

YOUNG PEOPLE'S LEADERSHIP IN HUMANITARIAN ACTION

TRAINING MANUAL FOR VOLUNTEER TRAINERS



*A 5-day training informed by the EU Aid Volunteers Initiative project
Empowering Youth Led Volunteering in Local Level Response (YLVO)*

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Training Manual for Volunteer Trainers

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Introduction and Background

The Young People's Leadership in Humanitarian Action Training is a 5-day training that is informed by the EU Aid Volunteers project "Empowering Youth Led Volunteering in Local Level Response" (YLVO). The YLVO project has the following two strategic objectives:

- Strategic Objective 1: Strengthen the capacity of consortium members to host EU Aid Volunteers by becoming certified hosting organisations
- Strategic Objective 2: Build the leadership capacity of young people, particularly young women, to enhance local level response and engagement as well as empower community resilience through local volunteering.

This training has been created to support the achievement of Strategic Objective 2, with the specific aim of building the capacity of young people to be able to take leadership in humanitarian action in the five countries; Colombia, Liberia, Nepal, Sierra Leone and Uganda.

The process of developing this training was initiated by conducting a curriculum development workshop that involved project managers from Liberia, Nepal, Sierra Leone and Uganda and young people from Bangladesh, Liberia, Nepal as well as Global Platform representative from Kenya and Uganda who have immerne knowledge on working with and designing trainings for and with young people. The aim of the process was to ensure that the unique humanitarian context of the five countries where the trainings will be run by young volunteer trainers are represented in the curriculum, and that the specific needs have been addressed.

After the curriculum development process the training was piloted with a 2-week Training of Trainers where young leaders were trained to become volunteer trainers who will carry out 5-day step-down trainings based on the curriculum in this manual.

The target group for the Young People's Leadership in Humanitarian Action Training is young people who the ActionAid countries will actively engage in their humanitarian work. The training is designed to ensure that young people's capacity is enhanced to take active leadership roles in humanitarian actions with the guidance and support from ActionAid Country Offices. We aim to build more young people's capacity so they are in a position to make decisions as well as support their communities in humanitarian settings. The young people who will be trained will be expected to take active role in disseminating the knowledge to their peers in their communities and design their own initiatives directed at ensuring they have an active agency in humanitarian actions.

Overall Aim and Objectives

The Young People's Leadership in Humanitarian Action training aims at building participants' knowledge on their humanitarian setting and understand the key concepts that guide ActionAid humanitarian actions. This will ensure that the young people are well equipped to take up actions and lead humanitarian actions in their countries, supported by the humanitarian team. The

training will also equip the participants with skills and tools on training and sharing learnings with their peers. This will enable the young people to have the capacity and tools to carry out step down trainings in their local context and ensure that they are able to share learnings with their peers in their communities. As a result, young people will have enhanced knowledge and gained skills to take leadership roles in humanitarian actions and actively be part of the ActionAid Humanitarian Program Cycle Actions as key stakeholders.

In short, the overall aim of this training is two-fold: Firstly, young people will have built capacity to take humanitarian action as young leaders. Secondly, the same young people will have gained tools, skills and capacity to carry out step-down trainings and activities in order to create ripple effect of youth leadership in humanitarian action.

By the end of the training, the young people who have participated will:

- Understand ActionAid key concepts on humanitarian settings that will ensure they have the knowledge to take lead and be part of the country and community humanitarian action.
- Have gained skills on training and dissemination of content on humanitarian concepts and young people's leadership, so they can translate the same to their peers and build capacity for local knowledge on humanitarian settings.
- Challenge stereotypes and misconceptions on young people's capability to take up leadership and decision making in humanitarian work.

Training Methodology

The learning methodology used in this training is directly based on the ActionAid Global Platforms' six learning principles. Participants will therefore learn about Humanitarian concepts and facilitation skills based on their own experiences, feedback, theories and tools from course sessions. A range of methods and tools will be used focusing on the experiences of participants, their active participation, horizontal relations and by working in groups. The methods are not just pedagogical, but are firmly based on ActionAid's HRBA, which we believe contains the ingredients required for people to develop as global change makers and enables them to think outside the box.

The key principles that underline all methods, approaches and exercises used in this training are:



Participatory Methods

No more silence – we want you to speak up!

A core principle in all of our trainings is the concept of participatory learning. We don't see participants as empty vessels to be filled with 'expert' knowledge. The learning process is participatory, inclusive and participants are seen as co-responsible for their own learning.

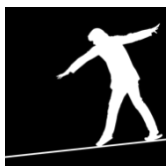
We prioritise “peer-to-peer” learning, where the participant’s experiences are seen as a resource, and where the interaction and knowledge sharing between participants and teachers as friends-to-friends becomes an essential part of the training. This training approach enables participants to gain confidence in their own capacity, and the capacity of others, to make social change. In order to achieve the best results, we use a wide range of participatory methods such as: group work, role-play, reflections, brainstorming, games and new media communication tools.



Political Empowerment

Share your vision and act on it!

Our trainings promote the concepts of political empowerment and conscientization. We want participants to develop a critical consciousness about social and political contradictions. Only by understanding the unequal power structures that exist and by realising their rights and role as active citizens, will they be fully capable of taking action. By establishing ‘action-communities’, the participants will be going through a process of collective learning and gaining self-confidence within the group, which will make them believe in their abilities as global change makers. To strengthen this principal, we are working with feedback, learning logs, appreciation, debriefing and learning goals.



Learning by Doing

Practice what you learn - learn from your practice!

We understand learning by doing as a transformative process, where theory is both linked with practice and the participants own experiences. In this way, it is possible to reflect fully on both theory and practice. All our training builds upon this type of practice: Act – reflect – act. By practising what they learn and by learning from their practice, participants will feel well equipped to grasp new theory and tools and link this knowledge to concrete change processes in their everyday life. This practice very often involves making mistakes, trying something out and then changing tactic, which we believe is the best way to enable and create new ways of thinking.



Public Action Learning

Society is our classroom

Participants take public actions that have a political impact. The actions go beyond the boundary of the classroom and use society as a classroom to practice. During public actions we accept unpredictability and risk as you can’t plan what might occur in the local context. Taking actions in groups forms community of actions.



Feminist Lens

Challenge patriarchy and inequality

We counter institutionalized patriarchy and sexism to create a gender just society. We replace hierarchical authority with shared leadership and we empower young people through collaboration, cooperation, and connection. We discuss power relations and intersectional identities. We acknowledge an individual as a whole and not as segregated identities.



Dreaming Big

Be creative, seek alternatives!

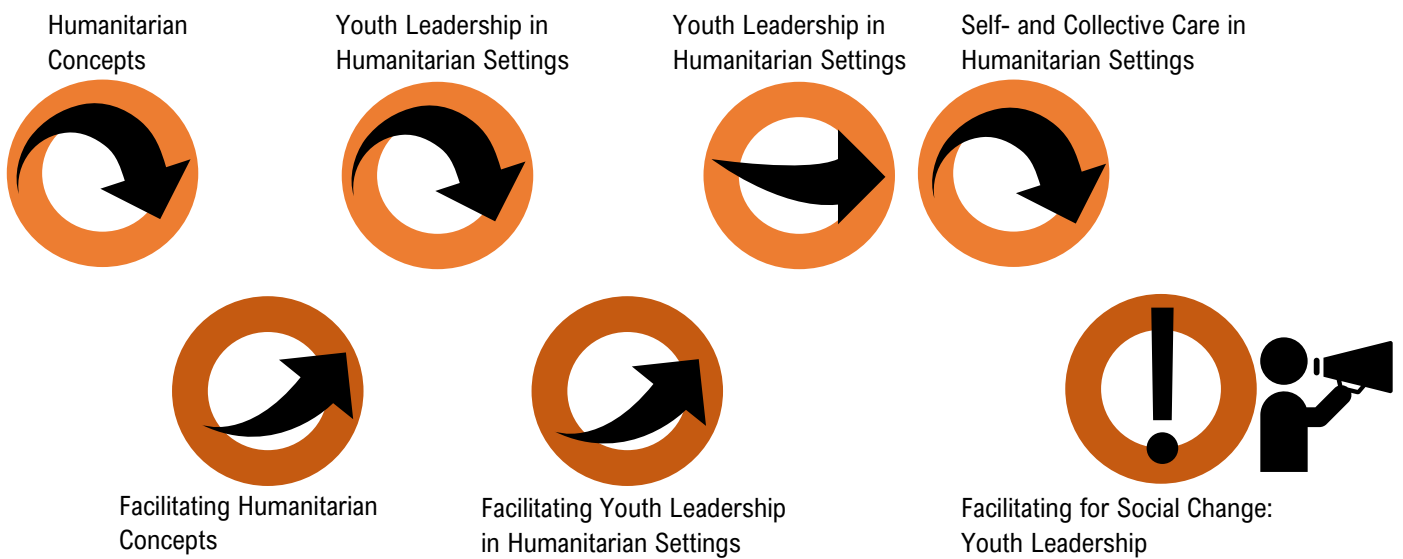
We facilitate a space to create alternative solutions and strategies to solve the global and local challenges. We provide transformational experiences of how society could look like (prefigurative interventions). We establish a creative environment to dream and share visions. We promote thinking outside the box, activate all senses and get new ideas to create an alternative society (Sociological imagination).

The Flow of the Course

The content and flow designed is as a result of the discussions and needs assessment carried out by the five ActionAid countries that are part of the YLVO project. In order to achieve the overall objectives of the training the participants at the curriculum development workshop agreed on four modules:

- Humanitarian Concepts
- Youth Leadership in Humanitarian Settings
- Self- and Collective Care in Humanitarian Settings
- Facilitation for Social Change.

The four modules build onto each other in some ways, but they do not represent a linear progression in the learning process. The module should rather be seen as thematic building blocks which come in different shapes, sizes and forms that will all contribute to building a foundation for youth leadership in humanitarian action in their own ways. The modules cannot work on their own, in order to achieve the aim of heightened and more effective youth leadership we must take our participants through elements from all four modules.



The visualisation of the flow above showcases how elements from the four modules are intended to build onto each other as well as be combined and broken into pieces in order to successfully navigate participants through the learning journey. The flow has been designed with great care and much consideration, so even though it is always up to the country offices together with the volunteers to identify the best ways to carry out the trainings by choosing the content from each module that best fits their specific context and target group we do recommend to try and stick to this overall flow of the training.

The reason for this is: We will start out discussing concepts and building *background knowledge* about ActionAid’s humanitarian concepts in Module 1. This is necessary background information for the young people to have in order for them to be able to take responsibilities and leadership. After the first section of the training, we move on to *building and acquiring skills*, in Module 2, 3 and 4. Firstly we practice using the background knowledge of Module 1 by combining it with facilitation tools from Module 4, then we move into discussing and gaining specific leadership skills for humanitarian action in Module 2. These skills are also combined with elements of Module 4, Facilitation for Social Change. Discussing and introducing tools for self- and collective care represent some very necessary and also potentially sensitive discussions. For this reason Module 3 is to be found late in the training because we assume that at this point trainers and participants know each other and have co-created a safe space.

How to Use this Manual

All four modules have a range of sessions and each session has an in-depth session description with link to resources and background information in a Google Drive folder. As each module has a lot more sessions than you will be able to go through in a 5-day training it is up to the volunteer trainer and the country office can agree on what sessions in each module makes the

most sense in your specific context. The decision on what to use should be based on (humanitarian) context and the needs of the participants.

The same principle goes for the individual session descriptions; some sessions are time consuming and have a lot of discussions and exercises. You might not have time to run the whole thing, but you can always pick and choose what elements of the session you feel makes the most sense in your context and with your specific group of participants.

In other words, before the training trainers *must*:

- **Adjust the training schedule, modules and sessions according to context, your specific needs, participants' experience and knowledge and time you have available.**

Carrying out this exercise is essential in order for the training to be a success!

How to run a session based on the session descriptions

Introduction and Framing:

As a rule of thumb, when you start a session you will want to frame it well. This will make your participants know what is coming and what to expect, and it will save you answering a lot of questions from confused participants who want to know what is going to happen. Framing well can be challenging. You can choose to read out the learning objectives for the session for a start, this should both guide you and your participants in the learning journey you are about to embark on. Secondly you can share the main discussion points of the session and if you feel it makes sense it can also be a good idea to briefly take participants through the flow of the session, e.g. we are going to have a group discussion on this, groups will present in plenary, we will then watch a short inspirational video and as a part of the sum up we will do this exercise. Taking participants through the flow will also help you stay on track when facilitating the session.

! In many session descriptions you will find an exclamation point. These are facilitation, framing and flow tips for you as a facilitator. Ensuring to tell participants what is going to happen beyond this session or framing back to a discussion you already had creates a sense of the training being one learning journey where we continuously build on top or go deeper.

(20'):

Many trainers find that managing time on top of everything else you have to keep track of when training is extremely challenging. For this reason, we have given a time estimation at the end of every headline in the facilitation processes. These timings are not set in stone but meant to support you in managing time.

Facilitating Reflections:

Although not explicitly explained in this manual, it is really important to support your participants in their learning process by facilitating daily reflection rounds. We normally recommend facilitating a check-in in the morning and a check-out in the afternoon. It is not too important what specific exercises you do, as long as you ask participants questions such as:

- What did I learn?
- What surprised me?
- What did I love?
- What challenged me?
- How will I use this new...skill, tool, knowledge, attitude?
- Etc.

Before Participants Arrive

Before Participants Arrive at the training, all are to:

- Conduct the online training session on ActionAid's HRBA:
<http://learning.actionaid.org/course/view.php?id=349#section->
- Conduct the online training session on Humanitarian Context, System and Standard:
<https://kayaconnect.org/course/info.php?id=338>

The links to the two online sessions should be sent to participants along with the acceptance letter to give them time to take the sessions before arriving at the training.

And as mentioned in previous chapter, trainers must:

- Adjust the training schedule, modules and sessions according to context, your specific needs, participants' experience and knowledge and time you have available.

COURSE MODULES

The Young People's Leadership in Humanitarian Action Training has four modules:

1. Humanitarian Concepts.
2. Young People's Leadership in Humanitarian Settings.
3. Self- and Collective Care in Humanitarian Settings.
4. Facilitation for Social Change.

The four modules do not form a linear learning process, they are deeply interlinked and feed directly into each other.

1. Humanitarian Concepts

The Learning objectives for Module 1 are as follows: By the end of this module, participants will:

- Be able to identify their roles and responsibilities in humanitarian actions based on acquired knowledge and understanding of ActionAid's humanitarian concepts which guide all humanitarian actions.
- Be able to disseminate knowledge and understanding of ActionAid's humanitarian concepts to their peers in the communities to enhance young people's involvement in humanitarian actions.
- Be able to identify their roles and responsibilities as key partners and stakeholders during humanitarian actions
- Be inspired to take leadership in humanitarian settings.
- Have gained skills and tools take active part in humanitarian actions.

The sessions for module 1 are:

Session	Time	Topic
Session 1	90 Mins	Introduction, Expectations and Team Building
Session 2	45 Mins	Recap on HRBA
Session 3	90 Mins	Introduction and History of Humanitarian Disasters and Crises
Session 4	90 Mins	ActionAid Humanitarian Signature: Accountability and Shifting Power
Session 5	60 Mins	ActionAid Humanitarian Signature: (Young) Women's Leadership
Session 6	60 Mins	Role of Young People in Accountability.
Session 7	120 Mins	Young People's Role and Responsibilities in: Preparedness, Response, Recovery and Resilience
Session 8	60 Mins	Young People's Diversity and Responding to their Needs in Humanitarian Settings
Session 9	90 Mins	Safeguarding and ActionAid Policies that guide Humanitarian Actions

Session 10	60 Mins	Safety and security during Humanitarian Actions
Session 11	60 Mins	Evaluating Young People's Leadership in Module 1
Session 12	90 Mins	Action Track: Facilitating the Module

2. Young People's Leadership in Humanitarian Settings

Young people have a lot of skills and opportunities and this training will hopefully define what youth leadership in humanitarian settings is and identify some of the skills and steps needed for more active participation and involvement in humanitarian actions.

The learning objectives for Module 2 are as follows: By the end of the module, participants will have:

- Be inspired to take more active roles in humanitarian actions after having acquired knowledge and understanding of young people's leadership in humanitarian settings.
- Gained leadership skills that will qualify their active and meaningful engagement and involvement in humanitarian actions as active partners and stakeholders in their community.
- Identified their strengths, responsibilities and roles in humanitarian settings as active agents in order to challenge barriers and stereotypes that hinders their active agency in humanitarian actions.

The sessions for Module 2 are:

Session	Time	Topic
Session 1	60 Mins	Who is a Young Person?
Session 2	60 Mins	What is Leadership? Qualities of a Good Leader
Session 3	90 Mins	Barriers to Young people's leadership
Session 4	75 Mins	What is Advocacy? Advocacy Steps for Young People's Leadership in Humanitarian Settings
Session 5	60 Mins	Feminist leadership in Humanitarian Actions
Session 6	45 Mins	Young People's Experiences in Humanitarian Settings: Context experience
Session 7	60 Mins	Enhancing Young People's Uniqueness, Innovation and Creativity in Humanitarian Settings
Session 8	90 Mins	Solidarity and Organising in Humanitarian Settings: Volunteerism, what is the Added Value?

3. Self- and Collective Care in Humanitarian Settings

Throughout humanitarian actions, young people are usually part of the response by taking actions to support their communities and by the end they burn out or have other psychological trauma's that some programming may not identify. This TOT will discuss self-care and collective care as a big part of ensuring that Young people who are affected or part of Humanitarian Actions, have tools they can use to take care of their mental health and be aware of their mental needs and prioritize this.

The learning objectives for module 3 are as follows: By the end of the module participants will:

- Have learned and understand what self- and collective care is for them to prioritise self-care for themselves and their peers during humanitarian actions.
- Have acquired skills and tools on self- and collective care that they can collectively adapt and use in their communities in order to continuously prioritise mental wellbeing in humanitarian settings.
- Understand and appreciate the importance of mental care for their individual as well as communities' wellbeing.
- Be able to identify ways of ensuring they support each other during humanitarian crises and disasters in taking care of their mental wellbeing.

The sessions for Module 3 are:

Session	Time	Topic
Session 1	60 Mins	Introduction to the Concept of Self-Care and Collective Care
Session 2	60 Mins	Young People's Experience in Humanitarian Actions
Session 3	90 Mins	Recognising Trauma and Psychological Needs during Humanitarian Settings
Session 4	45 Mins	Myths on Mental Diseases
Session 5	90 Mins	Supporting Peers and Communities on Self-care: Coaching and Mentorship
Session 6	30 Mins	Young people's Creativity and Innovation in Giving Hope
Session 7	60 Mins	Tools and Skills: Self-Care and Collective Care

4. Facilitation for Social Change

The training will prepare Participants on how to facilitate and use facilitation as a tool and skills for change, through community forums and discussions to challenge some barriers and stereotypes on Young people's leadership in their communities in Humanitarian settings.

The learning objectives for module 4 are as follows: By the end of the module, participants will have:

- Acquired facilitation skills to be able to disseminate and engage their peers in understanding the humanitarian work and identify their roles and responsibilities to participate and take lead in humanitarian actions.
- Built their confidence in facilitating humanitarian actions and taking leadership in identifying opportunities that young people have as stakeholders and partners in humanitarian settings.

The sessions for Module 4 are:

Session	Time	Topic
Session 1	60 Mins	Trainer, Teacher and Facilitator. Political Training
Session 2	120 Mins	Facilitation Skills
Session 3	60 Mins	Qualities of a good Facilitator
Session 4	120 Mins	Participatory Tools for Humanitarian settings
Session 5	90 Mins	Designing Community Trainings and Activities: Action Planning
Session 6		Action Track
Session 7	45 Mins	Evaluation

Module 1: Humanitarian Concepts

Module 1 is designed to take participants through the different humanitarian concepts that young people need to understand in order to be able to take leadership in humanitarian action. The module focuses on ActionAid's approach to humanitarian action; hence the Humanitarian Signature and the different stages of the Humanitarian Program Cycle form the foundation and background for all sessions in this module.

The overall aim of the module is to ensure that young people have the necessary knowledge and understanding of concepts to enable them to identify opportunities to lead and engage in humanitarian settings. In this module we will highlight, share and discuss some best practices concerning young people's engagement and leadership in humanitarian actions as a means of inspiration. We will draw on the experience from ActionAid humanitarian actions but also other good case stories from across the globe. The recent published report by ActionAid and Restless Development, 'Shifting Power to Young People' is a good reference to the huge efforts and benefits that come with having young people as part of our humanitarian actions.

With this the participants will be inspired and challenged to seek more participation and leadership in humanitarian work. They will be expected to understand and even practice some tools, so they have the necessary knowledge and skills to disseminate the same to their peers to ensure we have more young people who have the capacity and skills to take leadership in humanitarian actions.

Learning Objectives for Module 1

By the end of this module, participants will:

- Be able to identify their roles and responsibilities in humanitarian actions based on acquired knowledge and understanding of ActionAid's humanitarian concepts which guide all humanitarian actions.
- Be able to disseminate knowledge and understanding of ActionAid's humanitarian concepts to their peers in the communities to enhance young people's involvement in humanitarian actions.
- Be able to identify their roles and responsibilities as key partners and stakeholders during humanitarian actions
- Be inspired to take leadership in humanitarian settings.
- Have gained skills and tools take active part in humanitarian actions.

Sessions for Module 1

Session	Time	Topic
Session 1	90 Mins	Introduction, Expectations and Team Building
Session 2	45 Mins	Recap on HRBA
Session 3	90 Mins	Introduction and History of Humanitarian Disasters and Crises
Session 4	90 Mins	ActionAid Humanitarian Signature: Accountability and Shifting Power

Session 5	60 Mins	ActionAid Humanitarian Signature: (Young) Women’s Leadership
Session 6	60 Mins	Role of Young People in Accountability.
Session 7	120 Mins	Young People’s Role and Responsibilities in: Preparedness, Response, Recovery and Resilience
Session 8	60 Mins	Young People’s Diversity and Responding to their Needs in Humanitarian Settings
Session 9	90 Mins	Safeguarding and ActionAid Policies that guide Humanitarian Actions
Session 10	60 Mins	Safety and security during Humanitarian Actions
Session 11	60 Mins	Evaluating Young People’s Leadership in Module 1
Session 12	90 Mins	Action Track: Facilitating the Module

Module 1: Session 1: Introduction, Expectations and Team Building

Learning Objectives	After the session participants will: <ul style="list-style-type: none">• Have shared and discussed their hopes, worries and expectations for the training.• Have gotten to know each other as well as the trainer(s).• Feel safe to speak out and share in the group.
Session Resume	This is the first session of the training and participants are probably meeting each other for the first time here. Participants need to get to know each other as well as the trainer(s) and discuss their expectations as well as the trainer ensures that all are aware of the planned program.
Key discussion Points	<ul style="list-style-type: none">• What is your expectation for the training?• Do you have any worries? What are they?• Get to know each other.
Estimated Duration	90 Mins
Notes to Facilitator	Trainer to prepare: <ul style="list-style-type: none">• Visualisation of the training flow.• Make sure to have 2-3 team building energizers ready to run.



FACILITATION PROCESS

Introduction & Framing (5')

Welcome participants to the training. Ask them how they are doing, introduce yourself, share your excitement for the training to come, etc.

They will be introduced to security and logistics for the next two weeks etc.

Team Building (35')

You can pick a good energizer to create a more relaxed atmosphere and ensure the participants get to know each other. If you struggle to come up with good team building energizers here are a few you could use:

- Line up according to...: Ask participants to form a line in order according to: Names, age, date or year of birth, etc. You can do this several times with different things participants need to line up for. The exercise also works well asking participants to do it without speaking – finding alternative ways of communicating.
- Two Truths and a Lie: Hand out three post-its to each participant and ask them to note two truths and one lie on them. The rest of the group now has to guess which of the three statements is a lie.

- **Fruit Salad:** Set chairs up in a circle, one chair less than the number of participants. One person is stood in the middle of the circle, this person will make a statement “everyone with... (red shoes, glasses, blue t-shirt, trousers on etc.) change places”. All participants who identify with this has to change places. Repeat with statements of physical appearance a few times. Change the statements being more about personal backgrounds: E.g. “I have led a workshop”, “I am a young leader”, etc.

Frame the Flow of the Training (10')

! Make sure to have a visualisation ready, you can use the one in this manual or develop your own visualisation inspired by it. There is no need to go through every individual session planned, but explain the flow, structure and overall aim and objectives for the training. Ask participants if they have questions, concerns or comments.

Expectations and Worries (35')

Ask participants to reflect on the following questions and discuss them in groups:

- What do I hope to learn in this training?
- What am I worried about for this training?

Once the groups have discussed ask them to present their hopes and worries as a group. Address the points they come up with.

Sum Up (5')

Make sure to explain to the participants that it is important to create a good learning atmosphere through the different exercises as well as discussing and sharing expectations and experiences. Them being young leaders starts today in this training, they need to speak up, participate, share, discuss and take responsibility for their own learning as well as that of their peers in the training and beyond. Also encourage them to think about some of the ways they will create a safe space for their peers once they themselves do step-down activities.

Module 1: Session 2: Recap on HRBA

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Have a common understanding of ActionAid’s HRBA approach to development and be able to link it to the humanitarian work of ActionAid.
Session Resume	<p>The participants have already gone through this online session on their own. The session is to ensure it is clear and in case of any questions from the online session.</p>
Key Discussion points	<ul style="list-style-type: none"> • What is HRBA?

	<ul style="list-style-type: none"> • What are HRBA Principles that guide humanitarian work?
Estimated Duration	45 minutes
Notes to Facilitator	Trainer to prepare: <ul style="list-style-type: none"> • Check the online course and link the values and principles to the humanitarian work participants will be supporting. • Link to the online training: http://learning.actionaid.org/course/view.php?id=349#section- • Prepare the HRBA principles and Theory of Change either on flipcharts or printed to show participants and explain from.



FACILITATION PROCESS

Introduction & Framing (5')

- Ask the participants if they had the opportunity to go through the online session on HRBA. The session is 1.30 Hrs.

- ! It is a good idea to remind the participants before the session to go through the online session if they have not done it yet.

Reflection and group discussion (20')

- Split participants into groups of max 4 per group.
- Ask the groups to share their individual reflections for on the online session for a few minutes. Write some guiding questions on the board and ask the groups to discuss:
 - What did you learn from the HRBA session?
 - Did you find anything unique or that surprised you about the approach?
 - How do you see the HRBA fitting in a humanitarian context?

It is important that the participants understand the HRBA principles, ActionAid's Theory of Change and how these fit and guide all ActionAid work, development and humanitarian.

Presentation and sum up (20')

In plenary ask each group to share what they have discussed and make sure to clarify any questions. Ensure that you wrap up by showing the HRBA principles written on a flipchart as well as the ActionAid Theory of Change (Make sure to write this and paste on the board prior). (If you don't have time, point out the HRBA Principles and theory of change in the compendium)

! Both HRBA Principles and ToC are quite technical and academic. If your participants are not used to NGO jargon try and make sure to break the concepts down into relatable examples. E.g. explain HRBA by telling the story about babies in the river:

- A community member is down by the local river to fetch water. When there she sees a baby floating down the river in a basket. She runs into the water and saves the child. Next thing she knows there are ten babies floating down the river. She runs back to her village and asks for help to save all the children. Next thing the whole community is at work saving the babies who keep floating down the river.
- Ask your participants what they think the community members should do?
- The answer is that they should go up river to explore why the babies end up in the river in the first place and work at preventing the babies from ending up in the water. So, instead of treating the effects (saving the babies) they should address the root causes (preventing babies from being put in the river). This is HRBA.

Module 1: Session 3: Introduction and History of Humanitarian Crises and Disasters

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Define and Understand Humanitarian Disasters and Crises. • Have a common understanding of disasters and crises that have happened in the different countries. • Understand ActionAid work and interventions in Humanitarian Settings
Session Resume	<p>This session will give participants a good baseline understanding and knowledge about humanitarian disasters and crises that have happened globally and in their context. It will also give participants knowledge about some of the interventions that ActionAid country offices have taken so that they understand the humanitarian settings as they reflect on the interventions and how they can be a part of these.</p>
Key discussion Points	<ul style="list-style-type: none"> • What are humanitarian disasters and crises?
Estimated Duration	90 Mins
Notes to facilitator	<p>There are documents on disaster trends history and ActionAid's humanitarian history in the drive for background information.</p> <p>Trainer to prepare:</p> <ul style="list-style-type: none"> • Let the participants use the internet to check some disasters that may have occurred in their countries. • Paste long flipcharts on the wall marking from 2009-2019.



FACILITATION PROCESS

Introduction & Framing (5')

Introduce and frame the session flow to the participants. Make sure to ask the participants to be ready and open to share their context and countries experience as much as they can.

Group Work: What are Crises and Disasters? (20')

Put the participants in groups of 2-3 people per group and ask them to discuss:

- What they understand by crises and disasters?
- Examples of crises and disasters they may know of? Ask them to focus on their own country/region first and then spread out to global crises and disasters if they have more time.

In Plenary let each group present their discussion, facilitator takes notes on board and sums up by writing down what crises and disasters mean for all.

Exercise: Disasters History (60')

Ask participants go back into the same groups and identify humanitarian disasters and crises that have happened in the last 10 years. Ensure that they write each disaster on a single sticky note (this will be pasted on the flipchart on the 2009-2019).

Let every group share in plenary as they paste on the flip chart.

Share in plenary ActionAid interventions in the different disasters and crises that have happened (See more on the [drive](#)). Hand out the print-out and give the participants time to read.

Ask them what they got from reading the responses of AA. Write down their responses. (Make sure to note down and keep this for the AA Humanitarian Signature).

Sum Up (5')

Make sure to hand out the print-out on the global disaster trends. It will give participants a global overview of the response and structure that have been put in place.

Module 1: Session 4: ActionAid Humanitarian Signature: Accountability and Shifting Power

Learning Objectives After the session participants will be able to:

- Understand ActionAid guidelines in Humanitarian work.
- Identify opportunities for young people in the ActionAid Humanitarian signature and how they can be involved.

Session Resume	This session will introduce the participants to ActionAid's Humanitarian signature components and discuss how ActionAid have worked with the Humanitarian Signature in different countries.
Key discussion Points	<ul style="list-style-type: none"> • What is ActionAid's Humanitarian Signature? • What does each of the components represent: Accountability, Women leadership and Shifting power.
Estimated Duration	90 Mins
Notes to Facilitator	<p>Trainer to prepare:</p> <ul style="list-style-type: none"> • Print out the Diagram showing the AA Humanitarian Signature. • There is also a presentation with inspiration from Kenya on shifting the power in the drive. • There is a presentation about ActionAid's humanitarian signature made by Humanitarian Director of IHART you can use as inspiration for the presentation about the signature. • There is a script with further examples for bad role plays here.



FACILITATION PROCESS

Introduction & Framing (5')

Introduce the session to the participants by framing the process of the session. Ensure that the participants are aware that this session is the basis and guide for all ActionAid Humanitarian work. Therefore, it's important that we all understand to be in a position to identify gaps and opportunities that young people could take more meaningful engagement and responsibilities in Humanitarian Actions.

Role Play: Accountability and Shifting Power (60')

In plenum ask participants what they think would guide their Humanitarian Actions. Give time for this reflection and write down what the participants say.

The role play should give participants an understanding of accountability and shifting power in our humanitarian response.

Give some participants a new role and instructions to represent during the role play.

Group 1 will represent a meeting with the CD where a journalist would like to interview the organisation on their response to the crises that are ongoing and how they are responding and engaging the community.

Group 2. This will represent a meeting in a community with different agencies (UN, ActionAid staff ...) and a community member. During this meeting the community member doesn't speak English and the agency representatives neither understand nor speak the native language.

Both role plays will be run as per the instructions and thereafter the facilitator will ask the audience to replace some of the characters they felt could have changed their behaviour to create a more inclusive and respectful scenario which maybe also honours localisation principles.

In the end the role play should demonstrate engagement with the community and how being accountable and shifting power changes engagement and responses with the community.

Presentation (20')

Present the ActionAid Humanitarian signature giving examples of how each has previously been used.

In groups ask the participants to identify:

- Within the ActionAid Humanitarian Signature what are the opportunities for them as young people to take lead.

Sum Up (5')

Let the participants know that the AA humanitarian signature is a guiding tool for all of AA humanitarian work and therefore it is crucial that young people are well grounded and understand the components to ensure they have the capacity to support and lead humanitarian actions.

Module 1: Session 5: ActionAid Humanitarian Signature: (Young) Women's Leadership

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Understand the importance of identifying young women to take lead in Humanitarian responses. • Be able to identify needs of different diverse groups
Session Resume	<p>This session will discuss young women's leadership in humanitarian settings and participants will discuss different approaches to creating women's leadership and ensuring women's rights during emergencies.</p>
Key discussion points	<ul style="list-style-type: none"> • What is women leadership in humanitarian settings? • Why young women in humanitarian settings?
Estimated Duration	60 Mins
Notes to Facilitator	<p>Trainer to prepare: (All on Google Drive)</p> <ul style="list-style-type: none"> • Print out the Diagram showing the AA Humanitarian Signature.

- Read through the Line of decision statements, you can find them on the [drive](#).



FACILITATION PROCESS

Introduction & Framing (5')

This session is a continuation of the previous one on ActionAid's Humanitarian Signature. ActionAid is a women's rights organisation; we have deliberately taken side with women, it is an integrated part of our Humanitarian Signature that we focus on young women's leadership since they are some of the most marginalised groups in humanitarian settings.

Exercise: Line of Decision: Women's Leadership (40')

! Facilitating a Line of Decision: Explain that a line of decision is a continuum where participants are asked to stand on a line where one end represents "I totally agree" and the other represents "I totally disagree". Participants can place themselves where-ever they feel they need to be on the line (it is a good idea to point out the middle as well as the two extremes). The facilitator reads a statement and the participants are asked to place themselves according to their level of agreement/disagreement. The facilitator thereafter asks individuals why they are standing where they are. Make sure to let participants know that they can move around accordingly should some of their fellow participants argue so well that they change their minds. Lastly, should there be a statement where all participants place themselves at one end of the continuum the facilitator should play the devil's advocate and argue against the group to get the flow of discussion going. This exercise is a good way to get everyone to reflect on their individual political ideology and thoughts.

The 1st part of line of decision is on women's rights. There are statements on the [google drive](#), but feel free to add more/different statements that might make better sense in your context as long as the focus is on the importance of women leadership in humanitarian work and in the work of ActionAid.

After the discussion make sure it's clear why we have to ensure women take leadership in our humanitarian work (response, preparedness etc.) Write down the women's leadership on one corner of the flip chart) The flip chart at the end should have all the Humanitarian Signature on each corner.

Sum Up (15')

Read out the 2 cases from Cyclone Idai in Mozambique and Zimbabwe. Sum up by asking the participants what they felt and what are some of the issues raised. Make sure that it is clear by the end of the session that ActionAid has chosen to focus on women's leadership as a main pillar in the Humanitarian Signature because young women and women are affected differently and are an extremely vulnerable group in humanitarian settings.

Module 1: Session 6: The Role of Young People in Accountability

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Understand and Identify their role and responsibility in Humanitarian Settings. • Have gained accountability and advocacy tools • Be inspired to challenge the state's responsibility to their community during humanitarian crises and disasters.
Session Resume	<p>Now that the participants understand the overall ActionAid Humanitarian signature we will discuss accountability as one key component where young people can play a key role. Participants will have an opportunity to realise their potential in accountability during humanitarian settings.</p>
Key Discussion Points	<ul style="list-style-type: none"> • What is accountability in humanitarian settings? • What is the state's obligations in humanitarian settings? • How can we as young people hold the state to account?
Estimated Duration	60 Mins
Notes to Facilitator	<p>Trainer to prepare:</p> <ul style="list-style-type: none"> • Prepare some examples of structures that have been put in place by governments in humanitarian crises and disasters. Make sure the examples make sense to the participants, it has to be either a local one or at least regional.



FACILITATION PROCESS

Introduction & Framing (5')

Humanitarian disasters and crises happen in different margin and every time many of the government are caught by surprise. Despite every country having warnings or signs. This session will discuss what are some of the gaps that exist within our states as well as what are some of the advocacy measures we as young people can take to increase response and preparedness from the state.

Group discussion (25')

Split participants into groups and ask them to discuss the questions below:

- What does your government do in humanitarian settings? (Structures, resources, budgets put aside?)

- What has been the state response so far in humanitarian crises and disasters that have happened (earth-quake -Nepal, Mudslide and Ebola-SL and Liberia and Uganda Refugees etc.).

Each group presents in plenum. The trainer sums up by presenting some of the structures that have been put in place in other humanitarian responses.

Group Work (25')

Participants go back to their groups and come up with some concrete advocacy ideas that they can use to demand for more accountability and state to take up responsibility to communities affected by humanitarian disasters and crises.

- ! Let the participants know we will use some of the advocacy ideas they have brainstormed here for the session on advocacy steps on leadership later in the training.

Sum Up (5')

Sum up the session by explaining to participants that we will talk a lot more about advocacy in the next module.

Module 1: Session 7: Young People’s Role and Responsibilities in: Preparedness, Response, Recovery and Resilience

Learning Objectives	After the session participants will: <ul style="list-style-type: none"> • Understand AA Humanitarian Program Cycle. • Identify within the different Humanitarian Cycle components. • Have discovered opportunities and gaps where they can take lead and responsibility.
Session Resume	The participants will now discuss the role of young people in ActionAid’s humanitarian program cycle and identify opportunities for young people’s leadership within the cycle.
Key discussion points	<ul style="list-style-type: none"> • What are components of the humanitarian cycle? • What are opportunities for young people to take responsibility and leadership in the humanitarian cycle?
Estimated Duration	120 Mins
Notes to Facilitator	Trainer to prepare <ul style="list-style-type: none"> • Recommendation from Shifting Power to Young People Report. • There is a presentation about resilience in the drive for inspiration



FACILITATION PROCESS

Introduction & Framing (5')

Ask the participants to identify what are the different actions that take place in humanitarian settings and what are some of the actions that they have been part of.

(This will help them identify some key actions that will be discussed across the session in the different stages of the humanitarian cycle).

Humanitarian Program Cycle (15')

Introduce the humanitarian cycle components and some of the actions and activities that take place across the cycle. Link this to some of the actions and activities that we discussed going through the Humanitarian Signature and add more from ActionAid work.

Group Work (25')

Split participants into groups of maximum 3-4 per group. Ask groups to identify:

- What opportunities do young people have to participate in and even take leadership in the humanitarian program cycle?

Each group presents in plenum. Make sure this presentation is on a flipchart and be pasted on the wall (this will be discussed later and more concrete actions from the 'Shifting power to young people' report will be added).

Reflection and Discussion: Shifting the Power to Young People (70')

Ask participants to sit individually and read some of the recommendation on the different components of a humanitarian program cycle, from the "Shifting Power to Young People" report.

In their groups, let the participants share what they have read and answer the questions below:

- What surprised you from the recommendations in the report?
- Are the recommendations realistic? Can they fit in your context?
- Anything further from your previous brainstorm/discussion that is missing and would be useful in your context?
- Any leadership opportunity for young people in the humanitarian cycle?

Sum Up (5')

Sum up the session by making some quick remarks from some of the work that AA has recommended and steps they are taking in place. This training and the TOT before that is one

step into the recommendation in building the capacity of young people. Let the participants and especially the volunteers who are part of the YLVO know that they are expected to actualise by doing step down trainings to increase the capacity of young people in their community after the training.

Module 1: Session 8: Young People’s Diversity and Responding to their Needs in Humanitarian Settings

Session Learning Objectives	<p>After the session participants will;</p> <ul style="list-style-type: none"> • Be able to identify the diverse needs of young people. • Define diversity and identify as different categories within young people; race, caste, sexuality etc. • Recognise young people as a diverse group rather than homogenous group.
Session Resume	<p>This session will explore the diversity of young people so that humanitarian responses are based on needs and ensure that young people are aware that within the group of young people there exist diversity and different needs that are important to analyse and be aware of.</p>
Key discussion points	<ul style="list-style-type: none"> • What is diversity? What are the diverse groups within the Young people? • How to analyse and identify diverse needs during humanitarian actions?
Estimated Duration	60 Mins
Notes to Facilitator	<p>Trainer to prepare:</p> <p>Find the link to the pictures of diversity here, feel free to add more or use different ones.</p>



FACILITATION PROCESS

Introduction & Framing (10')

Introduce the session to the participants by asking them what they understand by the term diversity. Let them come up with their own explanations and probe further with questions on context diversity. Keep in mind different countries has laws both formal and culturally structured, that discriminate different diverse groups (Caste, Regional discrimination, Sexuality etc.)

To showcase diversity. Present pictures of different persons e.g. an old woman knitting, dressed up LGBT man etc.

Group Work (45')

Divide the participants into groups of maximum 3-4. Ask them to discuss the following question:

- What are some of the tools and ways to identify diverse needs?

Ask participants to be very specific and note down all the tools/ways they can think of as well as keeping specific vulnerable groups in mind.

Present ActionAid Analysis tool in response and make sure to add some key areas e.g. Gender, age, sexuality etc.

Sum up (5')

Sum up the session by explaining how a focus on specific target groups and tools will ensure the success of a humanitarian response. It is extremely important that we conduct needs assessments to make sure our responses have the intended effects for our target group.

Module 1: Session 9: Safeguarding and ActionAid Policies that Guide Humanitarian Actions

Learning Objectives	After the session participants will: <ul style="list-style-type: none">• Understand what safeguarding is and know the policies in place to ensure they are protected as well as the communities they work with.• Identify ways they can disseminate the policies to their peers.
Session Resume	This session is very practical and non-negotiable. Participants will be introduced to safeguarding and ActionAid policies that guide all persons working with communities and in humanitarian settings.
Key discussion Points	<ul style="list-style-type: none">• What is safeguarding?• What is our responsibility in upholding dignity and human rights?• What are the policies that we must uphold?
Estimated Duration	90 Mins
Notes to Facilitator	Trainer to prepare (all on google drive) <ul style="list-style-type: none">• Have all policies printed out/shared with participants



FACILITATION PROCESS

Introduction & Framing (10')

Ask the participants what the word safeguarding represents?

Present overall what safeguarding means and mention some of the policies that ActionAid has put in Place.

In ActionAid safeguarding consists of 5 policies:

1. Child Protection Policy
2. Protection of Exploitation and Abuse Policy
3. Whistle Blowing Policy
4. Anti-Sexual Harassment Policy
5. Code of Conduct

The overall approach when it comes to safeguarding is: “if in doubt – call it out”

Group Work & Role Play (75’)

Put the participants in 5 groups and distribute a policy to each group. They must read and create a role play on how they would disseminate the policy in question to their peers in their communities as well as how they would ensure safeguarding (what are the measures they would put in place?).

Sum Up (5’)

Sum up by presenting some of the challenges that have previous been experienced and how ActionAid has put measures to ensure that we do no harm (build back better).

Module 1: Session 10: Safety and Security during Humanitarian Actions

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Be equipped with skills and tools on safety during emergency responses.
Session Resume	<p>This session will explore some of the risks young people are exposed to during humanitarian actions and some tips on ensuring their safety also as a continuation of the policies.</p>
Key discussion Points	<ul style="list-style-type: none"> • What is your security? • How do you ensure the safety for yourself and others?
Estimated Duration	60 Mins
Notes to Facilitator	Prepare the room for the discussion and role play.



FACILITATION PROCESS

Introduction & Framing (5’)

This session will explore your security and some of the key things for you to do to not expose yourselves to further risks when you are responding to crises and disasters. This session

directly builds on top of the previous one on safeguarding and policies that ActionAid has put been in place. Now we will become a bit more practical and imagine and discuss concrete measures to take to keep yourselves, your peers and the people you are responding to safe.

Group Work and Participatory Role-Play (50')

Ask participants to go back to the same groups they were in when discussing the safeguarding policies. In your groups prepare a response and assess security risks that are involved.

The work of the team during presentation is to identify the risk and try to change the scene.

Scenario 1: From Liberia Ebola Outbreak. Young people being the only ones who volunteered to go to communities with Ebola as practitioners were afraid and refused to go after some of their colleagues died.

Scenario 2: Mudslide response in Sierra Leone. Many Young people acting as 1st responders died in the mudslide as they didn't have the skills on what to do as a responder to ensure they were not at risk.

Scenario 3: The earthquake in Nepal. Where Young people as the 1st responders were exposed to the earthquake as it was ongoing.

Scenario 4: During an Al-Shabaab attack in Kenya Mall the Young people who were 1st responders didn't have sufficient equipment and knowledge, and some were caught in the shoot-out.

! These scenarios are real and you might have participants who have experienced it, or something very similar. Make sure to be assertive, monitor the atmosphere in the group and room and be ready to stop the role play if it gets too emotional. Make sure to frame well and prepare participants for the fact that we will be taking point of departure in real events and that this is a safe space.

Sum Up (5')

Sum up by presenting some security measures that have been put in place in the different ActionAid countries. Let the participants know that their security and safety should always come first in any circumstance and they should be in a position to pull out from a response if they feel it is putting them at risk.

Module 1: Session 11: Evaluating Young People Leadership in Module 1

Learning Objectives

After the session participants will:

- **Be able to identify opportunities young people's leadership within the discussed concepts in humanitarian settings.**

Session Resume

This session will recap and evaluate the different concepts in humanitarian settings and identify some of the gaps and

	opportunities where young people could take leadership and responsibility.
Key discussion Points	<ul style="list-style-type: none"> • What are the opportunities in humanitarian work for young people to meaningfully engage and take lead?
Estimated Duration	60 Mins
Notes to Facilitator	Trainer to prepare the room for groups discussions.



FACILITATION PROCESS

Introduction & Framing (5')

We have gone through concepts that guide the work we do in humanitarian settings as an organisation. It is very important to have the confidence to be able to disseminate the same knowledge to our peers. We also need to critically assess the concepts and guidelines for working in humanitarian contexts to identify how we as young people can participate and meaningfully engage. Doing this exercise will sum up the module in a mini- action track.

Planning the Facilitation Process (30')

Divide the participants into groups of 4 and ask them to discuss the question below:

- What are the gaps and opportunities from the different humanitarian concepts that young people can take lead and engage in meaningfully? I.e. humanitarian program cycle, ActionAid's Humanitarian Signature, etc.
- How will you engage in the opportunities identified?

The participants get 30 Mins to discuss and plan their presentation. It should be a creative presentation assuming that they are addressing their peers and communities.

Presentations (20')

Sum Up (5')

Sum up the session by compiling the great ideas that have been identified. The next module will equip the participants with some leadership skills that they can use to meaningfully engage and take lead in the different opportunities they have identified, so make sure these are well written and pasted somewhere in the training room.

Module 1: Session 12: Action Track: Facilitating the Module

Learning Objectives	After the session participants will: <ul style="list-style-type: none">• Have gained experience in facilitating concepts of humanitarian settings that they will use to disseminate to their peers.
Session Resume	This session is very practical where the participants will plan some sessions on what they have learnt on Module 1. This is to ensure that the participants are well equipped and prepared to facilitate the content to their peers when they get back to their community.
Key discussion Points	<ul style="list-style-type: none">• How to facilitate the humanitarian concepts?• How to facilitate humanitarian program cycle?• How to demonstrate young people's leadership in the humanitarian concepts?
Estimated Duration	90 Mins
Notes to Facilitator	Trainer to prepare <ul style="list-style-type: none">• Write the different concepts and paste them in the room at different locations.• Print out the Feedback model and make sure the participants have it for the feedback session.



FACILITATION PROCESS

Introduction & Framing (5')

This session will be a sort of recap from the sessions and discussions that the participants have had in the Module 1. They are expected to facilitate this session as they would in the communities. This is to prepare them on how they will engage their peers after the training.

Facilitation (80')

The trainer will have written down in meta cards some of the key concepts from the humanitarian concepts module. The participants will group themselves in what session/exercise they would like to facilitate to the team. Maximum 3-4 groups

Each group will get 15-20 mins to facilitate and 5 mins for feedback.

Sum Up (5')

Sum up the session by congratulating participants for facilitating the session/exercise and sum up the whole module by explaining that we now have the foundational knowledge and background which are necessary for us to move into the following modules: We will put this background into use when discussing young people's leadership, when discussing self- and

collective care and we have already begun working with the tools from the final module about facilitating for social change.

Module 2: Young People’s Leadership in Humanitarian Settings

In Module 2 we will demystify young people’s leadership. We will do this by identifying and defining what young people’s leadership in humanitarian settings is and share some inspirational experiences and stories about young people having played big roles in their countries and communities during humanitarian disasters and crises.

The overall aim of the Module is to ensure that the participants are able to identify their roles and responsibilities as key partners and stakeholders in their community and claim agency in humanitarian actions. The youth category may be defined differently across the different countries and cultures and in Module 2 participants will discuss and identify the need to analyse the diverse needs among young people as well as the diverse skills that they bring to humanitarian actions.

Learning Objective for Module 2

By the end of the module, participants will have:

- Be inspired to take more active roles in humanitarian actions after having acquired knowledge and understanding of young people’s leadership in humanitarian settings.
- Gained leadership skills that will qualify their active and meaningful engagement and involvement in humanitarian actions as active partners and stakeholders in their community.
- Identified their strengths, responsibilities and roles in humanitarian settings as active agents in order to challenge barriers and stereotypes that hinders their active agency in humanitarian actions.

Sessions for Module 2

Session	Time	Topic
Session 1	60 Mins	Who is a Young Person?
Session 2	60 Mins	What is Leadership? Qualities of a Good Leader
Session 3	90 Mins	Barriers to Young people’s leadership
Session 4	75 Mins	What is Advocacy? Advocacy Steps for Young People’s Leadership in Humanitarian Settings
Session 5	60 Mins	Feminist leadership in Humanitarian Actions
Session 6	45 Mins	Young People’s Experiences in Humanitarian Settings: Context experience
Session 7	60 Mins	Enhancing Young People’s Uniqueness, Innovation and Creativity in Humanitarian Settings
Session 8	90 Mins	Solidarity and Organising in Humanitarian Settings: Volunteerism, what is the Added Value?

Module 2: Session 1: Who is a Young Person?

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Be able to define a young person. • Identify with the diversity within young people's category.
Session Resume	<p>This is the first session that will evaluate and discuss what identifies an individual as a young person. Make sure that all the countries legal definitions are also defined and by the end of the session the group should have their own definition and characteristics that define Young people.</p>
Key discussion Points	<ul style="list-style-type: none"> • Who is a young person? • What are characteristics of a young person? • What are the different identities within the young people's group? Why is it important to identify this?
Estimated Duration	60 Mins
Notes to Facilitator	<p>Make sure that you have prepared the different age and cultural definitions from the country's constitution, from UN, AA, neighbouring countries, etc.</p>



FACILITATION PROCESS

Introduction & Framing (5')

In this session we will discuss the different countries', institutions' and agencies' definitions of young people, discuss cultural definitions, and discuss why it is important to work with young people in humanitarian settings.

Plenary Discussion (20')

In plenum ask the participants to showcase and define who a young person is.

Let as many people as possible to showcase what represents young people.

Ask the participants who and why they identify as young people with what they present or pose as young people.

Present the different widely used Youth definitions (30')

Different countries' definitions, UN, AU Charter, ActionAid, etc.

Also remember to recap on the different groups that were identified within the young people (LGBT, handicapped, teenagers, married, students, workers, unemployed, activists, etc.)

Ask the participants:

- Why is it important to work with young people in humanitarian settings?

Sum Up (5')

Summarise by presenting some of the key achievements from Nepal, Liberia and Bangladesh on benefits of including young people in Humanitarian settings.

Module 2: Session 2: What is Leadership? Qualities of a Good Leader

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Be able to define and understand leadership in order to identify how they as young people can enhance their leadership. • Be inspired from good examples of youth leadership so they can take up leadership in humanitarian settings
Session Resume	This session will discuss what leadership is and explore some of the qualities of a good leader.
Key discussion Points	<ul style="list-style-type: none"> • What is leadership? • How can young people be good leaders? • Why is young people's leadership important in humanitarian settings?
Estimated Duration	60 Mins
Notes to Facilitator	Make sure to prepare some examples of good leadership that young people have demonstrated. Include good examples from the humanitarian settings.



FACILITATION PROCESS

Introduction & Framing (5')

In this session we will define what leadership is and more specifically young people's leadership in humanitarian actions. This session will give use some tips and ideas that we can use in our community together with our peers to encourage and enhance more youth leadership.

Exercise: Draw a Good Leader (35')

Ask the participants to go in groups of 3-4:

- Ask them to draw a person with no particular characteristics who is gender neutral.
- Next step is for participants to add characteristics to the drawing: Ask them to transform the character free person into a good leader.
- They do not necessarily need to agree on everything, but they do need to present a group view of their good leader at the end.

Plenary sharing and discussing:

Ask groups to present their drawings to each other and explain the characteristics they have added as well as share their reasons for adding them.

- What characteristics does your leader possess?
- Why are these important to you?

After each group presents, sum up by coming up with a tools box on good qualities of a leader.

Leadership in Humanitarian Actions (15')

Ask the participants to do a 5-minute buzz with person next to them about why it is important to have young people take leadership in humanitarian settings. Do a quick round of sharing in plenary.

Sum up by presenting a success story of young people's leadership from your context. This will demonstrate that leadership begins at any stage and also that young people can take up leadership role it's not assigned to adults or a certain age.

Sum Up (5')

Sum up the session and make sure to link to the next session where we will discuss why young people are limited or challenged in taking up leadership roles and participate in meaningful engagement in their countries and communities.

Module 2: Session 3: Barriers to Young People's Leadership

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Be able to identify some of the challenges and barriers that hinder young people from take up leadership roles. • Be inspired from the young leaders who have challenged the different stereotypes and challenges on young people's leadership.
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Session Resume	This session will discuss the barriers and challenges that young people go through and are exposed to when they seek to take up leadership roles on their countries and communities.
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Key discussion Points	<ul style="list-style-type: none"> • What are the existing barriers to young people’s leadership? • What are the barriers on young people participating in humanitarian actions? • How can young people challenge the status quo to take more leadership in humanitarian settings?
Estimated Duration	90 Mins
Notes to Facilitator	Make sure to prepare some examples of good leadership that young people have demonstrated. Include good examples from the humanitarian settings.



FACILITATION PROCESS

Introduction & Framing (5’)

In the previous session we explored what leadership is. We also identified that there is still a lack of young people in leadership positions and therefore it is important to identify and critically assess some of the challenges that hinder young people from taking up more leadership roles in general and in humanitarian settings more specifically.

Ask the participants to discuss with the person sat next to them, some of the stereotypes that exist and hinder young people taking leadership. Also let them share amongst themselves some of the experiences they have when it comes to taking leadership roles in their communities.

Participatory Theatre (80’)

Divide the participants into 4 groups. Give each group a scenario and ask them to prepare a participatory role-play based on it. Be very clear in explaining that the task for the groups are to prepare a role-play where they play out the scenario from the view point of young people. The task is to challenge and overcome the barriers to youth leadership. It needs to be realistic.

Remember to tell the participants that the rule of this participatory theatre is that once you say stop then you have to take someone out and anyone can be taken out.

Case 1: A community meeting with the elders where young people are not invited even though the discussion is on how to support schools that are at risk of spreading Ebola.

Case 2: During a response young people are only assigned the role to carry items from the store or vehicle to where the communities affected are to receive the goods.

Case 3: Young women are asked to join women’s group during a disaster response so they can identify the needs as other women.

Case 4: In the disaster committees there is only adults who are allowed to take up leadership roles in the community.

Each group gets 20 Mins to present their role play. The participants are then given an opportunity to showcase how they will challenge some of the barriers and challenges hindering young people taking a lead role.

Sum Up (5')

After the role play write down some of the ways they were able to challenge the hindrance in the role plays. Ask the participants to add more suggestions that are practical to their context and write them down and go through all before ending the sessions.

Module 2: Session 4: What is Advocacy? Advocacy Steps for Young People's Leadership in Humanitarian Settings

Learning Objectives	After the session participants will: <ul style="list-style-type: none">• Be able to define and understand advocacy.• Understand why advocacy is important in humanitarian work.• Have gained knowledge and skills on steps to take while conducting advocacy in humanitarian work.
Session Resume	The session is tailored to create an understanding of what advocacy is and how young people can take up leadership and champion for changes in policy and practices that are relevant to humanitarian action. They will be able to see and reflect on other actions taken during different crises and the changes they led to.
Key discussion Points	<ul style="list-style-type: none">• What is Advocacy?• What are steps involved in undertaking advocacy?• What is the relevancy of advocacy in humanitarian work?
Estimated Duration	75 Mins
Notes to Facilitator	Before the session begins, the trainer should: <ul style="list-style-type: none">• Ensure that you can showcase the steps on undertaking advocacy, either from the presentation or write them on a flipchart.



FACILITATION PROCESS

Introduction & Framing (10')

Start the session by asking participants to share what they know about advocacy. Once they have shared, conclude by giving the definition of advocacy.

Definition of Advocacy:

Advocacy refers to creating awareness on an issue and rallying public, political, or financial support to bring about action for change. Involves influencing leaders and decision makers to address the root causes of problems and to generate long-term sustainable solutions.

Group Work: Advocacy in Humanitarian Work (10')

In buzz groups, and taking the presented definition of advocacy into account, ask participants to discuss why advocacy is important in humanitarian work and present.

Presentation: Ways of Conducting Advocacy (20')

Start by sharing examples of advocacy initiatives e.g.

1. [Justice for Liz](#) – community members rallied together to demand for justice after a girl was raped by 6 boys and the only punishment, they were given was to slash grass. After serious campaigns, the case was arraigned in court and they were eventually sentenced to 15 years in jail.
2. In Nepal, following the 2015 earthquake, 30 Women Friendly Spaces were constructed, providing training, psychosocial support, access to information on rights and referral services for gender-based violence. 110 adolescents' groups, including specific groups for young women, were convened and supported through these spaces to receive training on rights and access to services.¹ (advocacy in this context relates to creating women only spaces and creating awareness rights including access to services)

From these two examples, ask the participants what some of the activities are that took place for the changes to occur. Sum up the discussion by sharing what advocacy involves e.g.

- Public education and communication
- Developing partnerships and building alliances
- Lobbying and Negotiation
- Campaigning
- Research

On a flipchart, list down the steps of undertaking advocacy:

1. Knowing the change you are seeking: What is the exact problem? What do you want to change?
2. Identifying the key actors involved in realizing that change: Who can help achieve that change? What can they do?
3. Identify the best influencing strategy: What is the best way to influence those who can help achieve the change? What resources do you need? What will you tell them? (messages are very important)
4. Create an action plan: What will be done when and by who? What are the expected risks/challenges? How can they be dealt with before they happen?
5. Implement action plan: What are the upcoming issues?
6. Monitor and evaluate the progress: What is happening at each stage? Challenges? Unexpected outcomes?

- ! Tell participants that it is beyond this session (and training) to go into a lot of depth about advocacy, that this is something we have full 5-day trainings learning how to do, but that

¹ Information from the Shifting Power to Young People 2019 Report page 33

these are very basic tools that they can bring with them and practice when seeking to influence decision-makers in humanitarian settings.

Exercise: Elevator Pitch (30')

Ask the participants to think of a pressing issue relating to humanitarian action in their country. Tell them that they will have 2 minutes to present an elevator pitch to a government official who has adequate resources or a fund to deal with the issue. While preparing they should think about the following questions:

- What is the problem?
- Why is it a problem?
- What is the solution?

Remind the participants that they should always be armed with information and that advocacy requires factual information for it to work. Ask the participants to present their ideas.

Sum Up (5')

Conclude the session by reminding the participants why advocacy skills are important for young people taking leadership in humanitarian work. Link this session to their role in the humanitarian program cycle.

Module 2: Session 5: Feminist Leadership in Humanitarian Actions

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Understand what Feminist leadership is so that they are able to conceptualise it to their own context. • Be inspired by the principles of feminism to challenge status quo in humanitarian settings.
Session Resume	This session will discuss feminist leadership and bring in the humanitarian angle and evaluate how young people can promote feminist leadership in humanitarian actions.
Key discussion Points	<ul style="list-style-type: none"> • What is feminism? • What is feminist leadership? • How can young people promote feminist leadership in humanitarian actions?
Estimated Duration	60 Mins
Notes to Facilitator	Prepare for the fish-bowl exercise by arranging the room accordingly. Prepare some further statements about feminist leadership and put in a bowl so as to prompt the discussions further if the main two questions are exhausted.



FACILITATION PROCESS

Introduction & Framing (5')

In the humanitarian actions that we take it is important to remember the feminist lense and ensure we promote feminist leadership. This session will ensure we understand what that means and will discuss some of the ways we can ensure to promote feminist leadership as young people in our communities during our humanitarian actions.

Exercise: Fishbowl (25')

Ask 4-7 participants to sit in the circle. Ask them to discuss what they understand by the words feminism and feminist leadership. The rule is that only people seated at the circle can contribute therefore for anyone outside the circle to contribute they must tap an individual on the shoulder to replace them on the circle.

The statements in the bowl will also have some questions that will ensure the discussion opens up more and more topics. This is optional but good in case the participants are not sure of the topic or how to discuss it.

The facilitator writes down some of the key discussion points being raised in the discussion.

Reading (25')

Ask participants to go into trios and read up the ActionAid's Feminist principles.

The below questions can guide:

- What do you think of the feminist principles?
- Do they apply in humanitarian actions and how can we promote this as young people?

Sum Up (5')

Sum up the session on the feminist leadership by sharing a success story about feminist leadership from your context.

Module 2: Session 6: Young People's Experiences in Humanitarian Settings: Context Experience

Learning Objectives After the session participants will:

- Have shared experiences from engaging in humanitarian activities.

	<ul style="list-style-type: none"> • Have discussed how young people can challenge any misconceptions about youth leadership in their communities. • Be inspired to take leadership and responsibility in humanitarian settings from hearing the (success) stories from their peers
Session Resume	In this session participants will share stories and experiences from engaging in humanitarian settings. They will share challenges and successes and discuss how young people can claim leadership and responsibilities in crises and disasters.
Key discussion Points	<ul style="list-style-type: none"> • What are experiences from young people engaging in humanitarian settings? • What successes have we experienced? What are some of the major challenges?
Estimated Duration	45 Mins
Notes to Facilitator	Make sure that the room is set up for informal and relaxed sharing. This session is meant for participants to take lead, learn from and be inspired by each other.



FACILITATION PROCESS

Introduction & Framing (5')

Tell participants that this session will give them time and space to share best practices, experiences, challenges and success stories from their contexts/communities in order to inspire and learn from each other.

Group Work & Sharing (35')

Split participants into groups. If you have participants who are from the same area/ organisation/ community put them in groups together so they can prepare a presentation together.

Ask the groups to consider the following questions when they discuss:

- What have young people done in humanitarian settings so far?
- What are the successes?
- What have been challenging?
- How can young people claim even more leadership and responsibility in the future?

Give groups 10-15 mins to prepare. When it is time for presentations you can set the chairs up in a circle which invokes a more informal atmosphere and will hopefully invites other participants to ask questions and engage in discussion and conversation with the group presenting.

Sum Up (5')

In the sum up, ask the open-ended question: Hearing what our peers have done how can we engage and claim leadership as young people in humanitarian settings? This is what we will continue discussing in the coming sessions.

Module 2: Session 7: Enhancing Young People's Uniqueness, Innovation and Creativity in Humanitarian Settings.

Learning Objectives	After the session participants will: <ul style="list-style-type: none">• Understand the significance of their skills and creativity that they can use to take lead in humanitarian actions.
Session Resume	This session will discuss what creative and innovative ideas that are unique to young people and how they can contribute in humanitarian settings.
Key discussion Points	<ul style="list-style-type: none">• What is creativity and innovation?• Good examples of creativity that young people use or have used in humanitarian actions?• What is the need for creativity and innovation by young people?• How can creativity and innovation contribute to humanitarian settings and significantly enhance young people's leadership?
Estimated Duration	60 Mins
Notes to Facilitator	<p>If you are pressed for time, you could consider taking some of these discussions in session 4 where you are doing a similar sharing exercise.</p> <p>Make sure the participants have access to the “Shifting Power to Young People” report.</p>



FACILITATION PROCESS

Introduction & Framing (10')

Start the session out by asking participants the following in plenary: What is creativity to you? What does it mean to be creative? Why do you think young people are considered to be more creative and innovative?

Provide the following statements describing what creativity is:

- Creativity is ideas that changed the civilisation
- Creativity is problem solving, managing obstacles
- Creativity is thinking out of the box, thinking new and different.

Group Work: Creative Examples (25')

Split participants into groups of max 4 people per group. Ask them to think about case stories and any examples they know about where young people have come up with creative and innovative solutions in humanitarian settings.

If participants struggle to come up with many examples, ask them to flip through the "[Shifting Power to Young People](#)" report.

Once groups have come up with some good examples ask them to share in plenary and do a plenary analysis of the examples by asking:

- What makes this creative and/or innovative?
- What did the young people do to implement their creative contributions?
- What challenges did they face?

Role-Play: Creative Problem Solving (20')

Ask participants to go back into the same groups. They now have to imagine they are back in their own context, wanting to take responsibility and leadership in humanitarian setting but they are facing some of the same challenges they always face as young people (this could be lack of involvement in decision-making and even planning processes, being used only as "foot soldiers", not being trusted with responsibility because of stereotypes concerning young people, not being elders, being assumed to be unreliable, etc.)

Ask the groups to come up with a quick 2-minute role-play or pitch where they address these challenges with creativity and innovative means.

Sum Up (5')

Creativity and innovative contributions to humanitarian settings might well be what makes the big difference for a response. Just look at the song Liberian young people came up with as a part of the Ebola response – it not only sensitised it also created hope (the link for the song: <https://www.youtube.com/watch?v=Ltwgh3ljr8>).

Module 2: Session 8: Solidarity and Organising in Humanitarian Settings: Volunteerism, what is the Added Value?

Learning Objectives

After the session participants will:

- Have reflected on and discussed the value of volunteering in humanitarian settings.
- Have discussed concrete tools and ways to organise and build a pool of volunteers.

	<ul style="list-style-type: none"> • Prioritise creating synergies in humanitarian response in their country/ region.
Session Resume	<p>In this session we will discuss what volunteerism is, how volunteers add value to a humanitarian response and how to go about organising a pool of volunteers.</p> <p>We will also discuss how a possible youth network in humanitarian action might add value, and increase young people’s leadership.</p>
Key discussion Points	<ul style="list-style-type: none"> • What is volunteerism? • How do volunteers create added value to a humanitarian response? • How to organise young people in humanitarian action?
Estimated Duration	90 Mins
Notes to Facilitator	



FACILITATION PROCESS

Introduction & Framing (5')

In this session we will discuss volunteerism in a humanitarian setting.

Group Work: Volunteerism (20')

Split participants into groups of max 4 people per group. Ask them to discuss and share:

- Who are volunteers?
- What have you been doing as volunteers?
- How do volunteers add value?

When the groups have shared, ask them to go back into discussion and reflect on the following question: How would you go about creating a pool of volunteers in your context?

Group Work and Pitch: Solidarity and Added Value (35')

We can argue that when someone volunteers they are performing an action of solidarity, and when young people volunteer in humanitarian responses it creates an added value

Go back into your groups and discuss and list what added value (young) volunteers bring to a humanitarian response. Ask participants to write their points onto flipcharts to paste on the walls and to make sure they keep the insights in mind when working on the pitch.

As a part of the presentation, you have to prepare a small pitch that you can bring to your peers to attempt to create a pool of volunteers. The pitch must not be any longer than 2 minutes and must be built up with the following components:

- WHAT is the PROBLEM?
- WHO is RESPONSIBLE?
- WHAT is the SOLUTION?
- WHAT ACTIONS are necessary?
- HOW can you ACT?

Ask the groups to present their pitches.

Discussion: Youth Network in Humanitarian Action (25')

In plenary, as the following: How do we ensure that there is good coordination in humanitarian response, and that young people are a part of creating synergies rather than having to run parallel projects of their own or only used as hands-on implementers in humanitarian actions?

Depending on time and how actively engaged your group of participants is, you can ask the following questions in plenary or send them back into groups to discuss.

- Do we need/have a youth network in humanitarian action?
- What would be the added value of such a network?
- How could this help young people take leadership in humanitarian action?

Sum Up (5')

Sum up by sharing story from Bangladesh – Rohingya crises

Liberia and Bangladesh examples of organising

Module 3: Self- and Collective Care in Humanitarian Settings

During Humanitarian disasters and crises, the primary focus is on basic needs. Hence, most actions are based on responding, building communities' resilience and normalise back to day to day lives that have been interrupted by disasters and crises.

In Module 3 participants will be challenged to identify and analyse mental and psychological needs that may not be prioritised during disasters and crises. The module will ensure that young people are able to identify their own psychosocial needs as well as being equipped with some basic skills and tools they can support themselves and their peers with. Many psychosocial needs are left to individuals and are neglected in humanitarian settings where basic needs must be fulfilled and prioritised. This module will put mental health on the agenda and ensure that the participants reflect on how they can ensure there is collective care in their communities to reduce trauma and mental health issues that in many cultures and communities are stigmatised and taboo. Yet, mental health problems are a big part of what many young people and communities experience during and after humanitarian disasters and crises.

Learning Objectives for Module 3

By the end of the module participants will:

- Have learned and understand what self- and collective care is for them to prioritise self-care for themselves and their peers during humanitarian actions.
- Have acquired skills and tools on self- and collective care that they can collectively adapt and use in their communities in order to continuously prioritise mental wellbeing in humanitarian settings.
- Understand and appreciate the importance of mental care for their individual as well as communities' wellbeing.
- Be able to identify ways of ensuring they support each other during humanitarian crises and disasters in taking care of their mental wellbeing.

Sessions for Module 3

Session	Time	Topic
Session 1	60 Mins	Introduction to the Concept of Self-Care and Collective Care
Session 2	60 Mins	Young People's Experience in Humanitarian Actions
Session 3	90 Mins	Recognising Trauma and Psychological Needs during Humanitarian Settings
Session 4	45 Mins	Myths on Mental Diseases
Session 5	90 Mins	Supporting Peers and Communities on Self-care: Coaching and Mentorship
Session 6	30 Mins	Young people's Creativity and Innovation in Giving Hope
Session 7	60 Mins	Tools and Skills: Self-Care and Collective Care

Module 3: Session 1: Introduction to the Concept of Self-Care and Collective Care

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Be able to define and understand self-care and collective care. • Have discussed and reflected on the importance of self-care and collective care in their daily lives
Session Resume	<p>This session will give participants an understanding of self-care and collective care and its criticality in their day-to-day lives. This paves way for participants to reflect on how they can use the tools and exercises as part of their self-care and collective care.</p>
Key discussion Points	<ul style="list-style-type: none"> • What is the importance of selfcare and collective care in individuals' lives? • What are the different tools for self and collective care?
Estimated Duration	60 Mins
Notes to facilitator	<p>Trainer to prepare:</p> <ul style="list-style-type: none"> • Prepare flip chart and cards • For background information refer to the book Strategies on Building an Organisation with Soul.



FACILITATION PROCESS

Introduction & Framing (5')

Introduce and frame the session flow to the Participants. Make sure to ask the participants to be ready and open to share and reflect on their personal experiences.

Exercise: What is Self-Care (25')

Begin the exercise by introducing the idea of self-care and collective care.

1. Ask participants to reflect in pairs on the following questions and write them at the back of their notebooks.
 - What does self-care and collective care mean to you? How are they different?
 - Is self-care an issue prioritized in your organizations or groups?
 - Do you practice self-care? What are your self-care practices?

- Do you find it difficult to think of yourself as a person who deserves care?
 - Are you aware of what your body and soul needs?
2. Ask participants to share their responses with the rest of the group.
 3. Summaries their ideas, define the concept of self-care for the group, and explain that in this module they will focus on self-care and collective care as a feminist practice in the context of Humanitarian Action.

! The notion of self-care is very personal, and you might have participants who do not feel comfortable sharing deeply private thoughts and issues. Remember that even talking about self-care and psychological well-being is highly taboo in many communities. Tread carefully and do not force anyone to share. We can ask participants to reflect individually and share only what they are comfortable with sharing.

Exercise: Our Reflection (20')

Ask each participant to draw his or her own portrait of their faces. Explain that you will read a series of statements which participants should answer yes or no for them. For each time they answer No to a statement, they should place a sticker on their photo

Read out the following statements:

1. I get at least 8 hours of sleep and wake up feeling rested and ready to start the day.
2. I take vacations whenever I get an opportunity.
3. I eat healthy and exercise regularly to keep my body and mind in balance.
4. I always find a little time for myself, friends and family.
5. Whenever I get sick, I take days off to recover and concentrate on getting better.
6. Whenever I am loaded, I always say no to offers of additional work.
7. I take time to clarify and resolve misunderstandings with loved ones or work colleagues when conflicts arise.

When you are done bring the group together and ask participants: What do they see in the mirror or their photos?

Bring the participants into a circle and ask them to discuss the effects that excessive work burdens, poor social practise at work or insufficient care for the body and mind can have on individuals, blurring out their essence and obscuring who they really are.

Go around the circle and ask whoever feels comfortable doing so to set an intention- that intention should be to begin taking better care of them by doing one of the self-care activities.

Sum up (5')

Sum up by thanking participants for sharing and engaging in something this personal and make sure to link back to humanitarian setting and responses. Also make sure you share you empathize on the importance of self-care and collective care in humanitarian action and the role that young people play.

Module 3: Session 2: Young People’s Experiences in Humanitarian Actions

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Have discussed and reflected on their experiences in humanitarian action and how they have handled their struggles.
Session Resume	<p>This session will create an opportunity for shared learning among young people by creating the story of Self, Us and Now related to their experiences within humanitarian action.</p>
Key discussion Points	<ul style="list-style-type: none"> • How have you and other young people been handling challenges in humanitarian action.
Estimated Duration	60 Mins
Notes to facilitator	<p>Trainer to prepare:</p> <ul style="list-style-type: none"> • Let participants prepare for their presentations on how their experiences during humanitarian actions. • Avail to participant’s materials to use for their presentations • You can find the presentation on Self, Us and Now in the drive, it is a bit technical so you might want to tweak it for your purpose.



FACILITATION PROCESS

Introduction & Framing (5')

Introduce and frame the session flow to the participants. Make sure to ask the participants to feel free and be ready to share their experiences.

Presentation: The Story of Self, Us and Now (10')

Do a brief 5-minute presentation of the idea behind the story of us self and now and tell participants they will be using this model to share their experiences in humanitarian settings.

Group work (40')

1. Put participants in specific groups related to region/community/etc. and ask them to prepare presentations on their experiences in Humanitarian using the story of Self, Now and Us. Give participants ample time to creatively come up with their presentations.
2. Ask the participants to present their experiences.
3. Sum up the participants experiences and acknowledge and appreciate their stories with an emphasis on the importance of their stories in humanitarian action.

Sum Up (5')

Sum up the session by asking participants what they think they gained from the discussions as well as preparing their stories themselves. How were the stories from our peers inspiring us to take further action and be stronger leaders ourselves?

Module 3: Session 3: Recognising Trauma and Psychological Needs during Humanitarian Settings

Learning Objectives	After the session participants will have: <ul style="list-style-type: none">• Developed a basic understanding of the mechanisms and types of trauma people can be affected by.• Acquired some basic tools in psychological first aid to use in humanitarian settings.
Session Resume	In this session we will discuss different types of trauma, how to recognise it and participants will do an exercise to make them better understand how trauma affects people. We will also read and discuss some basic tools in providing psychological first aid when responding to humanitarian crises and disasters.
Key discussion Points	<ul style="list-style-type: none">• What is trauma?• How does trauma affect people?• What are some basic psychological first aid tools we can use as responders?
Estimated Duration	90 Mins
Notes to Facilitator	<p>The insights about trauma are inspired from this website: http://www.teachtrauma.com/, please go and familiarise yourself for background understanding.</p> <p>Make sure participants have access to the WHO Psychological First Aid toolkit for the discussion.</p> <p>Print the psychological first aid handout for participants</p>



FACILITATION PROCESS

Introduction & Framing (5')

Explain to participants that the objective of this session is for us to have a very basic understanding about the mechanisms at work when people have become traumatised and are in crisis. We will not be able to offer any professional support to affected people but it is important to have an idea about what they are going through as well as how to offer simple support to people in need.

Different Types of Trauma and How to Recognise (15')

There are many different types of trauma, ask participants if they can name some, trainer to add to the list of what participants come up with.

- Sexual assault
- Child maltreatment
- Domestic violence
- War related trauma
- School and community violence
- Medical trauma
- Traumatic loss
- Natural disasters

Present some of the Reactions to natural disasters:

- Intense, unpredictable feelings
- Flashbacks
- Trouble concentrating or making decisions
- Disrupted eating and sleeping patterns
- Emotional upsets on anniversaries or other reminders
- Strained personal relationships
- Physical symptoms (e.g. headaches, nausea, chest pain)

Exercise: Understanding Trauma (30')

This exercise can prompt some strong emotional reactions from participants, so please tread carefully and make sure to have plenty of time to debrief. Tell participants up front that this exercise is very strong and give them the choice whether they want to participate or not.

The exercise is carried out in plenary, trainer read out:

- Think about a very close loved one.
- Think about your favourite activity.
- Think about your favourite place to go.
- Think about a secret you have that you are embarrassed about, and that very few, if any knows about

Now a humanitarian crisis happens in your community:

- You have not heard word from your loved one(s).
- You were doing your favourite activity when the crisis set in, the activity is no longer enjoyable to you as it reminds it of the loss of your loved one(s).
- Your favourite place is gone too, the crisis destroyed it.
- All you have left now is your secret, something that makes you feel ashamed.

Debrief:

- What reactions did you have to the exercise?
- What surprised you?
- What do you think might help victims recover from such a powerful and painful experience?
- What would be helpful to say to them?
- What would be unhelpful to say to them?

Reading and Discussing: Psychological First Aid (35')

With the two resources, the handout and the WHO book to support, ask participants to go into groups and discuss how to best offer support to people in crisis in a humanitarian setting.

Sum Up (5')

Make sure to sum up thoroughly, this is sensitive content and some participants might be affected by the exercise.

Module 3: Session 4: Myths on Mental Diseases

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Have discussed and shared some common myths about mental diseases. • Be active advocates in debunking mental illness myths in their contexts. • Have co-developed a mini myth-busting toolkit.
Session Resume	In this session we will discuss myths concerning mental diseases and reflect on how to sensitize communities and peers by debunking myths.
Key discussion Points	<ul style="list-style-type: none"> • What are some common myths on mental diseases? • How can we seek to debunk myths as young leaders?
Estimated Duration	45 Mins
Notes to Facilitator	Make sure to have some good myths ready to share from your context for inspiration for participants.



FACILITATION PROCESS

Introduction & Framing (5')

In this session we will discuss myths and prejudice concerning mental diseases. In many cultural contexts mental diseases are not recognised as an illness, people suffering from mental

diseases might be viewed as “mad”, “weak”, “cursed” or simply “lazy and full of bad excuses”. In humanitarian contexts it is extremely important to recognise mental diseases and take them very seriously as they often follow if people have suffered trauma in a crises or disaster

Group Work: Myths about Mental Diseases (35')

Split participants into groups and ask them to come up with as many myths about people suffering from mental diseases as they can from their context.

Do the presentation of the myth in plenary, and each time a group presents a myth, ask participants to reflect on

- As young leaders, how can we debunk this myth?
- How can we sensitize our peers and communities?

Trainer ask a participant to write all the debunking suggestions on a flipchart/board, this will hopefully form a mini-toolkit for myth-busting at the end.

Sum Up (5')

Sum up the session by pressing the point that mental diseases are very real and should be taken extremely seriously when you are operating in a humanitarian context. This should be clear from the session on trauma, so let us go out and try to debunk these myths.

Module 3: Session 5: Supporting Peers and Communities on Self-care: Coaching and Mentorship

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Define and understand mentorship and coaching as self-care strategies. • Be able to apply basic skills and knowledge on mentorship and coaching in humanitarian action
Session Resume	<p>This session will enable participants to appreciate mentorship and coaching as strategies of self-care and collective care in humanitarian contexts. They will be able to provide basic mentorship and coaching sessions to their peers.</p>
Key discussion Points	<ul style="list-style-type: none"> • What is mentorship and coaching? • What is the difference between mentoring and coaching? • How is mentorship and coaching linked to self-care and collective care? • What are the basic skills needed for one to mentor and coach others in humanitarian action?

Estimated Duration	90 Mins
Notes to facilitator	Trainer to prepare: <ul style="list-style-type: none"> • Search for and choose two inspirational videos; one on mentorship and another on coaching. Preferably find some that are from your context and in the local language. • Prepare flipcharts and markers to be used by trainers.



FACILITATION PROCESS

Introduction & Framing (5')

In this session we will discuss mentorship and coaching and explore what the differences are between the two as well as analyse in what contexts and situation you might need to use either or both.

Group work (20')

1. Split participants into groups of max 4 per group.
2. Ask groups to brainstorm on mentorship and coaching
 - a. What is mentorship? What is coaching?
3. Summarise their responses and ask participants to watch two videos, one on mentorship and the other on coaching.
4. After watching the videos, ask participants to go back into their groups and ask them to reflect on differences between mentorship and coaching and present their reflections.

Summarize their points and ensure that participants have a clear understanding of what mentorship and coaching is and the distinction between the two.

Exercise: Brainstorming on Qualities of a Mentor and Coach (20')

1. Ask participants to brainstorm on what they think are needed qualities and skills for a good mentor and coach.
2. Ask participants to share these and pin the qualities on a wall.
3. Summarise these and create a “toolbox” of qualities and skills needed for one to be a mentor and coach (ask a participant to create a document based on the discussions and distribute this to the rest of the participants as inspiration once finished).

Exercise: Role-Play (40')

1. Ask for 4 volunteers who will role play as mentor, mentee, coach and coached.
2. Give each pair 10 mins to act a role play mirroring the mentorship session and the coaching session.

3. From the role-play, ask participants to reflect and highlight key lessons and emerging issues.
4. Ask participants to reflect on how they can use mentorship and coaching in humanitarian action.

Sum Up (5')

Ensure that participants have a clear understanding of coaching and mentorship as strategies of both self-care and collective care in the humanitarian setting.

Module 3: Session 6: Young People's Creativity and Innovation in Giving Hope

Learning Objectives	After the session participants will: <ul style="list-style-type: none"> • Have showcased how young people have creative and innovative ways of giving hope • Be inspired by sharing stories of creating hope
Session Resume	In this short inspirational session we will discuss hope, and more specifically how young people can give hope by being creative and innovative in their approaches.
Key discussion Points	<ul style="list-style-type: none"> • How do we give hope as young leaders?
Estimated Duration	30 Mins
Notes to Facilitator	The Hope Song from Liberia: https://www.youtube.com/watch?v=Ltwgh3ljrH8



FACILITATION PROCESS

Introduction & Framing (10')

This discussion is related to the one we had in module 2, concerning young people and creativity and innovation. The reason we want to discuss hope specifically in relation to self-care and collective care is that having hope is important for people to be able to act in a humanitarian crisis/ disaster. Whether being a victim, a first responder, a leader, etc. you need to be able to believe that things can go back to normal.

As an introduction to this short session, show the song from Liberia

Ask participants: What do you think this song did differently than all the other information campaigns concerning Ebola in Liberia?

- What works in the song?
- Why does it work?

Buzz Groups (15')

Ask participants to discuss:

- How can young people do things differently?
- Do you have any examples of young people giving hope?

Sum Up (5')

Encourage the participants to continue thinking about how young people can give hope in humanitarian crises and disasters.

Module 3: Session 7: Tools and Skills: Self-Care and Collective Care

Learning Objectives	After the session participants will: <ul style="list-style-type: none"> • Have gained specific tools for self- and collective care they can apply in humanitarian actions.
Session Resume	In this session we will brainstorm about tools for self- and collective care and compile as many tools and measures that we can think of.
Key discussion Points	<ul style="list-style-type: none"> • What are tools for self-care and collective care? • How do we use these tools?
Estimated Duration	60 Mins
Notes to Facilitator	Tools for self-care in the drive



FACILITATION PROCESS

Introduction & Framing (5')

In this session we will discuss tools and skills for self- and collective care. We will give you a few different tools and will ask you to add on to the list. By the end of the session we will hopefully have a range of tools to apply when self- or collective care is needed.

Open space brainstorming (30')

Facilitate a brainstorming where participants move in between tables and notes down as many tools as they can think of related to self- and collective care.

Prepare the room by moving all chairs and organising any tables you might have in two big “islands”. Place a flip-chart with “Self-Care” written in the middle on one table and another with “Collective Care” written on the other table.

Split participants into two big groups and ask them to go to the tables. Give them about 5 mins to brainstorm tools at the first table (play some music if you can). Ask them to switch tables and set them straight into brainstorming on for 5 mins on the second table. It is important that the groups do not waste time by reading what the previous group wrote. It does not matter if there are repetitions.

When the time is up, ask the groups to organise the tools on the flipchart they are stood at so they can present it to the others. It happens quite often that someone will think of more tools whilst going through what has been written. Add as you go.

Trainer should add as well if they know of tools that have not been mentioned. Some tools could be:

- Meditation, doing yoga, taking walks, delegate responsibilities, games
- Self-care wheel
- Safety plan
- Burnout test
- Walk and talk

Tool: Self-Care Wheel (20')

Go through the self-care wheel.

- Ask participants whether they feel this is a useful tool? Why? Why not?

Sum Up (5')

Self- and collective care is so important in order for young people to take leadership in humanitarian settings. No one is able to help others if they are in crisis or imbalance themselves, we need to care for ourselves and support our colleagues, communities and peers in doing the same.

Module 4. Facilitation for Social Change

The Young People's Leadership in Humanitarian Action training is designed to reach young people in the communities and it is a part of the overall aim of the training to create a ripple-effect, where young leaders continuously carry out step down trainings and activities after having been trained themselves. Therefore, this module will equip participants with facilitation skills that they will use to carry out step down trainings and activities on young people's participation and engagement in humanitarian settings. Despite being a separate module designed on its own all the modules will have an aspect of facilitation as the aim is to ensure that the participants test their knowledge and skills throughout the training so they are ready to carry out step down trainings to their peers in the communities.

Learning objectives for Module 4

By the end of the module, participants will have:

- Acquired facilitation skills to be able to disseminate and engage their peers in understanding the humanitarian work and identify their roles and responsibilities to participate and take lead in humanitarian actions.
- Built their confidence in facilitating humanitarian actions and taking leadership in identifying opportunities that young people have as stakeholders and partners in humanitarian settings.

Sessions for Module 4

Session	Time	Topic
Session 1	60 Mins	Trainer, Teacher and Facilitator. Political Training
Session 2	120 Mins	Facilitation Skills
Session 3	60 Mins	Qualities of a good Facilitator
Session 4	120 Mins	Participatory Tools for Humanitarian settings
Session 5	90 Mins	Designing Community Trainings and Activities: Action Planning
Session 6		Action Track
Session 7	45 Mins	Evaluation

Module 4: Session 1: Trainer, Teacher and Facilitator. Political Training

Learning Objectives	After the session participants will: <ul style="list-style-type: none">• Be able to describe the differences between a trainer, a teacher and a facilitator.• Be able to discuss participatory training principles in relation to the three roles.
Session Resume	This session discusses the differences between a trainer, teacher and facilitator with the aim of making the participants more aware of the trainer role, not least the political aspect of being a trainer – you always have an agenda with your trainings.
Key discussion Points	<ul style="list-style-type: none">• The differences between a teacher, a facilitator and a trainer and what role we use in various situations.• When are we training and when are we only facilitating?
Estimated Duration	60 Mins
Notes to facilitator	Find the presentation in the drive.



FACILITATION PROCESS

Introduction & Framing (5')

Explain to participants that for the next hour they will be discussing the differences between a trainer, a facilitator and a teacher, and dig deeper into the concept of facilitation.

Exercise: Brainstorm (35')

In ActionAid Global Platforms we often use the terms “trainer” and “facilitator” interchangeably. And at the same time, we also often say that we teach people something. But there are actually important differences between these three categories. Now we will investigate the three concepts a bit further and discuss why it is important to distinguish between them.

We will brainstorm on the difference between a trainer, facilitator and teacher.

- Stick three flipcharts on the wall with a star person on each and the headline “Teacher”, “Facilitator” and “Trainer”.
- Individually or in pairs the participants write down key notes about what they think characterize a trainer, facilitator and teacher.
- The participants put their key notes on the three flipcharts.

The trainer categorizes the points on the three charts and presents the main points. Discuss the points in plenary and tell participants that you will give some input afterwards.

Presentation (15')

Present the PowerPoint presentation.

! It is important to be clear about the differences in the concepts. However, the exercise is difficult to facilitate since there is often a very big confusion about especially trainer and facilitator and there can also be linguistic and cultural difference on the meanings of the words. Make clear that they are always trainers with an agenda with their trainings and clear learning as well as political goals. To be a facilitator is a tool among many others that you can use as a trainer in order to reach your training goals.

Sum Up (5')

Go back to the three flipcharts. Read the written characteristics out loud and rearrange if necessary, with the new knowledge from the presentation. Ask 1-2 of the participants to facilitate this process, this makes it more participatory and you explicitly give participants power over concepts and space to “fail, fail again, fail better”.

Trainer sums up the session and repeat the differences. Make sure that the participants understand that they are always trainers who are never neutral, and that facilitation is a tool to use among many others.

Module 4: Session 2: Facilitation Skills

Learning Objectives	After the session participants will be able to: <ul style="list-style-type: none">• Identify the different communication skills introduced• Reflect on the effect of the different micro skills and discuss when to use them.• Use micro skills in own training practice.
Session Resume	This session introduces a range of communication skills that are essential within facilitation. Through small role-plays the skills are illustrated and their purpose and effects are afterwards discussed.
Key discussion Points	<ul style="list-style-type: none">• How can micro communication skills be used within facilitation?
Estimated Duration	120 Mins
Notes to facilitator	It is important to allocate enough time to prepare the role-plays. Consider very well the group sizes and how many people to put on each skill. Stacking is e.g. best illustrated in a group with four people. Mirroring on the other hand can easily be done in a group with only two people. Find the handout for the micro-skills here.

A lot of time have been allocated for this session, if you are pressed for time it the role-playing section can be shortened, but it is very good to have a lot of time to practice and discuss the different skills.



FACILITATION PROCESS

Introduction & Framing (5')

In this session we will work a lot more with the art of facilitation. Facilitation is a lot about communication and about some very concrete skills and tools that you can use to promote inclusion and full participation - the values of a facilitator that we touched upon earlier and will discuss in more depth in this session and the next.

In this session you will be introduced to a range of tools and skills that you will get to practice in some concrete group facilitation exercises.

Groups: Micro Communication Skills (10')

Give the participants the [handout on micro-skills](#) and divide them into groups of 2-4 people depending of the number of participants in the course and the different micro skills. Some skills only need two people to be illustrated while others need 3-4 people.

Distribute the skills among the groups, so that each group get 1-3 skills. Stress that they should focus on these skills and don't have to read the others now.

Role-Play: Preparation (30')

- The groups now get 20 minutes to prepare a small role-play illustrating the skill they have been given. If a group has more skills, they prepare one role-play per skill.
- A group member plays the role of the facilitator.
- The role-play shouldn't last more than one minute.
- Tell the groups that they should not tell the other participants what skill they are playing, since they should guess afterwards.
- Prepare to do the role-play in a theatrical set-up, e.g. put the chairs in a half-circle around the "stage".

Role-Playing (60')

- The groups take turn playing their skills. Tell them not to mention their skill before playing.
- After the play you ask the audience what skill they saw. Take in answers. Maybe more skills are in play that the one they were given to illustrate. Confirm with the group on stage what skill they were illustrating.

- Ask the participants how the skill works to create a common understanding and discuss with them when you should use it as facilitator. They can use their previous experiences to discuss.
- After a small discussion of the skill, move on to the next group that will perform their role-play. Continue with this process until all groups have been on stage and all skills have been illustrated.

Sum Up (5')

Thank all the groups for their plays and participation. Tell them that it takes time and practice to get the skills integrated in your facilitation. First step is to know them and try to use them.

Module 4: Session 3: Qualities of a Good Facilitator

Learning Objectives	After the session participants will: <ul style="list-style-type: none"> • Have reflected about and discussed the qualities of a good facilitator. • Tried facilitating a small exercise to their peers using some of the basic tools and skills of facilitation.
Session Resume	In this session we will continue to discuss and get acquainted with tools for youth leadership in humanitarian settings. Facilitation is a tool used by all trainers and a tool which is extremely useful in almost any situation of engaging in leadership
Key discussion Points	<ul style="list-style-type: none"> • What is a good facilitator? • What are some important values of facilitation?
Estimated Duration	60 Mins
Notes to Facilitator	Find the presentation in the drive.



FACILITATION PROCESS

Introduction & Framing (5')

Facilitation is a tool used by all trainers and a tool which is extremely useful in almost any situation of engaging in leadership, if you want to conduct a community meeting you will use facilitation skills and if you want to disseminate humanitarian concepts to your peers you will use facilitation skills. Ask participants if they can think of any other situation where using facilitation skills is useful when engaging in humanitarian settings.

Presentation: Facilitation Values and Tips 5 good tips for facilitation (15')

Try to think about the points about facilitation when you facilitate. These are also the things that you should pay attention to when you observe and give feedback to each other.

If you have time, you can ask the participants to come up with examples of what a facilitator can do to include everyone.

Exercise (35')

- Split the group into 2-3 large groups depending on how many participants you have.
- Ask individual participants to facilitate an energizer to their groups.
- They have to come up with an energizer themselves, and also have to frame, run and sum it up using the facilitation values. AND they have to keep time allocated to them – 3-4 mins each, again depending on how many participants you have.

Sum Up (5')

Sum the three sessions on facilitation and training up by repeating that training and facilitating is not easy, it takes a lot of time practising and we can only become better by living by the good old motto of the Global Platform trainers and participants: “Fail, fail again, fail better”.

Module 4: Session 4: Participatory Tools for Humanitarian settings

Learning Objectives	After the session participants will be able to: <ul style="list-style-type: none">• Identify a wide range of different participatory methods and be inspired to use them.• Reflect on and analyse the potential of different participatory methods in Humanitarian Action.• Think critically about own training practice and adjust to use new participatory methods.
Session Resume	This session investigates different participatory methods and tools by gathering all the methods and exercises known by the participants and putting them into an analytical frame to give an overview of their potential.
Key discussion Points	<ol style="list-style-type: none">1. Which participatory methods and when do we use them?2. What is the potential of the various methods in Humanitarian Action?
Estimated Duration	120 Mins
Notes to facilitator	Take notes during the presentation of the various methods (maybe have a co-trainer taking the notes, so the trainer facilitating the

session can focus on facilitating the presentations) in case you want to gather the methods in a book for the participants.

Refer to **drive** for a visual presentation of the matrix and the potentials of the tools and methods based on matrix placement.



FACILITATION PROCESS

Introduction & Framing (5')

Frame the session and emphasize that participants will identify and analyse the applicability of the different participatory methods. The aim of this session is to gather all the methods that participants know, exchange experiences and get inspired. At the same time, they will discuss the potential of the different methods.

Exercise: Walk and Talk (25')

Split participants into pairs and ask them to go for a 15-minute walk and to bring a post-it-block with them. On the walk they talk about the participatory methods and exercises they know and write them down – one method/exercise per post-it.

Matrix of Methods and Exercises (75')

When the participants are back – explain the matrix where they are going to place their post-its:

Draw the matrix with two axes (see the presentation for visualisation) and explain:

- Individually – plenary: To what extend is the method/exercise to be carried out individually, in a smaller group or in plenary?
- Public – private: To what extend does the activity take place in a private room, (classroom) or in public space? This axe refers to public action learning and using society as classroom.

Trainer gives two examples. Place e.g. “learning log” as an individual, private activity, and “making interviews with locals” as a group activity in public.

- The participants take turns in placing one activity at the time in the schedule. They only say the name of the method/exercise and place it. If it's unknown by the others they can explain it in brief. This process may take a lot of time – depending on the experiences of the participants as well as the number of participants. It is however an inspiring eye-opener for them.
- After all the post-its have been placed, take a discussion about the variety of the methods. What does the matrix tell the participants? Are one of the corners over- or underrepresented – and why?

Potential of the Tools and Methods (10')

What is the potential of the different types of methods/corners? Trainer to explain the following points:

- Individual-private methods: Good for individual reflection and personal learning.
- Individual-public methods: Good for dialogue and personal meetings with strangers. A personal challenge to act up.
- Plenary-private methods: Good for joint learning experiences, communicative practices and reflection in a safe space.
- Plenary-public methods: Good for action competence and real-life solidarity feeling. Clear link to surrounding society.

Sum Up (5')

Ask about the key learnings from this session. Consider making a small book with all the methods of the participants. Get all of them to type in three of their methods with explanations.

Module 4: Session 5: Designing Community Trainings and Activities – Action Planning

Learning Objectives	After the session participants will: <ul style="list-style-type: none">• Have made a concrete plan for carrying out step-down training and/or activities for their peers.• Have shared their plans, discussed their needs for support and formed peer-groups.
Session Resume	In this session participants will plan how and when to carry out step-down training and activities for their peers in order to disseminate the concepts of humanitarian work and create and support (more) young leaders. Participants will discuss their plans amongst themselves and agree on needs for support as well as form peer support groups.
Key discussion Points	<ul style="list-style-type: none">• How and when should we carry out step-down activities?• What makes sense to do in our specific context?• What support will I need in carrying out the activities?
Estimated Duration	90 Mins
Notes to Facilitator	As much as possible let this session be led by the participants themselves, it is them who will carry out step-down activities and therefore also them who must own the planning process.



FACILITATION PROCESS

Introduction & Framing (5')

In this session we will become very practical in order to discuss the next steps after this training ends. You will be expected to carry out some step-down activities for our peers in our contexts, this session gives you time to plan for this, seek support and engage in peer-groups with your fellow participants so you can support each other in the activities. Repeat that one of the main objectives of this training (and the YLVO project) is to create a ripple effect in youth leadership in humanitarian activities.

Quick Plenary Brainstorm (10')

Ask participants what kind of step-down activities they are hoping to do, and what would make sense in their context.

This is done in plenary both with the purpose of sharing and inspiring as many ideas as possible, but also for participants to be able to go together in peer-groups according to concrete interests and plans for step-down

Action planning (40')

Ask participants to either sit together with other participants from same context or split themselves into groups according to what they want to do. Whatever makes sense for the participants is what you should go with, make sure that participants understand that this is not an exercise, this is them planning activities that they will actually go and carry out.

Ask participants to plan their activities by answering these questions (and maybe more)

- What activities do I want to do? (what needs can I identify?)
- What is the purpose /aim of the activities? (what do I want my participants to learn?)
- When do I want to do them? (create a timeline)
- Who is the target group?
- What support will I need? (human resources, financial, etc.)
- How will I document the learning?

Setting up Support Structures (30')

When participants are done creating their plans, ask them to share in plenary. Ask the other participants to give feedback.

Facilitate the setting up of support structures. If we hope to ensure that participants will actually do step-down activities we need to make sure that they do not leave the training feeling alone

and left to themselves. Having a support network makes a big difference in the chances of step-down activities actually happening.

As much as possible, let the participants run this part of the session themselves, if they are allowed to decide how to best form support structures you ensure that they create the type of setup that makes the most sense to them.

Sum Up (5')

Sum up the session by giving a bit of a pep-talk. Say that you look forward to hearing more about all the cool activities they are carrying out in their communities and contexts and that you know for sure that they will be able to inspire even more amazing young leaders to develop and take responsibility in humanitarian settings.

Module 4: Session 6: Action Track

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Have gained experience in facilitating concepts of humanitarian settings that they will use to disseminate to their peers.
Session Resume	<p>This is another action track session where the participants are meant to practice their facilitation skills. In the first one they planned a session on some of all the concepts they learned about in Module 1, in this session you could consider asking them to go and run the session they planned in module 1 in a nearby secondary school, university, etc.</p>
Key discussion Points	<ul style="list-style-type: none"> • How to facilitate the humanitarian concepts? • How to facilitate humanitarian program cycle? • How to demonstrate young people's leadership in the humanitarian concepts?
Estimated Duration	As much time as you have/ need
Notes to Facilitator	<p>It is not too important exactly what you choose for participants to go and do as long as it involves them gaining practical experience in facilitation, and it obviously has to relate to young people's leadership in humanitarian action.</p>

Module 4: Session 7: Evaluation

Learning Objectives	<p>After the session participants will:</p> <ul style="list-style-type: none"> • Have shared their feedback about the learning process. • Suggested improvements to any future similar learning processes.
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Session Resume	In this session participants will do a keep, add, drop exercise in order to give feedback to the trainer and the team about the learning process.
Key discussion Points	Three levels of knowledge we want to gain from our evaluations: <ul style="list-style-type: none"> • Did participants reach learning objectives? • Creating a space of critical reflection • Quality assuring training
Estimated Duration	45 Mins
Notes to Facilitator	Running an evaluation can be a bit tough, you have poured so much energy into running a training/ activity and it can be difficult to hear about what participants did not like, agree with or in other way receive criticism. Please try and make sure you do not take the feedback personally and do not try and explain or justify why something had to be the way it was when participants point it out. As much as possible we try to act neutral when we receive negative feedback. We do this because it is important that participants feel that we have listened to their points and taken them seriously (whether you agree or not is a different story, but evaluations are one session where we act as facilitators). We use appreciative inquiry as a point of departure in our evaluations, if you want to read a bit more background on this you can find a document in the drive.



FACILITATION PROCESS

Introduction & Framing (5')

Tell participants that their feedback is important to you and that you hope they will help you and others make this training even better in the future.

Keep, Add, Drop (35')

- Facilitate a round of Keep-Add-Drop – ask participants to go into groups of 4-5 and come up with 3 things to keep, 3 to add and 3 to drop or improve in the training.
- Once this is done ask them to share their reflections. As mentioned, this is not the time for the trainer to “defend” the training should participants have negative comments, simply thank them for their comments and ensure them that their issues will be taken into account next time the training is happening.

Sum Up (5')

Thank participants for their comments and contributions and thank them for their engagement and active participation throughout the training. If possible, give them another little pep-talk and repeat that you are excited to hear how they get on after the training.