Post 2015 Youth Engagement Event Planning Kit
Introduction

Welcome to the **Post-2015 Youth Engagement Event Planning Kit**. This kit has been designed to equip youth and organizations to plan a Post 2015 Youth Engagement event as part of a broader effort to empower young people to influence the post-2015 development framework.

This **Post-2015 Youth Engagement Event Planning Kit** is unique because it has already been tried and tested with young people at two Youth Forums in September 2012. It is developed from a culmination of previous experience and existing resources for empowering youth to influence the post-2015 development agenda. It provides successfully piloted materials that will help you organize your own post-2015 youth event at the local, national, or international level, as well as lessons learned during our pilot phase.

*Sidenote:* This planning kit should be accompanied by World Vision’s Toolkit for Child and Youth Engagement in Post 2015 if you need additional background on the post-2015 process.

It includes post-2015 **awareness raising tools**, **research methods**, **advocacy capacity building**, a **youth-friendly influencing workbook**, and various other practical resources that take you through the preparatory and implementation phases of planning a post-2015 youth engagement event. All of these materials have been specifically tailored for children and youth. They have been thoughtfully designed to ensure meaningful youth participation through all stages of the event. Please take a deep dive and be sure to modify these materials for your context specific needs.
The Post-2015 Youth Engagement Event Planning Kit is based on the experience of two post-2015 youth forums held in September 2012 and hosted by World Vision’s Middle East and Eastern European youth advocacy team. At these events, seventy-six youth between the ages of 13-24, representing 12 countries¹ came together in Armenia and Turkey² to present the critical issues facing young people in their countries.

Together, they discussed their problems and proposed solutions they would like to see reflected in the post-2015 development framework. Today they are developing their local and national level follow-up plans related to upcoming UN National and Thematic Consultations. This kit shares the tools that youth and adult facilitators used, as well as the lessons learned from this process.

¹ Afghanistan, Albania, Armenia, Azerbaijan, Bosnia & Herzegovina, Cyprus, Germany, Georgia, Kosovo, Lebanon, the Occupied Palestinian Territories, and Romania
² Due to travel restrictions the youth had to be gathered in two separate locations.
Why Organize a Post-2015 Youth Engagement Event

A post-2015 youth engagement event provides youth with an opportunity to seize their right to participate in and influence the decisions that will affect them. Recognizing that young people account for 1.2 billion or nearly 18 per cent of the world’s population (percentages are much higher in the poorest nations of the world), the UN declared in their recent publication, The World We Want, that they want to hear from youth as they develop the next set of Millennium Development Goals, also referred to as the post-2015 development framework. However, the UN has also informally stated that they do not have the capacity to organize youth and need the help of organizations or individuals to make this happen. Therefore, this event planning kit is a resource to help organize youth participation in one of the most important advocacy opportunities of their generation.

What happens at a Post-2015 Youth Engagement Event

At a post-2015 youth engagement event, youth will come together and hear the situations occurring in each other’s communities or nations, then discuss and determine their unified position. The piloted forums included plenary sessions from former or current youth activists, skills building trainings, country presentations, small group discussions, intercultural & interreligious dialogue, youth journalism, and fun team building activities among other events indicated on the agenda and in the facilitation guides. At the end of the event, elected youth participated in a press conference where they presented the Youth’s joint recommendations – those things they wish to see reflected in the post-2015 development agenda. These recommendations were later collated in a Youth Declaration which will be presented by youth during National and/or Thematic Consultations held by the UN. The recommendations will also be used to influence a variety of audiences such as High Level Panel Members, the Beyond 2015 Campaign, partner organizations, and other key stakeholders.

(Please see) Appendix 1 for the Youth Declaration.
Participants

Participant roles and selection process are critical to ensuring a successful event. In the text below, you will read the variety of participant roles that could be included in a post-2015 youth engagement event. However, it is very important that the young people who assume these roles are chosen in such a way that inclusiveness, diversity, gender equity, and the most vulnerable are taken into account and given equal opportunities. A youth-led selection process is recommended and the tools in Appendix 10 will guide you in how to develop one for your event. These tools should be used at least three months in advance.

**Young delegates** - These are young people who have been elected by their peers to represent a broader constituency of youth from their communities at the event. They should be a young person who meets the criteria that the youth develop, with guidance from adults where needed in the areas of equity, inclusiveness, and non-discrimination. Within this Event planning kit is a facilitation guide to help adults enable youth to lead this selection process. The youth delegates should make up the majority of the participants at the event.

**Young Journalists** - Young journalists are key actors for making the events, actions and results of the event known in different parts of the world. They attend the event, take pictures, write stories, tweet, and update Facebook statuses to keep their peers updated from abroad. They also provide a mechanism for their peers to participate in the event, virtually.

**Peer Educators for Online Safety** - Because young people will be accessing the internet to update various social media sites, it is important that they understand how to be safe online. Therefore, these peer educators provide online safety courses for the young journalists and other youth delegates at the beginning of the event to ensure their protection. After their safety courses, they participate fully and equally in the event as a youth delegate.

**Youth Planning Committee** - The young people serving on the youth planning committee help to develop the event agenda and take an active role in coordinating the event. They do not necessarily attend the event (though they can), but they ensure that youth are an active part of planning the event’s details.

**Chaperones** - Chaperones are responsible for ensuring all youth are protected and able to participate fully. They do not share their own views, but they are instrumental in helping youth to raise their voices. World Vision has guidelines for chaperones that can be referenced for more detailed information on their role and responsibilities.

**Keynote Speakers/Former or Present Youth Activists** - They will share their valuable and inspirational experiences during plenary sessions and before group dinners.

**Trainers/Facilitators** - They will lead learning events and ensure everyone is having fun.
It is also important to understand the role of adults at any Youth event. The following are guidelines for adults participating in various roles of a Youth event.

- Enable youth to be the leaders (or co-leaders) of the event from the very beginning
- Create an environment where youth voices will be raised and heard at all stages (planning, implementation, and follow-up)
- Set an example to others of valuing (even defending) the ideas and opinions of youth
- Allow and empower youth to be decision makers and to take on challenging responsibilities
- Be a mentor to youth to help them succeed
- Be cautious not to dominate any stage of the event planning process as an adult
- Ensure the safety of the youth as they travel and during the event

Lesson Learned:

Because our Post 2015 Youth Forums were organized in less than three months, we (adults) did not provide enough time to properly engage youth in the planning process of the event. Empowering youth to take a leadership role from the very beginning of an event takes additional time. Therefore, allocate approximately 6 months to ensure youth have sufficient time to organize a high quality international event. If the event is local or national then allocate approximately 3 months for planning purposes.

“Youth have to not be silent!”
Yerevand, 16 year old boy from Armenia
How to organize your Post-2015 Youth Engagement Event

As with planning any event, there are strategic and logistical aspects to be tended to. This kit primarily focuses on the strategic process and content of materials. It includes only a few resources for logistical support. If more logistical support is needed, we highly recommend you hire a consultant as we did.

A post-2015 youth engagement event should be planned strategically and jointly with youth. To plan strategically means to outline the goal and objectives in advance. Keep in mind important upcoming events, key influencing targets, and expertise that will increase the impact of the event. Incorporate these strategic elements into your activity planning such as the date, location, key note speakers, and press event. For example, the September 2012 events were organized to prepare youth to meaningfully participate in National Consultations which were approaching in November 2012 thru March 2013 in countries such as Armenia, Albania, and Lebanon. Therefore, we organized the event well in advance of these consultations and located one in Armenia for increased local visibility of youth participation in the post-2015 development agenda.

Lesson Learned:

A weakness is that youth were not involved in developing the agenda. For future events, youth have already volunteered to be part of an event planning committee so that they will have ownership over the event from the beginning. This was not possible for the first event due to time constraints.

1 > INTENSIVE JOINT PLANNING EVENT

Furthermore, in order to give yourself the ability to strategically plan, consider a 2-day intensive joint planning event at least 4 months in advance, with your planning committee. This event is the time for creative brainstorming, developing the detailed agenda, assigning roles and responsibilities of each committee member, and defining deadlines. After this event, ongoing planning will be a much smoother process.

Lesson Learned:

The September 2012 events were planned only two and a half months in advance due to organizational budget cycles. Ideally it should have been planned at least 4 months in advance.
2 > AGENDA SETTING
During your 2-day intensive joint planning event, you will draft an agenda for the event which includes:
• the sessions to be facilitated during the post-2015 youth engagement event
• the persons responsible
• exact dates
• venue
• budget clarifications
The following is the agenda from the post-2015 youth engagement event held in Armenia, for your reference. Communicate these details at least 4 months in advance to all facilitators and potential participants for their review, feedback, and information.

(PLEASE SEE)
[Appendix 02] Youth Forum Agenda and Information Package

3 > CHILD/YOUTH PROTECTION PROTOCOLS
In order to ensure the safety of all young participants, it is important to define the child/youth protection protocols from the very beginning. In Appendix 2 you will find the resource packet used before “the world YOUTH want” forums to prepare children/youth, parents, and the organizations staff.

(PLEASE SEE)
[03] Child Protection Protocols

4 > AWARENESS RAISING ON MDGs
In order to prepare youth for participation in their Post-2015 event, the following were the tools created for facilitators of youth to help them explain the existing MDGs and how they are connected to the Post-2015 process. These presentations are intended to explain the Millennium Development Goals and the post-2015 development agenda. Send these tools at least 3 months in advance so that local level teams have time to translate, contextualize and present them to the youth delegates.

(PLEASE SEE)
[04] MDG Youth Friendly Powerpoint
5 > YOUTH SELECTION PROCESS
The next set of facilitation guides are to help youth define their selection criteria and elect their own youth representatives (versus adults selecting the youth that should attend the event.) These tools are designed to help youth develop an inclusive and equitable process that also reaches out to the most vulnerable in their communities. Send these tools at least 3 months in advance to allow time for translation, contextualization, and use with young people at the local level.

(please see)
[05] Facilitation Guide for Youth Selection
[06] Guidelines to Youth Selection Process for the Regional Youth Conference
[07] Youth Selection Powerpoint

6 > YOUTH LED RESEARCH
The following set of facilitation guides are to be used with the elected youth delegates (and other youth, if they are interested) to guide them in collecting the opinions of their peers that they will be representing, especially those in the most difficult circumstances. These are research and analysis tools for youth. Send these tools at least 3 months in advance.

(please see)
[08] Youth-led Research Tools

7 > YOUTH PRESENTATIONS
The youth will use the information from their research to develop their country presentation that will be given during the event. Be sure to give youth and facilitators detailed instructions about the type and length of presentations they should give. We prepared each country to give a 5 minute presentation (10 minutes with translation). Encourage the youth to be creative in their presentations. However, also prepare them to be good public speakers using the ART Public Speaking Toolkit.

Lesson Learned:
Write into the Event agenda at least 1 hour for all countries to practice their presentation on the first day. This will help the youth feel more confident. They were practicing their presentations late into the night at our event. We should have scheduled them time for it during the day.
Follow-up

At the end of your event, it is critical to enable the youth to develop their own follow-up plans. The following workbook is designed specifically for youth to use to create their local and national level post-2015 influencing plans. It should be used with their peers in their communities and includes basic information about the MDGs and the post-2015 agenda, power mapping exercises, and campaigning guidance materials so that they coordinate activities as part of a strategy versus one-off events.

(Please see)
[10] Youth Influencing Workbook

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Lesson Learned:

1. During the Event be sure to have a very diligent and committed note-taker in order to ensure that all of the ideas from the youth are capture. We did not do this well and we fear that some of their ideas were lost along the way. The most important pieces were captured in their press event, but there was still fruitful information that we wish we would have documented.

2. Be prepared to modify your facilitation guides on a daily/nightly basis depending on your group of youth. After intense preparation, we still modified most facilitation guides due to the different needs of the group we were working with. We also found ways to improve the sessions. All facilitation guides reflect our changes, but we are certain more changes will need to be made for different groups of youth.

• BONUS •

One of the most valuable things we did was hire a videographer to document the event. If you have budget, we highly recommend this as the video is in very high demand.
Adult support and encouragement in this post-2015 follow-up will be needed.

We have found that it is difficult for youth to follow the post-2015 debate without ongoing support, but it is natural for them to organize engagement activities.

Therefore, your adult role can be any of the following:

1. Encourage youth to develop a communication mechanism to stay in touch
   > Our Youth decided to create a Facebook page

2. Ensure each youth has an Influencing Workbook and help them mobilise their peers in their local communities to begin using these workbooks and writing down their plans
   > If needed, assist youth with a safe space, transportation, snacks, or materials for their meeting

3. Support youth in implementing their plans – be an active partner, but do not dominate their plans
   > If needed, help youth coordinate town hall meetings, develop research tools, prepare for media events, etc.

4. Provide weekly updates about the post-2015 process via the youth’s preferred communication mechanism

5. Inform youth of upcoming engagement opportunities and help them understand how they can be involved

6. Provide ongoing youth leadership capacity building so that they are well equipped and confident to participate in high level events (please contact us for youth leadership tools, if needed)

Conclusion

We look forward to hearing about your post-2015 Youth Engagement plans. If you do intend to use these materials in any way, we would like to hear from you. Please contact us using the information below.

In addition to this activity planning kit, World Vision is offering other post-2015 engagement support for adults, children and youth. Again, please contact us for more details.

We wish you and your youth much success – may their voices be heard!

Contact Details

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Appendix

[01] Youth Declaration
[02] Youth Forum Agenda and Information Package
[03] Child Protection Protocols
[04] MDG Youth Friendly Powerpoint
[05] Facilitation Guide for Youth Selection
[06] Guidelines to Youth Selection Process for the Regional Youth Conference
[07] Youth Selection Powerpoint
[08] Youth-led Research Tools
[09] Conference Facilitation Guides:
   1. WYW Facilitation Guide_name games
   2. WYW Facilitation Guide_Peace Building Games
   3. WYW Facilitation Guide_Groundrules FINAL
   4. WYW Facilitation Guide_Plenary Speaker on MDGs FINAL
   5. Public-speaking-ART-FINALprint
   6. WYW Facilitation Guide_Tweeting for success
   7. WYW Facilitation Guide_Youth Facilitation Skills
   8. WYW Facilitation Guide_KCSO
   9. WYW Facilitation Guide_Issue Selection
  10. WYW Facilitation Guide_Problem Statements and recommendations
  11. WYW Facilitation Guide_Goals and SMART Objectives_mel rev
  12. WYW Worksheet and Guide_Preparing to Write a Position Paper
  13. WYW Facilitation Guide_Youth Networking
  14. WYW Facilitation Guide_Follow-up plan to influence Post 2015 agenda
  15. WYW Facilitation Guide_Master of Ceremonies
  16. ENERGIZERS_ICEBREAKERS
  17. AGENDA_RYC Armenia
  18. Information Package_Armenia
  19. AGENDA_RYC Istanbul
  20. Information Package_Istanbul
  21. CERTIFICATE
  22. How to do a press conference

[10] Youth Influencing Work Book
[03] Child Protection Protocols

Child Protection Protocols:

[04] MDG Youth Friendly Powerpoint

MDG Youth Friendly Powerpoint
http://www.art-youth-network.com/#/toolkits
(Please scroll down the page to find this power point)

[07] Youth-led Research Tools

Youth Selection Powerpoint
http://www.art-youth-network.com/#/toolkits
(Please scroll down the page to find this power point)

[08] Youth-led Research Tools

Youth-led Research Tools:

[09] Conference Facilitation Guides:

How to do a press conference:
http://www.art-youth-network.com/#/toolkits
(Please scroll down the page to find this power point)

[10] Youth Exercise Book

Influencing Workbook:

Public Speaking Manual:
“We are the future”, was the bold chant which echoed through the symposium theatre as 16 year old Corneliu Bichinet from Romania finished his speech about the world he and his peers aspire to see reflected in the post-2015 development framework. In September 2012, Corneliu was one of 76 youth aged 13-24 representing more than 1000 youth from 12 nations who united to raise their voices about “the world YOUTH want” at 2 international youth conferences¹. With their approval, this document represents their unified position.

The aim of each Youth Conference was to provide a platform for youth to begin influencing the post-2015 development agenda. Each Youth Delegate was elected prior to the event to represent the voices of their peers, especially children and youth in the most difficult circumstances. Before attending the event, the Youth Delegates organised and conducted research in their communities to assess and analyse the situations, opinions, and aspirations of youth in their communities and nations. World Vision took them through a process of understanding how to select the tools they needed and then, how to craft and use them properly. After the training, each national group of Youth Delegates selected their research method and developed their own tools, including surveys, focus group discussions, and interviews. For example, Youth from Bosnia and Herzegovina developed, delivered, and analysed a survey they created which reached out to more than 160 young people between the ages of 16 and 30. This information was used by the youth to develop their national level presentations which were voiced at the Youth Conference. The youth consolidated and prioritised the information from each country to develop their priorities and recommendations which will be used in their communities, countries and at a global level to influence the post-2015 development framework.

The following priorities and recommendations represent more than 1000 youth voices from Afghanistan, Albania, Armenia, Azerbaijan, Bosnia & Herzegovina, Cyprus, Georgia, Germany, Kosovo, Lebanon, Occupied Palestinian Territories, and Romania.

The 9 priority issues identified by Youth in the above listed countries are:

<table>
<thead>
<tr>
<th>Health</th>
<th>Peace</th>
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<tbody>
<tr>
<td>Education</td>
<td>Equality</td>
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<tr>
<td>Employment</td>
<td>Environment</td>
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<tr>
<td>Child Protection</td>
<td>Child/Youth Participation</td>
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<tr>
<td>Healthy Habits</td>
<td></td>
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</tbody>
</table>

For more information on this process, subsequent follow-up plans or the following Youth Declaration, please contact the following World Vision staff:

Melanie Ewert, melanie_ewert@wvi.org, Middle East/Eastern Europe Advocacy Manager
Artak Shakaryan, artak_shakaryan@wvi.org, Middle East/Eastern Europe Youth Leadership Expert

¹ Due to travel restrictions, the youth were gathered for Conferences in two separate locations: Armenia and Turkey.
YOUTH DECLARATION

(This text was developed, consolidated, and written by youth ages 13 to 22.)

We, a group of 76 youth from twelve countries, participated in “The world YOUTH want” forum for 4 days in order to discuss and challenge the current status quo of the world. The following are our priority issues and solutions we ask to see reflected in the post-2015 development framework.

Health. Healthcare systems worldwide are malfunctioning due to lack of hospitals, medical supplies, poorly or untrained staff, and corruption. The majority of these problems derive from underfunding. For example, the amount of money dedicated to healthcare compared to the country’s GDP is 4.7% in Armenia, 5.4% in Romania, and 6% in Cyprus. We propose the following measures to be taken by governments:

- Invest more money in order to improve the quality of conditions in hospitals
- Improve the quality of training and education for medical staff
- Build and equip more healthcare centres in rural areas
- Increase wages for medical staff to stop corruption

Education. Many students drop out of school because of economic problems, gender stereotypes, violence and underage marriage. In addition, youth are not interested in graduating because they are aware that they do not have employment opportunities. This is demonstrated by high youth emigration rates from Romania, Armenia, Albania, Georgia, and Gaza. When youth do attend school, the quality of education is low and is coupled with high levels of corruption. In Afghanistan, schools are often insecure without safe or suitable study places for students. We call for the following actions:

- Build collaboration between government and NGOs to provide programs to raise awareness about the importance of education for all girls and boys
- Organise meetings with parents to discuss the harmful effects of underage marriage and school drop outs
- Create programs to train youth and to create jobs for them after they finish their education
- Enhance, establish, and enforce electronic teacher and student monitoring systems
- Improve security – ensure every child and youth has a safe and proper place to study

Employment or “Life Opportunities”. Life opportunities (employment) should be available for all people in this world. Currently, there is a lack of job opportunities which results in youth unemployment and hopelessness. Young people do not have sufficient capacity; they lack work experience; or they live under siege and within blockades. Therefore they are suffering from unemployment, although many have graduated from university. The solutions we recommend are:

- Open more and new work places in private and governmental sectors for young people
- Increase opportunities for youth internships, volunteering, and freelance work
- Support youth-led programs where youth research job opportunities for their peers

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2 The twelve countries references are Afghanistan, Albania, Armenia, Azerbaijan, Bosnia & Herzegovina, Cyprus, Georgia, Germany, Kosovo, Lebanon, the Occupied Palestinian Territories, and Romania.
**Child Protection.** More and more children every single day suffer from being abused not only by their families but also by their social environment. Evidence shows that since 2010 the number of child deaths per day due to child abuse and neglect has been increased by 5. Many children are stigmatized because they have disabilities, different ethnicities, or because of their religion. For example, in Bosnia, between as many as 50% of Roma children are not enrolled or have dropped out of school. As a result, we recommend:

- Enable peer educators to raise awareness about child abuse and not to discriminate against children with differences
- Governments should establish help-lines where abused children can call and ask for support from specialists
- Introduce activities, programs, and camps where children interact with each other, thus making them feel secure, accepted and equal

**Healthy Habits.** Youth in our countries have lots of bad habits such as smoking, drinking alcohol, and drug addiction. There are teenagers who feel hopeless or experience social abuse that are cutting themselves and attempting suicide. Day by day it increases in scope. Currently there are at least 10,000 drug addicts in Lebanon and more than 30% of youth in Gaza have reported using drugs. In Afghanistan, the young generations are consuming narcotics from local plantations. We recommend the following:

- Create hotlines where young people can talk to someone and get help
- Invest in rehabilitation programs for youth who consume drugs versus putting them in jail
- Support youth-led campaigns to raise family and youth awareness about the harmful effects of drugs

**Peace.** All countries need peace, stability, freedom and national unity. Countries with weapons and power kill people of other countries. The earth should not be a jungle where the strong survives. War causes inequality. Weak nations, in terms of power and weapons, do not have healthy water to drink. Their economy is controlled by occupying countries. Because of war, we (Palestinians) are banned from travelling and having an airport. We can’t play on the beach. Every youth has the right to practice their religion without challenges. We would like to recommend the following:

- Pressure should be placed upon governments to support civil society
- Youth conduct awareness raising campaigns about how war affects countries
- International partnerships created to help poor countries

**Equality.** We want equality for orphans so they can be integrated into society after they are coming out of the orphanage. We want equality for prisoners so they can be reintegrated into society after their time in prison. We want equality for both genders so men and women have the same status of education, job opportunities, and every part of life. We want equality for disabled people so they can have equal status in society and have a normal role in daily life. We recommend the following:

- Promote positive role models and use personal stories of overcoming challenges to build bridges of understanding
- Youth conduct public education campaigns on equality, inclusion and non-discrimination, especially among schools
- Increase and enhance educational opportunities, including vocational training, internships, and employment support for youth transitioning out of institutions
Environment or “Going Green”. Trees are being cut illegally. In Lebanon, during the last 40 years, more than 35% of existing forest coverage has deteriorated. Our air is being polluted by the smoke of factories and vehicles. In Azerbaijan, over 50% of air pollution is cause by vehicles and in Lebanon, pollution is being caused by manufacturer’s who dispose of their waste unsafely. Furthermore, 80% of Gaza beach is polluted by wastewater which is discharged from residential areas. In Lebanon, many of the sewage systems are undersized in relation to the population that they serve. Therefore, we propose the following:

- Youth should conduct public awareness campaigns and calls for the public to plant trees, clean the beaches, use garbage cans, and ride bicycles
- Youth and communities initiate clean-up programs using Facebook to recruit volunteers
- Send a message (including incentives) for big companies to help youth in these efforts
- Increase pollution penalties

Child/Youth Participation or “Youth Voice”. As youth with power, self-belief and passion for life, we aim to build a society where children are protected and able to capture the world. We are the future which means we have a responsibility to make this world a better place to live. However, no one is listening to us. States are taking debts, which the youth must give back later. States and youth should make decisions together, but they are not. We suggest:

- Organise groups of young people to raise their voices and take action for change
- Use TV, radio, and the internet to raise youth voices
- Youth should partner with NGOs who work to include youth in decision making processes

It is time that the voices of youth around the world are heard and taken into account. We have something to contribute. We are full of energy waiting to be transformed into action. We are asking you to lift the barriers for youth. We need your help and promise to also take action upon these recommendations.

*Let’s trust and support one another to achieve this together.*
References


iv Focus group discussion of 8 Afghan youth, personal communications, August 2012.


vii Focus group discussion of 8 Afghan youth, personal communications, August 2012.


### THURSDAY, 20TH OF SEPTEMBER, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>08:30 - 09:00</td>
<td>Arrival</td>
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<tr>
<td>12:00 – 13:00</td>
<td>Registration</td>
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<td>13:00 – 14:00</td>
<td>Lunch</td>
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<tr>
<td>14:00 – 14:30</td>
<td>Get to know each other – games</td>
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<td>16:00 – 17:00</td>
<td>Snacks &amp; tea / free time</td>
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<tr>
<td>19:00 – 20:00</td>
<td>Dinner</td>
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<td>20:00 – 21:00</td>
<td>Cuisine dessert</td>
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<td>21:00 – 22:00</td>
<td>Dance / music</td>
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### FRIDAY, 21ST OF SEPTEMBER, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>09:00 - 10:00</td>
<td>Breakfast</td>
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<tr>
<td>10:00 – 10:10</td>
<td>Icebreakers, Energizers</td>
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<tr>
<td>10:10 – 10:50</td>
<td>Plenary session: What are the MDGs?</td>
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<td>10:50 – 11:00</td>
<td>Question Lab</td>
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<tr>
<td>11:00 – 12:00</td>
<td>Youth delegates – Training 1: Public Speaking</td>
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<td>Journalists – Training 1: Blogging and Social Media</td>
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<td>12:00 – 12:15</td>
<td>Coffee Break</td>
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<tr>
<td>12:15 – 13:00</td>
<td>Youth delegates – Training 2: Facilitation and Note taking</td>
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<td></td>
<td>Journalists – Training 2: KSCO Training</td>
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<td>13:00 – 14:00</td>
<td>Lunch</td>
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<tr>
<td>14:00 - 19:00</td>
<td>Bus pick-up: Sight Seeing Tour - Old Town</td>
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<td>17:00 – 18:00</td>
<td>Game on messaging and activism</td>
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<td>18:00 – 19:00</td>
<td>Liana Speech</td>
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<td>19:00 – 20:00</td>
<td>Dinner (Khorasani Restaurant at Old Town)</td>
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<td>20:00 – 21:30</td>
<td>Departure for Hotel</td>
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SATURDAY, 22nd OF SEPTEMBER, 2012
09:00 - 10:00 Breakfast
10:00 – 10:10 Icebreakers, Energizers
10:10 – 10:50 Plenary session: National Team Introductions
11:00 – 11:10 Question Lab
11:10 – 12:00 Plenary session: Discussion and decide on themes. Discussion on the existing situation.
12:00 – 12:15 Coffee Break
12:15 – 13:00 (continue) Discussion on the existing situation.
13:00 – 14:00 Lunch
14:00 - 15:00 Plenary report. Group report (5 minutes /group)
15:00 – 15:10 Coffee Break & Energizers
15:10 – 16:00 (continue) Group report
16:00 – 19:00 Bus pick-up: Sight Seeing Tour - Bosphorus Cruise
19:00 – 20:00 Departure for Hotel
20:00 – 21:00 Dinner

SUNDAY, 23rd OF SEPTEMBER, 2012
09:00 - 10:00 Breakfast
10:00 – 10:10 Icebreakers, Energizers
10:10 – 10:50 Plenary: What make a good goal/SMART indicators
11:00 – 11:10 Question Lab
11:10 – 12:00 Group work: Writing recommendations
12:00 – 12:15 Coffee Break
12:15 – 13:00 (continue) Group work: Writing recommendations
13:00 – 14:00 Lunch
14:00 - 15:00 Group 1. Finishing policy papers and preparing for Press Conference;
Group 2. Young Journalists prepare for PC;
Group 3. Networking
15:00 – 15:10 Coffee Break
15:10 – 16:00 (continue)
17:00 – 18:00 Final Plenary: Speeches
19:00 – 20:00 Dinner
20:00 – 22:00 Certificates/Farewells. Dance & Music

MONDAY, 24th OF SEPTEMBER, 2012
DEPARTURE
REGIONAL YOUTH CONFERENCE

21 – 24 September, 2012  Istanbul, Turkey

Empowering Youth to:

be Aware,

Raise their voice, and

Take action!
Regional Youth Conference

The Regional Youth Conference in Istanbul will be held from 21 to 23 September 2012. Participants are expected to arrive on 20 September 2011 and depart on 24 September 2012.

The primary purpose for the Regional Youth Conference is to give Youth an opportunity to engage in one of the most important advocacy opportunities of their generation – influencing the Post 2015 Millennium Development Goal (MDG) Framework. Youth from Central/Eastern Europe and the Middle East will gather to debate and determine their position and concrete recommendations. These recommendations will be documented by youth and presented in an upcoming National Consultations held by the UN in Armenia. These recommendations will also be presented to World Vision and the Beyond 2015 Campaign in order that they may be endorsed and embedded into their messaging.

Furthermore, the Regional Youth Conference will be used by youth as an opportunity to determine how they want their Regional Youth Network to take shape, including follow-up plans. Youth will determine their national and regional goals, objectives, and communications platforms for the Post 2015 advocacy work they want to do after this conference.

The Conference will include plenary sessions, training & workshops, intercultural & interreligious dialogue at the same time and sightseeing activities.

Participants

The conference will bring together more than 30 young people including youth activists, young journalists, chaperones, trainers and experts.

Young delegates. The conference will bring together young people who are active to create positive change, are motivated and have future plans for action. The youth delegates who are selected are from Lebanon, Jerusalem, The West Bank, Afghanistan, and Germany. These young people who are motivated and have future plans for action.

Young Journalists. Young journalists are key actors for making the events, actions and results of the conference known in different parts of the world.

Chaperones. Chaperones are responsible for ensuring all youth are protected and able to participate fully.

Keynote Speakers. Keynote Speakers will share their valuable and inspirational experiences.

Trainers. Trainers will facilitate learning and fun throughout the weekend.
Hotel

Accommodation
Regional Youth Conference "The world YOUTH want" will take place in Adampol Hotel. Adampol Hotel is situated in Polonezköy which is a very beautiful neighborhood/village in Asian side. You will have the chance to combine your meetings with activities in a beautiful piece of nature. Originally founded by a Polish prince as a home for Polish exiles, Polonezköy (25km from Istanbul) has been transformed into a relaxing resort with guest houses and restaurants serving a delicious selection of fresh local produce.

Facilities
All rooms have Telephone, music, television, shower, bathtub and hair dryer. The hotel offers central air condition, garden, tv room, game room, laundry, safety box at reception, 24 hrs room service, power generator and parking without fee.

Activities
Outdoor swimming pool, indoor swimming pool, children's swimming pool, table tenis, billiards, dance, football, mini football, volleyball, basketball, jogging, children's playground and gym.

Food
Menus are tailor-made to give guests the maximum experience, a balanced mixture of Turkish and international cuisine. There will be offered also Halal Food.

Transportation - Airport to hotel
Guests will be welcomed at the airport by the hotel staff, with a personalized sign. On arrival at the hotel, baggage will be taken to the rooms while guests pick up their room keys from hospitality desk.
Location

Turkey

Turkey, known officially as the Republic of Turkey, is a democratic, secular, unitary, constitutional republic. It’s political system was established in 1923 under the leadership of Mustafa Kemal ATATÜRK.

Major means of living in Turkey depend on agriculture and livestock, fishery, tourism and industry. Agriculture has been very important in the land of Turkey for years. For the last decades, due to its appropriate climate and investments, tourism sector is increasingly growing.

“The god and human, nature and art are together in there, they have created such a perfect place that it is valuable to see.” Lamartine’s famous poetic line reveals his love for Istanbul, describing the embracing of two continents, with one arm reaching out to Asia and the other to Europe.

Istanbul

The geographical position of Istanbul is the north-west of Turkey. The Bosphorus Strait provides an important access between Asia and Europe. During long historical times, Istanbul served as the capital city of the Roman Empire, the Byzantine Empire, the Latin Empire, and the Ottoman Empire.

Istanbul is the most famous city of Turkey. With its population of 11,372,613 in accord with 2007 census of population; it can easily be stated that a crucial part of population in Turkey lives in Istanbul for years.

Istanbul is a home for many historical and touristic places. The most outstanding ones are Hagia Sofia, Sultanahmet Mosque, Topkapi Palace, Kapaliçarfi Bazaar, Golden Horn and Galata Tower.

Tip: Light clothing is recommended during summer and a light jacket and/or light sweater if the summer evenings do become chilly, warm clothing is essential during winter and a mixture of the two during spring and autumn.
Sightseeing Activities

Sightseeing Tour 1
Departure from Adampol Hotel with English Speaking guide (Professional Licensed Guide).
The first sightseeing tour will be at the Old Town, European Side. There will be orientation tour in Old Town Square. We will have information about Hippodrome, Blue Mosque, Hagia Sophia, Topkapi Palace. The first and second courtyard of Topkapi Palace or Gulhane Park will be the green areas to have seat, play games and talk to each other. The dinner can be served in Old Town at Khorasani Restaurant.
Sightseeing Tour 2
Departure from Adampol Hotel with English Speaking Guide (Professional Licensed Guide). We will go to Uskudar, a nice town in Asian Side nearby Bosphorus. Bosphorus Cruise by public boat from Uskudar. There will be a max. 1,5 boat trip, starting from Uskudara ending at Uskudar. After Bosphorus cruise we will visit Maiden’s Tower. Then, we will visit Maiden’s Tower group will be transferred to “Cadde Bostan Sahili” coast near Marmara Sea with a very nice green area.

Important Contact Telephone Numbers

Adampol Hotel Contacts:
Beykoz cd no 23-B Polonezköy Beykoz, Polonezköyü, Istanbul, Turkey
+90 216 432 3154

Emergency Numbers
The emergency numbers in Istanbul are as follows:
• Fire: 110
• Police: 155
• Emergency: 112

Taxi Service
Istanbul Taxi Service
Telephone: +90 532 421 6164 (mobile phone that you may call for immediate response or send SMS about your request 24 hours

Tip. Only take official taxis. They are bright yellow and have a sign on the roof with the word taksim it. And most importantly, all official taxis have digital meters!
## Facilitation Guide: Youth Selection Process for Regional Youth Conferences

### Community – level Session with Youth

<table>
<thead>
<tr>
<th>Session Objective</th>
<th>Support youth in developing their own selection criteria. You want to ensure that youth participate in this decision making process from the very beginning and that they are able to make well-informed decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td>Youth develop a selection criteria based upon key principles that they agree to and define. Youth select delegates to represent them at the Regional Youth Conference.</td>
</tr>
<tr>
<td>Schedule</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Participants</td>
<td>Youth Group Members</td>
</tr>
<tr>
<td>Facilitator and Notetaker</td>
<td>World Vision staff and/or Partner</td>
</tr>
</tbody>
</table>
| Resources Required | Computer with Internet Access  
YouTube Video: [http://www.youtube.com/watch?v=v3p2VLtowAA](http://www.youtube.com/watch?v=v3p2VLtowAA)  
Projector and screen  
Powerpoint Presentation  
Flip Charts  
Markers  
Scotch tape |
Facilitator should begin by introducing themselves (if needed) and then introducing the participants to each other (if needed.) A game can include putting everyone in a circle and having the first person say their name and their favourite animal. The next person has to say the name of the first person, the first person’s favourite animal, and their own name and favourite animal. This continues until all youth have said their name, favourite animal and all those ahead of them. It’s a fun and difficult memory game so hints are okay.

Next, explain to the youth that they are here today because they have an opportunity to select someone from their group to represent them at a Regional Youth Conference being held in Yerevan, Armenia or Istanbul, Turkey.

The purpose of the Conference is to advocate on the Millennium Development Goal (MDG) framework after the year 2015, so it is important that they understand the MDGs. Show this video to introduce the current MDGs to the youth (translation will be needed): http://www.youtube.com/watch?v=v3p2VLtowAA

Ask the youth what they think about this video? How does it make them feel?

Next, use the power point presentation (translation will be needed) to introduce the MDGs, reason for extending the MDGs, and the Regional Youth Conference. The last slides help the youth develop their own selection criteria for Youth delegates for the planning committee, journalism, and presenter/debater. (Before giving youth all of these options, ensure you are able to support one of each. If you do not want to select a youth journalist from this group, do not present that opportunity, for example.)

As part of the power point, support the youth to create their chart of roles and characteristics of youth to fill those role. Do this on a flip chart with markers.

Also as part of the power point, support the youth to write down their principles for selection. Ask the youth to explain their principles to ensure they understand them. If needed, help youth to understand difficult principles and why they are important.

Next, support youth in their selection process. Encourage them to be creative and have fun with role plays, speeches, or other methods that are their ideas.

Caution: if you recognise that an unfair process is taking place, challenge the youth with their principles. For example, if the youth chosen was recently on an international trip, then they would not be someone with “lesser opportunities to attend such events”.

After the youth delegates and planning committee are chosen, ensure they are comfortable about attending/participating and then begin the normal procedure according to our Child Protection Policy.
<table>
<thead>
<tr>
<th>Documentation</th>
<th>Youth’s chart of roles and characteristics of a person to fill those roles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Youth Principles for Selection</td>
</tr>
<tr>
<td></td>
<td>List of Youth Delegates chosen</td>
</tr>
</tbody>
</table>
Guidelines: Youth Selection Process for Regional Youth Conferences

Purpose of Guidelines
The Guidelines for the Youth Selection Process for Regional Youth Conferences have been developed as a tool to help you support youth in developing their own selection criteria. We want to ensure that youth participate in this decision making process from the very beginning and that they are able to make well-informed decisions.

Who are the Youth Selecting
The Regional Youth Conference is for youth between the ages of 14 – 24 years of age. The number of youth being sent from each country will vary, depending upon budgetary provisions.¹ The ideal Youth Delegation will include 5 youth participants and 2 chaperones. We ask that you try to include at least one youth participant between the ages of 19-24, preferably two. Of the 5 youth participants there will be:

- **4 Youth Presenters/Debaters** who are equipped to represent the views of their peers and engage in debates about the ideal Post 2015 Millennium Development Goals (MDGs) for children and youth
- **1 Youth journalist** to document the event in real-time

Please remember, to ensure there is equity, diversity, and inclusiveness in your Youth Delegation. We would like to see different religions, abilities, ethnicities, ages, and gender represented from each country. You will probably need to approach more than one youth group to get the variety desired.

Importance of English
Because this is an international event and it is highly dependent upon strong communication skills, we ask that at least 80 per cent of your Youth Delegation can communicate well in English. Therefore, if you send 5 youth then 4 of them need to speak good English and one can rely on translation from a chaperone. This allows space for the most vulnerable youth to be involved in the Conference while still maintaining a healthy debate.

How to Support Youth in the Process
As a World Vision staff member or partner organisation your role is to support youth in developing their own selection criteria for who they think should attend the Regional Youth Conference. Your role is not to develop the selection criteria for the youth to use or to select the youth yourself. The following resources have been created to help you facilitate the youth in this process:

- **Facilitation Guide** for Understanding the MDGs, the Regional Youth Conference, and Developing the Selection Criteria for your Youth Delegation

  ![Facilitation Guide.docx]

- **Power point presentation** for Understanding the MDGs, the Regional Youth Conference, and Developing the Selection Criteria for your Youth Delegation

  ![Post 2015 MDGs_July 2012.pptx]

¹ Please contact Melanie Ewert (melanie_ewert@wvi.org) to determine the number of youth your country can send to this event.
Importance of Principles
In order to ensure a fair selection process takes place, you want to help the youth uphold key principles in their selection criteria such as, but not limited to:

- Equity (ensure this is not a popularity contest)
- Diversity (gender, ability/disability, socio-economic background, religion, ethnicity, etc.)
- Inclusiveness (children with disabilities, different ethnicities, variety of religions, etc.)
- Representation of youth with lesser opportunities to attend such events (most vulnerable youth)
- The youth will add their own principles to this list

Other Responsibilities for the Youth Delegates to Remember
As the youth discuss who they want to represent them in various roles, remind the group that the youth delegates will be responsible for the following:

- Having a passion for seeing positive changes in their world and an interest in the Post 2015 Millennium Development Goals
- Understanding of the issues in their community that should be improved or changed
- Representing their peers - especially those facing difficult issues
- Sharing the information they learn with other youth once back from the conference
- Continuing to be involved in follow up plans that are agreed upon during the event and involving their (home) youth group
- Engaging in networking (virtually) with peers from the region
- Respecting the principles listed above in addition to the principles the youth define

Contextualisation
As always, please adapt the resources to your context as you see fit, but be careful not to jeopardize the principles. For most audiences you will need to translate the power point presentation and to provide translation during the You Tube video. If you have other resources that will work well for this selection process please feel free to use them, as long as you see that the basic methodology is the same.

For additional resources, please visit the ART website:  www.art-youth-network.com

Thank you for your passion for empowering youth! It is a pleasure and privilege working with you.

The A.R.T. Team
[09] Conference Facilitation Guides:

01. WYW Facilitation Guide_name games
02. WYW Facilitation Guide_Peace Building Games
03. WYW Facilitation Guide_Groundrules FINAL
04. WYW Facilitation Guide_Plenary Speaker on MDGs FINAL
05. Public-speaking-ART-FINALprint
06. WYW Facilitation Guide_Tweeting for success
07. WYW Facilitation Guide_Youth Facilitation Skills
08. WYW Facilitation Guide_KCSO
09. WYW Facilitation Guide_Issue Selection
10. WYW Facilitation Guide_Problem Statements and recommendations
11. WYW Facilitation Guide_Goals and SMART Objectives_mel rev
12. WYW Worksheet and Guide_Preparing to Write a Position Paper
13. WYW Facilitation Guide_Youth Networking
14. WYW Facilitation Guide_Follow-up plan to influence Post 2015 agenda
15. WYW Facilitation Guide_Master of Ceremonies
16. ENERGIZERS_ICEBREAKERS
17. AGENDA_RYC Armenia
18. Information Package_Armenia
19. AGENDA_RYC Istanbul
20. Information Package_Istanbul
21. CERTIFICATE
<table>
<thead>
<tr>
<th>Facilitation Guide for Plenary Speaker on MDGs/Post 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Objective</strong></td>
</tr>
</tbody>
</table>
| **Indicators** | • Youth remember names of a large number of their new friends.  
                 • Youth are relaxed and are looking forward to have more fun. |
| **Schedule** | 45 mins |
| **Facilitator** | Youth leader/activist |
| **Resources Required** | 30 potatoes/apples and 6 oranges/peaches  
                           Time keeper  
                           Prize |
| **Tips/Instructions** | • Thank the Youth for coming and welcome them.  
                         • Introduce a bit about yourself.  
                         
                         **Name game (30 min)**  
                         • Separate them into groups of 10-15 persons each  
                         • In both groups have them sit or stand in a circle. Tell your name then ask the person next to you to tell your name and add his/her name. The person next to the second one must tell the name of the first person, the name of the second person and his/her name. Continue this pattern. This goes in a circle, until the last person says the names of everyone in the group.  
                         • Then (if you have more than one group) you may mix the groups and start again so that they learn new names.  
                         
                         **Apple/Peach game (45 min)** (this is also team building)  
                         • Separate them into groups of 7-8.  
                         • Have them standing in a circle.  
                         • Explain the game.  
                         • Explanation: You have one apple that must travel through the hands of all of the group members. There are rules:  
                           • The apple cannot be given to the person next but only thrown  
                           • The same person cannot have the same apple twice, except the apple manager who throws the apple the first.  
                           • So, the apple must start from one person, travel to all people then come back to the first person without anyone touching it twice. Additionally, participants should cry out the name of the person
### Facilitation Guide for Plenary Speaker on MDGs/Post 2015

- Let them practice with one apple. When they feel confident, give them an additional apple (with the same rules). Give them up to 4 apples. (HINT: All apples also should join the first one and travel the same route, separately of course.)
- Also, state that there is time constraint so they are competing with others.
- After five minutes, give them the peach, and say that this is the most precious fruit. They must pass the peach in a circle to the next person very carefully at the same time they are throwing the apples. The peach must not be the last piece of fruit to be caught at the end of the game.
- After they feel they have mastered the game, have them share their strategy to the other teams.
- Think of a prize for the fastest team who follows all the rules and doesn’t allow any apples or the peach to fall.
- Debrief, asking the group what they learned and how they felt working as a team together.
- Another debriefing option: discuss “messaging (particularly for advocacy)”. It was important to ensure the receiver was ready for the apple before it was thrown. You wanted to throw the apple in a way that the receiver could catch it – just as you want to tailor your messages to something your audience will accept and understand. Timing of your throws and your messaging is also critical. You want to ensure you throw it at the right time so that your audience can receive it. You don’t want to throw it at the same time as another message (or apple) because it may not be received.

#### Follow up

- Apart from being a good ice-breaker and a team building exercise, this game will be helpful to discuss messaging (check the receiver before throwing the info) and time management.
### Session: Peace Building (Team Building)

| ✓ | Session Objective | Healthy relationships between youth are being established while having a lot of fun! |
| ⭐⭐ | Indicators | - Youth are building relationships with new people  
- Youth are beginning to communicate well with one another, especially those who are different from them  
- Everyone is having a great time, but not at the expense of others |
| ⏰ | Schedule | 2 hours + (depending on the number of games played) |
| 📒 | Facilitator and Note-taker | Youth with Mel’s support, as needed |
| 💼 | Resources Required | Chairs, rope, eggs, straws, tape, bread, and lots of space (preferably outdoors) |

### Methodology

#### Human Knot
- In groups of 10, everyone stands in a circle – puts both hands out – and randomly grabs hold of someone else’s hand, creating a massive knot! Without letting go, the group should untangle itself.

#### TRUST Fall
- In groups of 13, one person stands on a podium (or chair) and everyone stands in two lines below him/her with their hands extended forward to catch them. The person on the podium falls backwards with their hands crossed in front of them and the group behind them catches them.

#### BLIND walk
- Chaperones create a fun obstacle course with chairs, ropes, tables, and other available materials.
- In teams of 5, everyone is blind folded except one person. The person who can see guides the 4 through the obstacle course using their voice and/or hand.
**Session: Peace Building (Team building)**

**Egg Drop**

- In teams of 5, using all natural materials that you find outside, and the straws and tape provided, each team creates a structure that will hold an egg and keep it safe as it is dropped from a high place. Each team only gets one egg and is given 15 minutes to create their structure. Then everyone drops their egg at the same time and we all see whose egg survives!

**MUTE birthday**

- In teams of 15-20, the youth organise themselves in the order of their birthday, but without being allowed to speak. To make this more difficult, make the youth stand on a log (or something similar) where they have to go around one another without falling off and where they cannot communicate easily with everyone, only those next to them.

**Tower Game**

- Using toothpicks (or straws) and bread, so which team of 5 can create the highest tower in 10 minutes. To make this more difficult, blindfold everyone after they understand this task.

**Follow-up**

**Debrief:** After each game above reinforce the concepts of supporting one another, the importance of each individual in the group (everyone plays an important role), overcoming communication barriers, overcoming cultural barriers, their ability to build relationships (and trust), achieve results, and have fun with one another – even in such a short time.

The Youth will naturally expand upon these more fully during this discussion.
## Session: Ground rules for the Youth Forum

<table>
<thead>
<tr>
<th>✔️</th>
<th>Session Objective</th>
<th>Youth develop ground-rules for the Youth Forum</th>
</tr>
</thead>
<tbody>
<tr>
<td>⭐⭐</td>
<td>Indicators</td>
<td>When this sessions is complete, participants should be able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Establish common principles/groundrules for participation in Youth Forums</td>
</tr>
<tr>
<td>⌚️</td>
<td>Schedule</td>
<td>30mins (max)</td>
</tr>
<tr>
<td>✍️</td>
<td>Facilitator and Notetaker</td>
<td>World Vision staff and/or Partner</td>
</tr>
<tr>
<td></td>
<td>Resources Required</td>
<td>Flip chart, markers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 x flip chart with header “OUR ROLES” and an outline of a person (see below)</td>
</tr>
</tbody>
</table>

### Methodology

- Thank the Youth for coming
- Present the objective of the session.
- Explain we have rules for many aspects of life (i.e. traffic rules, sport rules, game rules, etc.) In a team situation, we also need some rules for behaviour towards each other to ensure everyone gets a chance to participate. This is important because we are all coming from different backgrounds with different perspectives and experiences.
- Explain it is critical for groups working together to take time to discuss the rules or guidelines that they will follow. Team rules define how you want to be treated, and how you will treat others. These rules can be as simple and few in number as “show respect”, or “be on time”. The rules can cover attitude, communications and decision-making.

### Activities

1. [10 min] Ask youth to think about a group they have been a part of in the past that has worked well together (i.e. at school, band, church group, sports team). What was it about the group that worked well together? What didn’t go so well? Ask youth to discuss in groups for 5 mins

2. [15mins] Bring the group together. Based on the small group discussions about ‘what values and behaviour make a good group’, ask youth to brainstorm ground rules. Get the discussion going by suggesting a few to start (e.i.’everyone has theright to have their own
Session: Ground rules for the Youth Forum

- opinions and feelings', 'be courteous to each other', 'no negative criticism of each other', etc.)

Write up the suggestions on the flip chart in the outline of the person as youth call them out.

When you feel sufficient discussion has taken place, ask everyone who feels they can support and uphold the principles to raise their hands.

Post the rules for all to see and refer to them when needed.

TIP: Make sure everyone understands each ‘rule’ and does not object. Ask youth for questions and concerns, and find out if anyone needs clarification about the terms.

Documentation

Flip Chart with pre-prepared heading and outline:

OUR ROLES
## Facilitation Guide for Plenary Speaker on MDGs/Post 2015

<table>
<thead>
<tr>
<th>Session Objective</th>
<th>Youth are given some background on the MDGs and are inspired to take action!</th>
</tr>
</thead>
</table>
| Indicators        | • Youth understand more about the purpose of the MDG Framework and commitments made by national governments.  
                  | • Youth are given context about the opportunities they have to influence the next global agenda for Youth Worldwide (Post 2015).  
                  | • Examples of youth activism are shared (from personal experience or observation) to inspire.  
                  | • Youth are motivated and feel empowered to participate and take action to influence the national and global debates.  
                  | • Youth understand their roles as representatives and are inspired to speak out on behalf of other vulnerable children and youth |
| Schedule          | 45mins  
                  | [30 min talk, 15 min questions/discussion] |
| Facilitator       | Youth leader/activist |
| Resources Required| Microphone, projector. |
| Tips/Instructions | • Thank the Youth for coming and welcome them to the first official plenary session of the Forum.  
                  | • Introduce a bit about yourself, how you became involved in Youth activism. What is your history or interest with the MDGs?  
                  | • Present brief, simple information about the MDG Framework. The use of visuals is highly recommended. NB we will have banners available displaying the 8 MDG goals.  
                  | • Outline some developments in the current debates about post-MDGs. What will the next global agenda look like?  
                  | • Remind youth that they have the opportunity at this conference to speak up about the issues that concern them- and to tell policy makers/government what they think should be done. Encourage their active participation during the next few days.  
                  | • Explain the importance of their roles as representatives. Because not all children and youth have the ability to be present at this meeting or at other meetings concerning the post-2015 process, they have a responsibility to speak on behalf of those not present. |
## Facilitation Guide for Plenary Speaker on MDGs/Post 2015

- Close on an inspirational note!
- Invite questions from youth about your experience, or more about the MDGs/Beyond 2015. If youth are slow to speak up, ensure some of the WV facilitators have questions ready to go.
- Remember that Youth delegates are from a variety of contexts, with varying levels of English proficiency. Please try to keep your language easy to understand, and messages clear. Use of visuals and multimedia is encouraged.

### Additional resources that might help

For some background information about the MDGs and Youth participation in the Post 2015, here are some useful resources:

- Post 2015 Resource Pack for Youth
  - Post 2015 Resource Pack for World Vision Nos
  - Beyond 2015 Toolkit for National Consultations
- The World We Want (global campaign)  
- Beyond 2015 civil society coalition:  
- UN Cyberschool Bus:  
- World Association of Girl Guides and Girl Scouts page on MDGs (good ideas on practical advocacy can be found here):  
- MDG Monitor (progress reports and statistics from each country can be found here):  
  [http://www.mdgmonitor.org/index.cfm](http://www.mdgmonitor.org/index.cfm)
Tweeting for success (retweets)

Objectives of training session:
To become familiar with twitter as a social medium, what it's good for and how it works
To develop tweeting skills

Introduction:
Twitter is a social medium that works like radio (you catch it if you are tuned in at the time the message goes out) rather than like a newspaper or notice board you can browse (facebook, yammer or youtube). It has the advantage of being fast and immediate which is why it is the foremost medium in reporting news as it happens and has had a prominent role in drawing attention to world changing social movement events like the Arab spring and the occupy movement.

Twitter allows users to broadcast messages (tweets) of up to 140 characters including spaces. Tweets are sent to followers. Twitter can be linked to other social media (like facebook and blogs) so that the audience is larger. Followers and other recipients can retweet or repost messages to increase their coverage.

A measure of a successful tweet is the amount that it is retweeted. For this to happen the tweet must grab sufficient attention and interest from individual recipients for them to take the trouble to send it on to their circle of followers or friends.

To grab attention and interest a tweet has to **amuse, inspire or outrage** the recipient.

How to write a good tweet:
Tweeting is like headline writing. Tweets have to be catchy and memorable. Tweets can contain links (URLs) to articles, pictures, videos just as headlines precede articles in newspapers or items on TV. These links are usually shortened to a unique sequence of about 10 characters by software such as bitly or TinyURL.

John Schenk wrote a guide to using social media in tweet form and provided a great example of good tweets:
- Social media is only as good as the person behind it. (53)
- Passion for the cause should read as clearly in a tweet as it can be heard in a voice. (86)
- Timeliness is its own PR. Nothing smells worse than old fish except maybe old news. (83)

My own effort was: Social media is like a bank – you only get out what you put in except here you also have to add the interest (109)
Lesson plan for session facilitator:
Divide the participants into teams (ideally 3 or more); appoint a panel of retweeters (ideally 3 or 4).

The teams are given three rounds of tasks. Each task is to write a tweet containing a 12 character link (so they only have 128 characters to play with). They are told what story the link refers to but don’t have to be given an actual link.

In the first round the story is an activity report – today a World Vision communications team visited an area development programme and talked to children about social media – the tweet has to be funny so that it is retweeted.

In the second round the story is an inspiring one – eg. Today a World Vision communications team talked to a young woman who is deaf but dances beautifully to music only she can hear. She learned that she could do this when she started going to a local children’s centre opened by her community in partnership with World Vision – the tweet has to be inspiring so that it is retweeted.

In the third round the story is an outrageous one – eg. Today a World Vision communications team visited a family living in such inadequate housing that they share the kitchen with another family. The also contains the toilet which is also shared. The team heard that the mother of the family was cooking her children’s supper when someone from the other family needed to use the toilet. While they were doing that the children’s supper burned – the tweet has to be full of outrage so that it is retweeted.

Have a fourth round ready in case there is a tie of scores after the first three rounds. For the tie breaker ask the teams to tweet a guide to successful tweeting (something like one of John Schenk’s tweets above).

Give the teams five minutes to come up with their tweet in each round, have them read it out or show it on flipchart paper. Have the panel members say if they would retweet it and why or why not and score ten points for each retweet. After the three rounds if there is a tie have the tie breaker round open to all the teams and increase the points for a successful tweet so that any team can win overall.

The story ideas above are for guidance, ideally the facilitator will use stories with which the teams are familiar. Its important that all the teams are writing tweets about the same story so that it is the tweet and not the story itself that is being judged.
Examples of successful tweets based on the stories above:

Funny tweets –
Social media is child’s play xxshortlinkx kids tell World Vision
From teens to tots, tweets are tops xxshortlinkx

Inspiring tweets –
Watch me dance to hear the music I listen to in my head xxshortlinkx
Meet the dancing girl who is deaf but feels luckier than you xxshortlinkx

Outraged tweets –
Today’s menu is potato faeces xxshortlinkx life in a house near you
What if you had to feed your kids from the toilet pan xxshortlinkx ? Its time to demand safe housing for all

Advanced twitter:
Hashtags. The # symbol, called a hashtag, is used to mark keywords or topics in a Tweet. For more information https://support.twitter.com/entries/49309-what-are-hashtags-symbols
TweetDeck. You can use platforms such as TweetDeck to follow several tweet streams at once to monitor fast changing current events or follow key tweeters. TweetDeck can also be used for other social media like facebook. For more information http://www.tweetdeck.com/
Twitter rules. There are rules to protect tweeters and their followers from misuse of twitter. These are published by twitter https://support.twitter.com/forums/26257/entries/18311

Three key take away messages about twitter:

If your tweet does not interest you it will not interest anyone else – successful social media like all successful communication needs passion – this is another way of saying Content is King

Tweets are short in characters but not in effort – twitter is not a short cut – Blaise Pascal, Abraham Lincoln, Mark Twain and George Bernard Shaw all said “I’m sorry I wrote such a long letter, I didn’t have time to write a short one” – this is another way of saying There is no such thing as a free lunch

The right tweet at the right moment could help to change the world – this is another way of saying Get tweeting
### Session: Facilitation skills for Youth

<table>
<thead>
<tr>
<th>Session Objective</th>
<th>Youth are prepared to facilitate small group discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td>• Youth understand the role of a facilitator</td>
</tr>
<tr>
<td></td>
<td>• Youth understand how to be a good facilitator – do’s and don’ts</td>
</tr>
<tr>
<td></td>
<td>• Youth are confident to facilitate small group discussions</td>
</tr>
<tr>
<td>Schedule</td>
<td>1 hour</td>
</tr>
<tr>
<td>Facilitator</td>
<td>1 adult leader/facilitator + 1 supporter</td>
</tr>
<tr>
<td>Resources Required</td>
<td>Sticky wall or flip charts, &quot;TO DO&quot; and &quot;NOT to do&quot; papers prepared on colorful paper, extra paper, markers</td>
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<tr>
<td></td>
<td>Skit outline, gong</td>
</tr>
<tr>
<td></td>
<td>Space for group work, 2-4 bowls, papers with roles</td>
</tr>
<tr>
<td></td>
<td>&quot;TO DO&quot; and &quot;NOT todo&quot; handout</td>
</tr>
</tbody>
</table>

**Methodology**

Begin with a comical skit where you and your colleagues act out an example of a discussion being led by a poor facilitator and difficult participants (we used “our favourite ice cream” as the topic for our discussion to make it fun).

After the skit, introduce yourself and explain the objectives of this session.

Explain to the group, what is a facilitator, asking for their feedback and contributions along the way (10 mins). (This may be a new English word for most of them.) A facilitator is a person who:

- Explains the topic of the discussion the group is about to have, including the amount of time the discussion will take.
- Keeps a conversation going by asking questions
- Ensures that everyone is comfortable participating through body language, encouraging words, and calling on persons who wish to speak but are not being noticed by the group
- Enables everyone to participate – does not allow one or two people to dominate a conversation, but helps those who are more shy to have an opportunity to speak up
- Practices good listening skills throughout the discussion so that they may ask informed follow-up questions and be a good example
- Has a good sense of humor – incorporates laughter and fun into the discussion!

After this explanation, divide the youth into two groups and have them use the
Session: Facilitation skills for Youth

<p>| | |</p>
<table>
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</table>
|   | sticky wall or flip charts to create a “TO DO” and “NOT to do” lists on the wall. Colourful paper with “TO DO” and “NOT to do” phrases can already be created and waiting for them, in a random order. Blank pieces of paper and markers will be available for the Youth to add some of their own ideas. (15 mins)  
Discuss their ideas and work with the group to ensure that everything is in its proper place. Keep this list in a public place so that they may reference it when they are being facilitators in small groups.  
Next, put the Youth into groups of 10 and select a facilitator for each group. Give the facilitator a topic of a conversation they are to facilitate and allow the group to practice. (20 mins)  
Wrap up by asking the youth what was difficult, what could be improved, how they can improve their discussion, who is responsible for ensuring a successful discussion (everyone, not just the facilitator) and what they enjoyed. (5 mins)  
Give each youth a copy of a “TO DO” and “NOT to do” list for Facilitators before they leave. |

<p>| Documentation | «TO DO» and «NOT to do» list |</p>
<table>
<thead>
<tr>
<th></th>
<th>Session Objective</th>
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<tbody>
<tr>
<td>✔</td>
<td>Youth Journalist understand how to safely use social media during and after the Regional Youth Conference</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Indicators</th>
</tr>
</thead>
</table>
| | • % of the youth (disaggregated by gender) who report using safety measures for communications, social media and digital technology during and after the conference.  
• % of youth who report understanding safety measures to prevent online bullying.  
• % of the youth who know how to report and/ or complain when needed. |

<table>
<thead>
<tr>
<th></th>
<th>Schedule</th>
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<tr>
<td></td>
<td>1 hour</td>
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<thead>
<tr>
<th></th>
<th>Facilitator and Note-taker</th>
</tr>
</thead>
</table>
| | 2 KCSO youth to present powerpoint (with support, as needed) (1 from each NO)  
2 KCSO youth to conduct the practical exercise (with support, as needed) (1 from each NO) |

<table>
<thead>
<tr>
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<th>Resources Required</th>
</tr>
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</table>
| | • Projector and screen  
• Flip chart and coloured markers  
• Cameras  
• 2 Laptops  
• Internet access  
• Consent Forms |

<table>
<thead>
<tr>
<th></th>
<th>Methodology</th>
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</thead>
</table>
| | • 20 mins - Power point presentation  
• 10 mins - Video clips  
• 20 mins - Practical exercise which includes taking photos and uploading them on social media platforms  
• 10 mins - Questions |

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<th></th>
<th>Documentation</th>
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</table>
| | • KCSO ppt and training manuals  
• KCSO CD, posters, brochures and websites  
• CP social media standards |
# Session: Sharing and Prioritising Issues for Youth ‘Must Haves’

<table>
<thead>
<tr>
<th>✓</th>
<th>Session Objective</th>
<th>Youth discuss and select common issues affecting them in the region towards preparation of policy recommendations for CAY ‘Must Haves’.</th>
</tr>
</thead>
</table>
| ⭐ ⭐ | Indicators | • Youth communicate the results of their research on Youth issues in their communities.  
• Youth analyse and synthesise common issues affecting Youth in their region.  
• Youth collectively nominate and select 4 common issues/themes to take up further for discussion and preparation of policy recommendations. |
| ⏰ | Schedule | 1 hr, 45mins (includes 15 min break) |
| 📃 | Facilitator and Note-taker | World Vision staff and/or Partner |
| 📍 | Resources Required | Poster presentations from individual countries  
Notes (flipchart) from each country presentation that outline their key issues  
Coloured paper with tape (or large post-it notes)  
Ballot papers with spaces for 3 responses, and empty box  
Flipchart with ‘Top 4 YOUTH Must-Have Themes’  
Tape  
Projector |
| 🎯 | Methodology | 1) Introduction [5mins]  
• Explain to the group- we are all coming from different countries with different experiences and challenges that we deal with as youth. However, there are some common issues that unite us all. To be a really strong voice for youth in our country, in our region and in our world we need to establish what those common issues are. This will help us to create a global youth agenda to influence governments and leaders worldwide!  
• Recap- Before the conference we asked youth to conduct research about the most pressing issues (‘conceptions’) affecting young people in your country. Now is the time to hear from you about what you found.  

2) Youth Presentations [5mins per country]  
• Each national group of youth is asked to nominate one member to present a 5min overview of the results of the research they conducted. Youth are encouraged to share only the highlights (‘top issues’).  
• The presentation can be in a creative format eg poster, ppt, play etc. As Youth presenters come up, display their presentations around the room. |
3) Brainstorming Common Issues [10mins]
   - Bring the Youth back together as a large group with the notes from each country presentation
   - Have two sticky walls – 1) Local level  2) Global level
   - Go through the issues on the flipcharts from the country presentations one by one. Write each issue on a colored piece of paper and have the youth sort them into either a local level issue or a global level issue. Help the youth to understand that a local level issue is something that is only faced in their community, but a global level issue is something that happens in multiple countries.
   - After all of the issues are on colored paper and sorted, have the youth group or cluster common themes. At this point, broader issues will start to emerge. Try to group common issues together and summarise into broader topic headings eg environment, violence, discrimination and inequality, unemployment etc. Write the topic headings and display them clearly for all to see.
   - These topic headings become the youth’s “priority issues”. If there are more than 4, then have the youth vote on their priorities and select the top 4. See below for more details on voting.

4) Selecting ‘4 Star Issues’ [5-10mins]
   - Remind youth- now we have a picture of the common trends and issues affecting Youth in your region, we need to prioritise the most important. We call these ‘4 star issues’- if you could only choose 4 to raise with governments of the world, what would these be?
   - Instruct Youth- we are going to have a vote to find out what you think are the most critical issues. You are allowed to nominate 3 issues because some might be of equal importance to you.
   - Youth complete their ‘ballot forms’ and place in box.
   - During the break, a WV facilitator tallies the votes and writes up the 4 issues with the highest score on a flipchart.

BREAK- 15 mins coffee (while results are tallied)

5) Recap of Voting Results and selection [5mins]
   - Display the results of the 4 highest scoring issues on the flipchart.
   - Invite feedback from the youth- do they accept and agree with these topics? It is important everyone understands the selection process and has a chance to disagree, if they feel. Remind youth that if there are issues they believe are important that don’t appear, they have an opportunity to advocate locally and nationally on these. Towards the end of the Forum we will be discussing creative ways they can advocate.

6) Breaking into Thematic Groups
   - Youth decide which Thematic Group they would like to join, to
Session: Sharing and Prioritising Issues for Youth ‘Must Haves’

| Documentation | Presentation materials from Youth  
Shortlist of critical issues for Youth  
Final selection of critical issues for Youth (4) |

Discuss more in depth and prepare recommendations. A mix of gender, age and nationality should be encouraged if possible.

- Encourage youth from the same countries to split up and divide themselves among the 4 thematic groups according to their interests.
### Session: Preparing ‘Problem Statements’ and recommendations

<table>
<thead>
<tr>
<th>Session Objective</th>
<th>Define the basics of what makes a good problem statement and recommendation for advocacy</th>
</tr>
</thead>
</table>
| **Indicators**    | • Youth can identify problem statements and connect them with supporting evidence.  
                    • Given the problem statements, youth can propose concrete actions they would like taken in the form of recommendations. |
| **Schedule**      | 120mins (breaks not included) |
| **Facilitator and Note-taker** | One volunteer facilitator and note-taker per discussion group |
| **Resources Required** | Powerpoint slides  
                    MDG banner  
                    Poster paper and markers |

#### Methodology

1) **Introduction (5mins)**

Have a brief discussion with students:

- Decision-makers receive many messages from different sources, so you need to make your message count! You should be able to communicate your message in 1 minute (imagine an ‘elevator speech’)
- Try to explain the nature of the problem you want to solve in just 2-3 sentences. The problem should be supported by at least one strong piece of evidence, in the form of statistics and observation/experience.
- The basic formula is:

  \[
  \text{PROBLEM} + \text{EVIDENCE/EXAMPLE}
  \]

2) **Presentation- Example Problem Statements (5mins)**

- On flip charts or ppt presentation, share some examples of a ‘problem statement’ which is supported by evidence. There are some examples in this ppt:

  ![MDG youth friendly.pptx](MDG youth friendly.pptx)

3) **Exercise- Draft your Problem Statements (45-60mins)**
### Session: Preparing ‘Problem Statements’ and recommendations

- Ask youth to work in their thematic or country groups. As a group, ask the youth to prepare 3 ‘problem statements’ and write them on flip chart paper. Remind them that each problem statement should be supported by a piece of convincing evidence. Their evidence should also have a proper citation.

  *Some groups may require extra time for internet research to check their evidence.*

4) **Plenary feedback (10mins)**
- Ask the groups to report back and present their “problem statements”. Others can ask questions about the wording or the evidence.

5) **Exercise- Draft your Recommendations (40mins)**

**Explain:**

- For every ‘problem statement’, you need to identify a vision for change. Your ‘recommendations’ are what needs to get done to achieve the change you want to see. They should say what needs to be done, who needs to take action and by when.
- Remind youth: think about who is responsible for solving the problems. Focus not only on what national governments and international decision-makers can do, but also think about what youth can offer to do to contribute!
- Share an example eg “Teachers and parents are ignorant of the consequences of corporal punishment upon children. We therefore propose a national education campaign on the harmful consequences of violence against children in schools.”
- Remember, try to keep the recommendations SMART

*(See additional handout on ‘Tips for Policy Recommendations’ as a reference guide)*

6) **Plenary feedback (10mins)**
- Ask the groups to report back and present their recommendations. Others can ask questions and add ideas for proposed solutions. Allow time for the groups to make modifications if required.
- NB make sure the final problem statements with recommendations are documented.
| Documentation | Each group’s list of Problem Statements, and Recommendations. |
IMPORTANT: Due to the type of learning and discussions that were generated at MEER’s Youth Conferences, we did not use this facilitation guide. Rather, we stopped at enabling the Youth to develop strong problem and solution statements. They used these statements to create their position paper with kick started their local, national, and global level advocacy.

<table>
<thead>
<tr>
<th>Session</th>
<th>What makes a good ‘Must Have’ Goal and objectives?</th>
</tr>
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<tbody>
<tr>
<td>☑️</td>
<td><strong>Session Objective</strong></td>
</tr>
</tbody>
</table>
| ⭐️⭐️ | **Indicators** | - Youth appreciate the relationship between Goal and Objectives  
- Youth can identify and prepare a SMART indicator |
| 🕒 | **Schedule** | 45mins |
| 📚 | **Facilitator and Note-taker** | N/A |
| 📁 | **Resources Required** | Powerpoint slides  
MDGbanner  
Flip chart with Road/pathway  
Poster paper and markers |

**Methodology**

1) **Introduction (5mins)**

Have a brief discussion with students:

- Ask youth to raise their hand if they have ever wanted to achieve something? Ask a few youth to share what they wanted to achieve. Did they ever set a goal for themselves? What were those goals? Eg learn a language, pass a music exam, master a sport, fundraise $ etc

- If we truly want to achieve something, it is important to set goals to keep you focused on the path ahead. The same applies for this Forum—tell youth that they will learn about how to develop some SMART goals.

2) **Presentation- What Makes a Good Goal? (10mins)**

- Explain- it is important to set goals and recommendations to help focus your advocacy. A goal is what you are working towards to change. An objective are the things you need to achieve on the way to reaching your goals.

- Explain- A good advocacy objective should be SMART (Specific, Measureable, Achievable, Realistic and Timebound). It should identify
Session: What makes a good ‘Must Have’ Goal and objectives?

who needs to do what by when. Each advocacy objective should spell out: the decision-maker, the action or decision you want taken, and the timeline for the change.

- Example- Let’s look at the Millennium Development Goals (MDGs) as an example of a goal with clear objectives. *(Show a slide with the MDGs, or use the MDG banner as a visual aid.)* Take for example MDG 2: Achieve Universal Education (the GOAL). The SMART objective is: *ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.* The objective is SMART because it is time-bound, specific, measureable (gender disaggregated).

- Illustration- You can think of it like a journey- at the end of the road is your destination. That is your GOAL. Along the journey you must overcome many hurdles and milestones. These are your OBJECTIVES. *(show visual of pathway with stepping stones)*. It is advisable to use a pre-worked example of SMART Goal and Objectives.

3) Exercise- Draft your own Goal and Objectives (20mins)

- Draft a goal on youth education, as an example. Ask youth to work in pairs. Using markers and poster paper, draw a road leading from where you are now to your end goal. Ask youth to define their goal and write it on the poster. Then work backwards, marking in the major achievements (‘objectives’) you need to accomplish in order to reach your goals...are they SMART?

4) Plenary feedback (5mins)

- Ask 2-3 pairs to share their goals and objectives with the group. Others can ask questions to see whether the objectives are SMART.

5) Wrap-up Discussion (5mins)

- Explain: So now you understand what makes a good goal and objectives...it is time to have a turn at drafting your own Goals for Post 2015. What are the big things you want to see changed? And what are the things that need to happen along the way to reach your goals? These will be your objectives.

- Keep this in mind when preparing your Recommendations in the next session. Your Recommendations are what needs to get done to achieve the change objectives. They should say what needs to be done, who needs to take action and by when. *(consider preparing a 1-2 pg additional handout on ‘Tips for Policy Recommendations’ as a reference guide)*

| Documentation | None |
Preparing to Write a Position Paper

A **Position Paper** sets out your analysis of the problem and solutions

**Tips for a Good Position Paper**

- Summary and critical facts of the situation
- 1-2 pages about an issue
- Features: relevant facts and evidence of the issues you have selected to focus on; your change objectives; and desired actions.
- Include brief background, a clear statement of the problem, examples as evidence, and the specific actions you desire.

**The Ingredients**

**Core Message** - Summarizes your position and the change you want to bring about. We use this to develop advocacy. Messages can be written in different ways. What works best for your audience?

**Framing Your Message** - What does your audience know about the issue? What do they care about? Who will they listen to? Then tailor your message for different audiences. Think about:

**WHAT** you say: Ideas and arguments.

**HOW** you say it: language, format and style.

**WHO** says it: messengers

**WHEN, WHERE, HOW**: you deliver it.

**Evidence** - Must be reliable and relevant to interest the audience eg evidence about the impact of the issue on children’s lives. Evidence should be presented in a way that interests the audience eg pictures, statistics, case study.

**Change Objectives** - What is it that you want to see changed and how? What is your vision for Change? Policy makers are interested in the solution, not just the problem!

**Desired Actions** - To achieve your vision for change, what actions need to be taken, by whom and by when. Consider the range of different stakeholders and their responsibilities towards solving the issue eg government (international, national, local), teachers, parents, youth, Civil Society, law-makers, media, religious leaders general public.
# Worksheet for Developing Policy Recommendations

<table>
<thead>
<tr>
<th>Target Audience</th>
<th>Position (Issue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Message</td>
<td>(Central idea: may contain a brief summary of the problem, your solution and why change is important)</td>
</tr>
<tr>
<td>Evidence</td>
<td>(To support the statement, may be facts and figures)</td>
</tr>
<tr>
<td>Example</td>
<td>(Illustration adding a human face that supports your message - optional)</td>
</tr>
<tr>
<td>Actions Desired</td>
<td>(What do you want to see changed, what actions do you want the target audience to do and by when…remember keep it SMART)</td>
</tr>
<tr>
<td>Message Delivery</td>
<td>(format likely to reach your audience/s)</td>
</tr>
<tr>
<td>Messengers</td>
<td>(who will deliver the message)</td>
</tr>
</tbody>
</table>
### Session: Youth Networking

<table>
<thead>
<tr>
<th>Session Objective</th>
<th>Youth decide how they will communicate with each other after this Conference to continue their Post 2015 advocacy</th>
</tr>
</thead>
</table>
| Indicators        | • Youth define the communication channels they would like to use  
|                   | • Youth commit to using specific communication channels                                                   |
| Schedule          | 1 hour                                                                                                    |
| Facilitator       | Mel + support from at least one youth (or Fiona/Artak)                                                     |
| Resources Required| Sticky wall, adhesive spray, A4 paper, markers, POST 2015 COMMITMENT CARDS, Youth Journalists with cameras |

#### Methodology

- Explain the objectives of this session and stress its importance.

- Ask the youth in a large group: what is Networking? (This may be a new English word.) Record correct responses on the sticky wall or flip chart.

- Explain that networking about forming relationships and exchanging information with other people to further a particular goal or objective.

- In this case, the goal or objective is to coordinate with other youth to ensure that the needs of vulnerable children and youth in their country are reflected in the post-2015 development agenda through the UN country consultations and other activities!

- Next, put the youth into groups of 10 and ask them to come up with maximum 5 networking (or communication) tools they would like to use to continue staying in touch with the youth at this Conference. Ask them to write examples of each on big paper for the sticky wall and to prepare a 2 minute presentation for the larger group. Ensure each group gives their presentation and puts their examples on the sticky wall.

- Next, ask the youth to organise the examples on the sticky wall, grouping those that are similar or the same. Give headings to the groupings.

- Next, take a vote on the headings to determine the top three networking/communication tools they want to use moving forward.

- Finally, youth commit to the networking/communication tools that they will be involved in by writing it on their commitment card with a timeframe.
## Session: Youth Networking

Youth Journalists take photos of the youth with their commitment cards at the end of this session so they will not be forgotten or ignored. 😊

### Documentation

<table>
<thead>
<tr>
<th>Photos of youth with Commitment Cards</th>
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<tbody>
<tr>
<td>![Commitment Card_Front.pdf](Commitment Card_Front.pdf)</td>
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<tr>
<td>![Commitment Card_Back.pdf](Commitment Card_Back.pdf)</td>
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Youth-Influencing Workbook.pdf
Next, divide the youth into small groups of 5-7. Ask one (or two) group to **discuss and develop a 5 step plan** for the following:

- How will you network with more youth in your home country to influence the Post 2015 MDGs?
- What is at least one goal you have for influencing the Post 2015 MDGs from your country?
- What type of activities will you do with your youth network to accomplish that goal in your country?

Have each group to give a **2 minutes presentation** of their plan using the sticky wall to display their 5 steps. After all of the presentations, ask the larger group to give feedback so that their plans can be refined.

**Elections**

Next, the youth will elect National and Regional Representatives.

Ask the Youth to define, what make a good Representative. Write their responses on a flipchart. These are their criteria. Remind them of the criteria before voting.

Next, youth are asked to **nominate one person per country to take the lead** on their follow-up plans. Allow youth to group themselves into their NO groups and decide within 10 minutes. Have each leader stand up, ask them if they formally accept.

Remind the youth that their leaders will not be effective without followers. Ask to see a show of hands of youth who will support their leader and help them. Encourage youth to write the ways they will specifically help their leader on their **Commitment Cards**.

Next, two leaders for the **Regional Network** will be selected. Before lunch on the last day, the following announcement will be made about electing Regional Leaders:

- You all will have an opportunity to be one of 2 Regional Leaders that are selected by your peers to represent this Network and take Regional Follow-up Plan forward. We will be asking for any youth who are interested, to prepare a 2 minute or less speech that you will give on Sunday to your peers, describing why you would be a good Regional Leader. After this speech your peers will vote for 1 male and 1 female to represent them.

On Sunday, after the National-level nomination, we will have the **Regional Leader speeches**. All youth willing to give a speech will be an option to be elected. After all of the speeches, the youth will vote (secret ballot) for 1 male and 1 female. We will tally the results and announce the winner during the Certificates Ceremony.
## Session: Follow-up Plan for Youth Engagement to influence Post 2015 development framework

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<td><em>We had issues because the National Offices with the most Youth attending were those with their representatives chosen. The youth almost always voted for someone from their own country. You may want to make a rule that you cannot vote for more than 1 person from your own country to try to avoid this.</em></td>
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<td>Documentation</td>
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<td>National and Regional level follow-up plans; Contact details for elected National and Regional level leaders</td>
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# Guide for Master of Ceremonies (Daniel and Cedric)

<table>
<thead>
<tr>
<th>✓</th>
<th>Objective</th>
<th>Open Saturday with an introduction to WYA and Facilitate the Plenary of National Team Introductions &amp; Thematic Reports</th>
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| ⭐⭐ | Indicators | • Youth have an understanding of WYA and how they could be involved in the future  
• National Youth Teams give 5 minute presentations about the situation in their respective countries  
• Thematic teams give 5 minute presentation about their group discussions |
| 🕒 | Schedule | 45 mins  
[30 min talk, 15 min questions/discussion] |
| 📩 | Facilitator | Youth leader/activist (Daniel or Cedric) |
| ✨ | Resources Required | Microphone, projector, computer for presentations |

## Tips/Instructions

1. Thank the Youth for coming and congratulate them on making it to DAY 2! Introduce yourself and the history of World Youth Alliance. (5-10 mins)  
   • Explain to the group- we are all coming from different countries with different experiences and challenges that we deal with as youth. However, there are some common issues that unite us all. To be a really strong voice for youth in our country, in our region and in our world we need to establish what those common issues are. This will help us to create a global youth agenda to influence governments and leaders worldwide!  
   • Sidenote - Before the conference we asked youth to conduct research about the most pressing issues ('conceptions') affecting young people in your country. Now is the time to hear from you about what you found.  

2. Youth Presentations [5mins per country - STRICT]  
   • Explain, each national group of youth is asked to give a 5min overview of the results of the research they conducted. Youth are encouraged to share only the highlights ('top issues'). The presentation can be in a creative format eg poster, ppt, play etc. As Youth presenters come up, display their presentations around the room.  
   • Next, you will introduce each group before they come on stage. Remind them that they only have 5 minutes. We will go in alphabetical order per country. When their 5 minutes is finished, you strongly hit the GONG to end their speech. It'll be funny, but
we also have to be strict to actually end their speeches.

- At the end of each speech, lead the group in applause for the speakers.
- At the end of the last speech, thank all of the youth for their boldness and excellent presentations.
- Explain that next, we are going to enjoy a cool, multi-cultural GLOBAL CAFÉ. Fiona will come and lead this session plus a decision-making discussion to decide the themes until lunch.

3. AFTER LUNCH: PLENARY REPORT BACK

- After the youth discuss their themes, each group will give a 5 minute presentation about their discussion after lunch which you will moderate.
- You will invite each group to come up and present for 5 minutes or less. Remind them that it’s important to keep time. Hit the gong when time has finished.
- After all groups present – invite everyone for a coffee/juice break before we head off for our sight-seeing !
- Remind everyone that the bus pick-up will be at 16:00 sharp.

| Additional resources that might help | AGENDA_RYC Armenia.pdf | AGENDA_RYC Istanbul.pdf |
 GETTING TO KNOW EACH OTHER

BEACH BALL
*Time Required: 10 minutes*
*Group Size: 5-25*
A beach ball is pre-divided with random questions written on it. The participants toss the ball around the circle introducing themselves and answering the question closest to their pinky.

2 TRUTHS & A LIE
People write down two truths about themselves and a lie. Then introduce the three “facts” to the rest of the group who tries to guess which one is a lie.

HUMAN KNOT
In a circle, people put their arms in and hold someone else's hand, then try to unravel the knot without letting go of hands. Involves getting physically close to others, stretching, laughing and problem solving.

HAVE YOU EVER?
Active, fun group activity to explore and celebrate the rich diversity of people's past experiences. Works well with large groups.

REMEMBER THE CIRCLE
Ask the group to sit in a circle. Someone introduces themselves for example, ‘Hello! My name is Nicola”. The person next to the facilitator goes next. They introduce themselves. They then introduce themselves for example, ‘Hello! My name is Jola, this is Melanie”. The game continues until each person is introduced.

WARM UPS / QUICK ENERGIZERS

HEADS UP
In a circle, people look at ground. •When you say “heads up”, they have to look into someone else’s eyes. •If two people are looking at each other, they scream and are both out.

CATCH IT
The group stands in a circle. Someone takes the ball, throws it in the air and calls out someone’s name. This person has to run and catch the ball and so on.

A FRIENDLY BUNCH
• The delegates stand in a circle.
• When the Chair shouts “Go”, they need to hug as many people as possible in the next 30 seconds.
• Play as many rounds as needed.
• The game can be played as a competition where the one who hugs most people wins.
• Upbeat music should be played during the game.
• Variation: The delegates need to hug all the other delegates as quickly as possible and then sit down.
DANCE CIRCLE
- Group forms a circle.
- A song is played on the background, preferably a funky one, with a good rhythm.
- Chair starts with a move that is to be imitated by the delegates.
- Next delegate in the circle introduces another move and so on.

CHECK-IN ACTIVITIES

Say good morning/hello in different languages
Say good morning/hello in different languages and then how you are feeling or looking forward to.
Say a color that matches your mood
Chose a color that matches your mood and explain to group why you chose this colour.
Share a movement/sound/both
Each person does a movement, make a sounds or a combination of both that matches their mood. The group then copies all together.
Metaphors
Could be a plate of food, a vehicle, an animal. Invite people to identify an animal that speaks to their mood or feeling about something specific, their expectations for the workshop or meeting or just how they’re feeling and describe to the group.

ENERGIZER FUN

GREEN TROUSERS GAME
Form a circle of chairs (one for each person) and then take one away. One person stands in the middle and calls out something like "Everyone with green trousers". Everyone with green trousers then jumps up and moves to a place vacated by someone else who has moved. The last person who is left without a seat remains in middle to call out something else.

FRUIT SALAD
The delegates sit on chairs in a circle. There should be one chair less than there are delegates. Each delegate is named by a fruit e.g. banana, apple, pear, orange. One of the delegates stands in the middle of the circle and says the name of the fruit e.g. if he says apple, all the apples must change seats. The delegate in the middle can now sit again if he finds a free seat. The delegate who is left without a seat must now go into the middle and the game begins again. If the delegate in the middle says “Fruit Salad”, all members must change seat.

TWO TRUTHS AND ONE LIE
Each person has to tell two truths about him/her and one lie, while the others try to guess which is the lie. The key is to make the truths as outrageous as the lies so they are believable.

SKIN THE SNAKE
All delegates line up one behind another. Each delegate puts their right hand forward as if they were shaking hands. Put left hand through own legs behind to shake hands with person behind you. Without breaking the chain, start the game. The last person in the line lies down on their back. Everyone else backs up to be able to lie down also. When whole group is lying down, first person stands up, and walks forward over all the other people until the “snake” has skinned itself. Be careful not to step on them!

MIRRORING
- Place people into pairs.
- One person is the “actor”, the other the “mirror”.
- The “actor” and “mirror” must face each other.
- The “mirror” does whatever the actor does, mirroring their actions.
- After a few minutes, change roles.

FIND THE DIFFERENCES
Time required: 10-15 minutes
Group Size: 10-20
Arrange participants into two equal lines facing each other. Once group turns around while the other gets 30 seconds to change 10 things about them (switch jewelry, change hair style, untie shoelaces, switch watch to other arm, trade clothing, etc.) as long as they are all things in sight. The first group turns back around and
must identify the 10 changes. After they identify the changes, or time is up they swap so they other team gets to make changes while they guess.

**CONFUSION**

Materials: Pens, paper.
- Give each participant a sheet with various tasks and ask them to complete it when you say, “GO!”
- For example:
  - Get a male to do five push-ups and sign here.
  - Leap frog over someone 5 times.
  - Get someone to whisper the pledge of allegiance and sign here.
  - Play “Ring around the Rosy” with two other people and have them sign here.
  - Get a female to recite a nursery rhyme.
  - Shake hands with someone you do not know and continue holding hands
  - while debating the merits of your favorite ice cream flavour.
  - Have someone teach you a dance step (even if they make it up).
- First person to complete the entire sheet wins.

**MIME**

The game leader thinks of different MDG terms (as many terms as there are small groups) e.g. ‘poverty’, ‘environment’, ‘women empowerment’, ‘hunger’ etc and writes them on small pieces of paper corresponding to the number of participants.

Procedure: The papers are given unseen to the participants. After a start sign is given each participant acts their own term and the participants with the same terms must find each other. At the end each small group mimes their term to the others and they must guess which term it is.

**LONG GAMES**

**SECRET FRIEND**

When you have a large group of people, the game Secret Friend is a great way to exchange nice gifts and say good/inspire each other. This game it is good to be played all days of the training or conference and to make the reveal of their secret friends in the final day.

**Step 1.** The first thing you need to do is determine the number of people involved and write each of their names on a small strip of paper. Put the small strips into the container.

**Step 2.** After you're done, go around to each person and have them draw out a name—making sure that they do not draw their own. As you're doing this, record who has each name on the other sheet of paper. Hang on to this sheet. It will be important later.

**Step 3.** Explain to each of participants that they must keep their friend and also, request that they only put the name of the recipient on the packages, not who it's from.

All players must make a present (letter, flower, ice cream, drawing, etc) everyday to their secret friend. Try to be creative with what you have around the place and not spent too much money.

**TELL A STORY**

The participants should stand in a circle. The purpose of this activity is to build a story with each participant contributing one sentence that must:
- Make sense and at the same time add some fun to the activity,
- Build on to the last sentence, and
- Be grammatically correct.

For example:
#1: “I was walking to breakfast this morning.”
#2: “A dog came up to me.”
#3: “I said good morning to the dog.”
#4: “The dog asked me what I was going to have for breakfast.”

The activity continues until all of the participants have contributed or until the facilitator feels that the group has been energized.

**ZOOM**

A group tries to create a unified story from a set of sequential pictures. The pictures are randomly ordered and handed out. Each person has a picture but cannot show it to others. Requires patience, communication, and trying to understand from another's point of view in order to recreate the story's sequence.
Influencing Workbook:

Public Speaking Manual: