**MODULE 5: PUTTING YOUR KNOWLEDGE INTO PRACTICE**

**Recommended time for completing the module as a group: 2 hrs 20 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:**

Our vision is that young people help to implement, manage and oversee development in their communities and wider society and play a major role in deciding how resources are allocated through better and more effective youth engagement. How do development practitioners and decision makers do this in practice? Even for agencies that articulate a role for youth in policies and programs, most struggle to make this a reality.

**Overall aim:**

This module aims to guide participants with best practice and tools to put their learning into practical solutions for engaging young people to lead our work.

**Learning objectives:**

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

* Explain why and how youth leadership and engagement can be structured and supported.
* Refer to and use a number of practical models and frameworks for meaningful youth engagement in program cycles, global processes and internal systems.
* Identify priorities and projects where youth can be better engaged

**How we will achieve this:**

* By offering participants an overview of the discussion around the challenge of structuring youth leadership in development.
* By exploring various practical models and frameworks for meaningful youth engagement from program cycles to global processes and internal systems.
* By tailoring appropriate tools for implementing partners/USAID to engage their identified groups of young women and adolescent girls.
* By 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.

**Resources:**

* Module 5: Slides
* Handouts:
  + Printed out toolkit packs
  + M5-H1-USAID Project Design Example
  + M5-H2-Action Plan
* Other resources
  + Flipchart
  + Pens

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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 5: Slides | 5 mins |
| **1. Getting practical - discussing the Challenges and Opportunities:**   1. **Harnessing your experience (10 mins).**    * **Explain** that during this module we are going to look ahead at what each participant will take forward from this training after today.    * **Divide** the group into smaller groups making sure to mix participants with those they may not have talked to yet to discuss the following questions (encourage groups to be practical) drawing on discussions from the previous module **and present questions we posed at the very start of the training**:    * In what ways have you or are you engaging young people in your DREAMS work? What existing plans do you have? 2. What has been successful? 3. What has been challenging? 4. What opportunities are you anticipating? 5. **Identifying common challenges (5 mins).**    * Each group will then feedback and the facilitator will **draw out** a list of common, core challenges. These will be clearly displayed on the wall and referred back later on in the module. | **Other resources**  Flip chart  Pens | 15 mins |
| **2. Practical tools and frameworks for Youth Engagement**   1. **The tools and models in practice (40 mins).**    * **Set up** sessions around the room for each of the tool packs. Try and change the layout of the tables if possible.    * **Explain** that now, guided by best practice and ready developed tools, we will put our learning into practical solutions for engaging young women and adolescent girls to lead our work.    * **Bring up slide 5-10. Present** a quick overview of each of the practical tools and models, along with associated case studies, to be discussed in further detail.    * **Explain** that these are the tools and frameworks the group will review in the following activity.    * **Bring up slide 11.** **Divide** the group into smaller groups by asking which participants would like to look at which tool or model, it is fine to have the groups be different sizes. **Ask participants to try and choose a tool they think will be applicable for their role in the program cycle.** Each group **can choose** to focus on one of the following:  * *Youth-led Agenda Setting* * *Youth-led Monitoring and Evaluation* * *Youth Engagement in Design* * *Youth-led Research* * *Youth-led Communications* * *Youth Panels and Boards* * *Volunteer Peer Education* * *Youth in Policy and Advocacy*   + **Explain** that the participants have 30 minutes in their groups to first read the handouts and then review how the tools and frameworks can be applied in their programs by considering the following questions when looking at their assigned framework/tool:   1. How are Young People being engaged?  2. Reflecting on your own work, how would you use elements of this tool in the future?   * + **Additional task:** If there is time, encourage the participants to try and outline a revised version of the tool relevant to DREAMS/USG program. E.g. encourage the group focusing on youth led agenda setting to create their own version of the Zambia scorecard used in the community self assessment process  1. **Sharing back tailored practical tools and models (25 mins).**    * **Ask** each group to provide a brief outline of the tool or model that they reviewed, along with their answers to the above questions.    * **Encourage** groups to think of creative ways to present these tools and frameworks back to each other (a rap, a news report, an interview, a role play…). To keep it snappy, put a time limit of 3 minutes on each group’s presentation.    * Facilitator to **capture** key elements of each presentation of the tool on flipcharts around the room    * The facilitator will then **lead a joint discussion** trying to pick out practical ideas that may answer the challenges outlined in the session one of this module (potential to do this again in groups if helpful). **Facilitator to encourage participants to think about other** tools from other groups they might want to look at in the action planning phase.   **c. Getting practical with the familiar (15 mins)**   * After all teams have presented back, **present** USAID Improving the Health and Wellbeing of Orphans and Vulnerable Children example program design. **Ask** who is familiar with this program in the room? You may want to make sure every team has at least one person in it that is familiar with the project. * **Handout** M5-H1-USAID Program Example and allow participants 5 minutes to familiarise themselves with it. * **Ask** participants:  1. Look at the example program design, how could you improve this program by using elements of tools? Would you need to adapt the tools in any way? 2. Encourage them to use flipcharts around the room as prompts.  * Feedback. | Module 5: Slides  Printed out Tool Packs (Please note that within this folder there is a folder for each of the 7 tools or models, including multiple documents which need to be printed and stapled together to form a pack).  M5-H1-USAID Project Design Example | 80 mins |
| **3.**  **Action planning (40 mins)**   * + **Bring up slide 13.** Facilitator to briefly **present** the basic action planning template using the hand out   + Participants to spend time drafting an initial action plan for implementing learning from the training (staff from same office to work together).   + Facilitator to **remind** participants that their Action Planshould cover:     1. First identify the top three to five concepts they have learnt from the training     2. Formulate Goals for integrating youth engagement in their work     3. Identify what is already in place     4. Potential to connect to other organizations     5. Timeframes * **Facilitators to move around room** and support participants to think through what they want to implement from the training. | PowerPoint  M5-H2-Action Plan | 40 mins |
| **Wrap up and next steps (10 mins)**   * + **Ask** each participant to share one thing they have learnt and one idea they are going to implement from the training. |  | 10 mins |