MODULE FOUR: OPPORTUNITIES AND BARRIERS

**Recommended time for completing the module as a group: 2 hrs 25 minutes.** Consider splitting into two sessions.

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:**

Globally, young people face multiple challenges to their health, development and ability to participate. Despite these challenges we know, as explored in Module 2, that young people are assets to our work. When meaningfully engaged, they can provide the solutions to many of these problems. This module will further explore specific barriers young people and we ourselves face that prevent meaningful youth engagement. We will explore how we can provide an enabling environment for engaging young people in development program design, implementation and monitoring.

**Overall aim:**

This module’s aim is to give participants the information and tools for them to assess current opportunities for and barriers to youth engagement in program design, implementation and monitoring.

**Learning objectives:**

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

* Define and describe an ‘enabling environment’ for youth engagement.
* Identify the global and organization-specific barriers young people might face which limit their participation in development.
* Understand invisible barriers to youth engagement and how to address them.
* Understand how to create youth-friendly spaces both in ‘invited’ context and a ‘created’ context.
* Understand barriers that may exist in their organization’s work.

**How we will achieve this:**

* By providing an understanding of what an ‘enabling environment’ for young people means.
* By exploring current barriers to youth engagement in development globally, in the development sector and in participants’ organizations.
* By discussing the role that civil society/USAID can play in overcoming these barriers and embracing the opportunities.
* By conducting a youth engagement barrier and opportunity mapping exercise.
* By being able to conduct a youth engagement context analysis.

**Resources:**

* Module 4: Slides
* Handouts
* M4-H1-Enabling Environment
* M4-H2-Power Walk Characters
* M4-H3-Power Walk Instructions
* M4-H4-Barriers and Solutions
* M4-H5- Youth Engagement Context Analysis
* M4-CS1- SL SRHR
* Other resources:
* Flipchart paper
* Pens
* Young person profiles created in Module One

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| **Activity** | **Resources required** | **Timing** |
| **Introduction to the Module’s objectives and learning outcomes using slide 2 (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 4: Slides | 5 mins |
| *Note to facilitator: In module 1 we started looking at the barriers to meaningful youth engagement, which are potentially caused by an individual young person’s specific characteristics, so that we can adapt our engagement to who is being engaged. In this module, we will look at the barriers and opportunities caused by both our own and the young person’s environment (where are we engaging) as well as internally within our own organizations and development initiatives (who is engaging).*  **1. Mapping an Enabling Environment for Youth**   1. **What is an Enabling Environment and why is it important? (10 mins)**    * Facilitator to **ask** the group how do we identify and take advantage of the available opportunities to effectively engage young people?    * Facilitator to **ask** the group what they think an ‘enabling environment’ is. **Capture** responses on the flipchart.    * **Bring up slide 4. Ask the group to discuss in pairs:** 2. What are the different elements of an enabling environment for youth engagement? 3. What are the more visible elements and which are more hidden? 4. What factors do we need to think about for young women and adolescent girls in particular? 5. As donors, how do you need to consider the environmental barriers implementing partners may face in your program designs?  * **Facilitate** a feedback session with the group.   + **Ask** one participant why they think it is important that we understand our environment before planning youth engagement?   + **Emphasize** that in module 3 we started looking at the barriers to meaningful youth engagement potentially caused by a young person’s specific characteristics. In this module we will look at the barriers and opportunities caused by our and the young person’s environment and internally by our organizations.  1. **Activity: Enabling Environment Analysis (25 mins)**    * **Explain** we will be using the CIVICUS method of Socio-Economic Environment, Socio-Cultural Environment and Governance Environment analysis to map an enabling environment and potential external barriers to youth engagement in your country.    * **Explain that for donors, it's important to map and understand the environment for youth engagement when designing programs. If civil society and implementing partners are facing potential barriers due to the environment, this needs to be addressed in program design**    * Facilitator to **write** Socio-Economic Environment, Socio-Cultural Environment and Governance Environment on 3 separate sheets of flipchart and hang them around the room.    * Facilitator to **divide the group** into 3 teams and give each team 1 minute to fill in one of the flipcharts with opportunities and barriers they see in each category.    * Then the groups rotate around the room adding to previous teams’ contributions for 1 minute each.    * **Bring up slide 5.** Facilitator to feedback using the Enabling Environment Index – Sub-dimensions list and provide youth specific examples within each, facilitator can find these handout M4-H1. *Facilitator, please note you do not need to give all of the examples.*    * **Bring up slide 6**. Facilitator to **introduce** the youth-led research on an enabling environment needed for youth-development. One specific area of research was on barriers to youth participation. **Highlight** the ‘means and ends’ debate covered in module 3. **Explain** we will be looking at working with informal networks and addressing the issue of power in the rest of the module. | Module 4: Slides  **Handouts**  M4-H1-Enabling Environment  **Other resources**  Flipchart paper | 35 mins |
| **2. Hidden barriers in a Youth Engagement Enabling Environment**   1. **The Youth Engagement Iceberg (10 mins).**     * **Explain** we will now further explore what could form a barrier to youth engagement but is not directly noticeable, by examining what is not directly visible as a barrier to meaningful youth engagement.    * **Bring up slide 7.** Present the Youth Enabling Environment Iceberg    * **Explain** how central to the bottom half of the Iceberg is the issue of power    * **Ask** participants if they can think of anything that might be a ‘hidden’ barrier? 2. **Created and invited spaces (10 mins)**    * Facilitator to **explain** difference between invited and created spaces using **slide 8** on PowerPoint. 3. Invited spaces: When we invite young people to engage in spaces set up not specifically for them, usually within our own organization’s governance structures, therefore power for young people in this space will need to be built (example: inviting a young person to sit on your board/panel). 4. Created Spaces: Especially created for young people (e.g. safe spaces) and, if created with young people, will be empowering for young people.    * Facilitator to **ask** the group if they can think of any more examples of created an invited spaces?    * Facilitator to **share** the youth friendly spaces that Restless Development use: Information Resource Centres for youth groups to meet and work in the community, careers fairs, AIDS Action Clubs, community meetings with volunteer representatives, volunteer-led advice and support services. 5. **Activity: Power Walk (20 mins)**    * **Explain** it’s not as simple as inviting a young person to take part, we have to be aware of power dynamics between adults and young people. If we don’t we risk young people feeling manipulated, intimidated or disempowered; and they may not be able to voice their concerns and needs.    * Facilitator **asks t**he groups to line up along the room, and hands each participant a power walk character. This character represents each participant's role in the activity. *NOTE TO FACILITATOR - Please refer to the M4-H3-Power Walk Handout for additional facilitation guidance.*    * Start the Power Walk exercise. As you **ask** the questions, people either take a step forward or stay still. N.B. There won’t be time to ask all the questions provided, so please select a handful you would like to use.    * When the exercise is finished, **walk** around the room and ask a few people:    * Why do you think you ended up in this position?    * Was it because of your age?    * Was it because of your gender?  * **Ask** the group:   + What would have happened (pick one of the people playing a role of a young woman or girl) if someone had these same characteristics, but was an adult?   + What would have happened (pick one of the people playing a role of a young woman or girl) if someone had these same characteristics, but was an male? * **Emphasise** the lesson learned - we all have hidden forms of power. Recognizing there are invisible power dynamics between the development practitioner and the young person. | Module 4: Slides  **Handouts**  M4-H2-Power Walk Characters  M4-H3-Power Walk Instructions | 40 mins |
| **3. Solutions for an Enabling Environment**   1. **Activity: Identifying solutions for an enabling environment pairing exercise (20 mins).**    * **Split** the participants into four groups and **hand out** M4-H4 in an envelope to each group.    * **Ask** the participants to pair barriers with solutions.    * **Explain** that some barriers might have multiple solutions and some solutions might be appropriate for multiple barriers. **Encourage** participants to figure this out for themselves and provide guidance if necessary. There are no set ‘right’ answers.    * **Encourage** groups to brainstorm further solutions and write these on the blank cards.    * **Bring up slide 10** and **facilitate** a group feedback session. 2. **Activity: Removing external barriers to youth engagement in Restless Development Sierra Leone project (15 minutes).**     * **Explain** that key to ensuring an enabling environment for youth engagement is making use of the opportunities, but also overcoming the barriers.    * Facilitator to **hand out** M4-CS1 to participants in groups of two. **Use slide 11** as a holding slide. Participants have 3 minutes to read through the case study and should then together **discuss** the following:   1. What was the barrier?  2. What tools were used to overcome the barriers? | Module 4: Slides  **Handouts**  Printed out M4-CS1- SL SRHR  Four envelopes with M4-H4-Barriers and Solutions with blank ones for any other solutions and barriers the participants want to add. | 35 mins |
| **4. Overcoming barriers in our youth engagement work (30 minutes)**   1. **Activity: Conducting a youth engagement context analysis.** Bringing the young person, our environment and our internal operations together.    1. **Ask** participants individually, to think about the young person they created in Module 1 with their assessment of the enabling environment and SWOT analysis they conducted in session 1 of this module.    2. **Ask** participants to complete to left (Barrier) side of the handout M4-H5-Youth Engagement Context Analysis handout. 2. **Activity: Identify the solutions.**     1. **Ask** participants individually to now add solutions to the right of each barrier in the Solutions column.    2. Remind them to think about our previous solutions exercise.    3. **Ask** if there are any participants who would like to share back with the group what they worked on 3. **Activity: SWOT analysis (10 mins):** **Explain** that now we have mapped to what extent our environment is enabling for meaningful youth engagement, and we previously mapped our development initiatives’ strengths and weaknesses, now we will look at the ‘opportunities’ and ‘threats’    * **Ask** participants to revisit their SWOT analysis they created in module 2. Encourage them to take 5 minutes to fill in the ‘opportunities’ and ‘threats’ parts of the grid. What are their opportunities and threats to youth engagement in their development initiative/program? | Module 4: Slides  **Handouts**  M4-H5- Youth Engagement Context Analysis  **Other resources**  Young person profile drawings from Module 1 | 30 mins |