportunity to implement ambitious, transformative and participatory development programs. The SDGs are universal, applying to all countries, and seek to balance social, economic and environmental development for present and future generations. At the same time designing the SDGs presented a unique opportunity to gather youth priorities and was successful in achieving this. The process to decide the SDGs was highly participatory, with youth priorities being fed in a number of ways.*   * + **Ask** participants which youth priorities are reflected in their work?   + **Ask** participants to write on post-it notes which youth priorities identified, align most closely with their work. Capture this by sticking on a flipchart.   **B. How to identify youth priorities (5 mins).**  **Introduce** methods for identifying youth priorities   * Facilitator to briefly **present** tools for youth-led needs assessment and priority setting **using slide 16**   + **Explain** that we will be taking a closer look at these models during Module 5. | Module 2: Slides  **Handouts**  M2-H4-Youth Priorities  **Other resources:**  [MYWorld Survey results](http://data.myworld2015.org/?) - country specific, eg. [Zambia](http://data.myworld2015.org/?country=Zambia)  Post-it notes | 25 mins |
| **5. Bringing it together.**   1. **Activity: Youth Priorities in your work (10 mins):**  * **Bring up slide 17. Facilitator to ask participants to sit together with other members of their organization or in their project team and reflect on the following question:**  1. **Based on what you have learned during this module how could you strengthen the involvement of your target young people in identifying youth priorities and needs at the program design phase?**  * **Facilitator to ask a few organizations or individuals to present back and allow for questions/clarifications.**   *NOTE TO FACILITATOR - These concerns and questions should be readdressed further on in the training.* |  |  |