EDUCATIONAL
SUPPORT TO
CHILDREN OF
UNDERSERVED
POPULATIONS
(ESCUP)

NOVEMBER 2006

Promoting Youth Engagement Training Module

For Community-Based Youth Group Support Teams

ESCUP partners include:

American Institutes for Research (AIR)

World Education, Inc.

Kampuchean Action for Primary Education (KAPE)

CARE

Educational Support to Children in Underserved Populations

A TRAINING MODULE
TO PROMOTE YOUTH ENGAGEMENT
COMMUNITY-BASED YOUTH GROUP (CYG) PROGRAM

I.   Introduction

Research on youth development shows that youth need basic support, safe places to gather, good relationships with peers and adults, opportunities to learn and practice the skills needed in different roles, and constructive activities for spare time. Meaningful youth participation respects, recognizes and nurtures the interests and abilities of young people by providing real opportunities for them to gain important decision making and problem solving skills, developing competencies, establish meaningful relationships and bolster their self-esteem as well as demonstrate their capacity as responsible, participating members of the community.

ESCUP believes in introducing Community-based Youth Groups CYG as a mechanism to support genuine participation by using local resources to strengthen civic engagement and social cohesion. It is an approach to education promotion and school/community development that led by youth to engage with children on issues of concern to them and to actively involve them in their personal development and the development of solutions to the community problems.

II.   Overall Goal

CYG network gives young people a chance to work in a group with their peers to plan and implement development activities to benefit their communities. CYG promotes resilience (by building on youth strengths, including energy, enthusiasm and creativity), reduces risks, develops youths' competencies, enhances youth programs and services and promotes youths' commitment to programs

III.   Specific Objectives

- o   To form an organizing group that youth can learn and develop social and development skills.

- o   To approach youth and children to work together in order to plan and implement projects that support children to surmount all forms of barriers (culture, language, gender. etc.) to education and encourage them to stay in school and learn better.

Genuine youth participation moves beyond tokenism (such as inviting young people to sit on a committee without real capacity to influence decision) towards a process where youth have meaningful involvement in decision affecting their welfare, in an environment which allows them to access and learn from the experience and the expertise of adults.
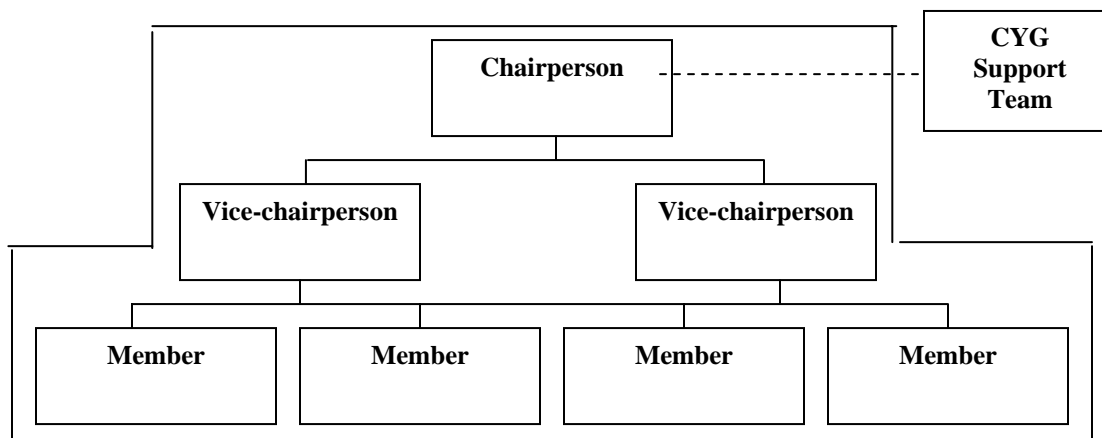*(A Guide to Youth Friendly Practices, The City of Calgary)*

IV.   Community-based Youth Group (CYG) structure

A community-based YG consists of about 15 to 20 youth, either youth in lower secondary-school or outside of school, who commit to learn new thing from the program for self-development and the development of the others, and volunteer to spend their free time in planning and working with school children from different ethnic groups. It is expected that selected members would be young people who have a good understanding of the specific nature of the kids, especially girls and those from the minority communities.

Community-based Youth Group (CYG) structure

This group has the following membership. All members have to apply and be selected based on the set criteria. The chairperson and vice-chairperson(s) are elected. The group receives direct technical support and monitoring visits from CYG Support team.

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                    ┌──────────────┐           ┌──────────────┐
                    │  Chairperson │ - - - - - │     CYG      │
                    │              │           │   Support    │
                    └──────┬───────┘           │     Team     │
              ┌────────────┴────────────┐      └──────────────┘
       ┌──────┴──────┐          ┌───────┴─────┐
       │    Vice-    │          │    Vice-    │
       │ chairperson │          │ chairperson │
       └──────┬──────┘          └──────┬──────┘
      ┌───────┴───────┐        ┌────────┴───────┐
  ┌───┴───┐     ┌─────┴──┐  ┌──┴─────┐    ┌─────┴──┐
  │ Member│     │ Member │  │ Member │    │ Member │
  └───────┘     └────────┘  └────────┘    └────────┘
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Vice chairpersons could be more than 2. The organization depends on the scope of the group. For example, if the group consists of 20 members, it would be better to have 3 vice chair persons.

V.   *Proposed Criteria for Community-Based Youth Group (CYG)*

Out-of school youth who left school for at least 2 years or youth in school who:
   o   live in the village,
   o   respected by the community members,
   o   have time to contribute to the voluntary work to the development,
   o   interest in working with school children for different ethnic groups,
   o   Attitudes:
        - understanding the specific nature of the kids
        - gender sensitivity
        - non-discrimination
        - participatory approach
        - Creativity
        - Willingness to learn new thing
   o   Demonstration of positive role models for children

VI.   *Proposed responsibilities and tasks of CYG*

Young people can do pretty much anything an adult can do if they have the right support and resources - Plan and run their own meetings, organize and delegate tasks, make presentations, do workshop and fund raising, etc. Every person has something to contribute. With motivation and on-going support, it is expected CYG to fulfill their responsibilities and tasks as following:

  1. Informal meeting with their peers (and children) to discuss issues and planning.
  2. Provide education advice, social and health education (e.g. domestic violence, child trafficking, gender and diversity, role of multi-culturalism in education, HIV/AIDS prevention and not to appear drug. etc.).
  3. Help the kids to know that:

- o They should pick up trash from the grounds
- o They should plan a time to plant trees
- o They should look into the environmental concerns in their school and at home.
4. Manage study club activities outside teaching hours.
5. Help weaker learners to learn better through tutoring or provide support to the tutoring.
6. Manage leisure activities with and for the children such as sports, arts or/and research activities to explore things in their village.
7. Prepare and organize Youth Activity Day (YAD) by involving children in such an event to present what they have done and learned from their activities.
8. Engage in home-based remediation activities in conjunction with classroom teachers and parents/community.
9. Household visits to follow-up drop out and absent learners in conjunction with teachers.
10. Write monthly report and record case studies or success stories resulted from their work.

VII. *CYG Set up*
Steps for building youth engagement and setting up CYG:
1. Determine the type of guidelines or policy: youth-target guidelines/policy.
2. Seek out partnership with the appropriate youth organization to help co-design and implement a youth engagement process.
3. Planning with partners
   - o How to institutionalize the CYG? What structure looks like?
   - o What level of youth participation do we want to achieve?
   - o What mechanism of accountability will be established and how?
   - o What kinds of support are necessary for youth that are to be involved?
   - o How will mentoring opportunities be provided to the group?
   - o What will happen if issues/conflicts arise within the process?
4. Conduct focus group discussions with the community and youth to finalize case study sites for the pilot program.
5. In partnership with youth, identify those whose self meets the criteria to be CYG members and develop the roles and responsibilities of CYG.
6. Develop the indicators of effective youth engagement with youth that we will attempt to achieve. Ensure the proper resources and personnel will be made available for the fulfillment of the indicators.
7. Support CYG to make a development plan and budgeting
8. Capacity building activities (series of training sessions according to the needs of CYG) to ensure youth can implement their development plan smoothly and effectively.
9. On-going support and monitoring visits.

VI!I. *Criteria for case study sites*
Villages where children go to the ESCUP supported school with:
- o Active Focal Point Persons who are willing to provide support to the CYG and have a strong link with responsible youth organization.
- o A strong participation and support of parents/ community.
- o The kids ho have most difficulties in their learning.
- o Many young people who have potential and commitment to contributing to school/ community development especially working with and for children.

IX.   Proposed budget for Youth Group set up and implementation

	Activity	Sub-activity	Unit	Total budget
1.	Set up Youth group	Introductory meeting with the community	$1.5x2 personsx1day=$3 Refreshment: $.5x20=$10 Materials: $5	$ 18.00
		Focus group discussion with the community members and youth	$1.5x2 personsx1day=$3	$ 3.00
		Orientation meeting with youth to select volunteers on board	$1.5x2 personsx1day=$3 Refreshment: $.5x30=$15 Materials: $5	$ 23.00
			Sub-total	**$ 39.00**
2.	Capacity building activities	Action planning with youth	$1.5x2 personsx1day=$3 Refreshment: $.5x20=$10 Materials: $5	$18.00
		Other relevant training to the needs of Youth Group for the project implementation	$1.5x2 persons x 5 times=$15 Refreshment: $.5x20 x 5 times=$50 Materials: $5 x 5 times = $25	$90.00
			Sub-total	**$108.00**
3.	Project implementation	implement specific activities as the results of the action plan	$ 30 x 5 months= $150	$150
			Sub-total	**$150.00**
4.	Monitoring and follow up activities	Monitoring activities done by the focal point person or village support committee	$1.5x x 2 នាក់ x 5 times = $15	$15
			Sub-total	**$ 15**
		GRANT TOTAL		**$ 317.00**

Planning Meeting
on Community-based Youth Group (CYG)
With NGO partners
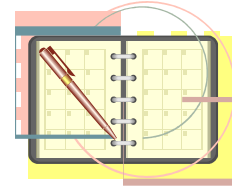
o The project staff organizes a meeting with NGO partners to explore possibility for CYG set up and future action.

o The facilitator explains that ESCUP is thinking of working with youth by strengthening an existing youth network or setting up a new one as a mechanism in the community to contribute to school/community development that led by youth to engage with children on issues of concern to them and to actively involve them in their personal development and the development of solutions to the community problems.

o   The facilitator asks the participants to discuss in small group of 4-5 based on the guided questions as following:
   1) Who should be targeted as YG members? (target groups)
   2) Do you think that YG useful? if it is useful, why? (Objective)
   3) What do you thinks their roles should be? (Responsibilities and tasks)

o Participants work in small group to discuss and write ideas on the flipchart paper.
o Each group representative presents their discussion results in a plenary. It is assumed that each group sees CYG useful.
o

> *Question 1: there could be several options for the target groups:*
>   o *youth in secondary school or Out-of school youth or*
>   o *mixed group of youth in school and out-of school with different ethnic groups (e.g. Khmer an d Cham)*
> *Questions 2 and 3: for expected answers, see III and VI in page 1-3.*

o Since the participants found the CYG useful, the facilitator then brainstorms ideas through following questions:
   1) What are the criteria for CYG?
   2) How to set it up? (Structure)-How many people should be in the group, who they work with and who they report to?)
   3) How to make this network link with school and community activities?
   4) Any incentives for the CYG members for their work?
   5) How long the project would be? (Time frame)
   6) How can the project be sustainable?
o Record all ideas from the large group discussion for the next phase planning.
o In large group, identify criteria for case study sites.

> Areas where:
>   o there are active Focal Point Persons who are willing to provide support to the CYG and have a strong link with responsible youth organization.
>   o there is a strong participation and support of parents/ community.
>   o   the kids have most difficulties in their learning.
>   o   there are many young people who have potential and commitment to contributing to school/ community development especially working with and for children.

o Reconcile the ideas and document the outcomes of the meeting.
   Note: The template with list of key interventions in target schools can be used as a tool for the selection .

Educational Support for Children in Underserved Populations

Case study sites Selection tool for Youth Engagement

Directions:

The interview should be conducted with around 8 to 10 Community members in each mixed group, inclusive of gender balance with different age, ethnicity and education background, etc. The interviews will last about 2 hours long.

After the interview the facilitator(s) will score each item according to the scale shown in the right hand column. Circle the number that corresponds to the 'descriptor' provided for each question item. When you have finished scoring all sections, add up all the scores and enter the TOTAL SCORE in the space provided at the top of the form.

Name of commune : _____ Village: _____ Cluster: _____
Name of Evaluator: _____ Date: _____ Total Score:_____

Guided Questions for Focus Group Discussion	Score
1 Do you think that there is an existing community-based association such as youth/ women/ religion associations or focal point persons in your community? If yes, please describe what type of association? Member 1: ☐ Yes ☐ No _____ Member 6: ☐ Yes ☐ No_____ Member 2: ☐ Yes ☐ No _____ Member 7: ☐ Yes ☐ No_____ Member 3: ☐ Yes ☐ No _____ Member 8: ☐ Yes ☐ No_____ Member 4: ☐ Yes ☐ No_____ Member 8: ☐ Yes ☐ No_____ Member 5: ☐ Yes ☐ No _____ Member 10:☐ Yes ☐ No_____ Comments/Suggestions (made by respondents): _____	10 9 8 7 6 5 4 3 2 1 0
2 Do you know how often they meet? Member 1: ☐ More than once a month ☐ Once a month ☐ Less than once a month ☐ Never Member 2: ☐ More than once a month ☐ Once a month ☐ Less than once a month ☐ Never Member 3 :☐ More than once a month ☐ Once a month ☐ Less than once a month ☐ Never Member 4: ☐ More than once a month ☐ Once a month ☐ Less than once a month ☐ Never Member 5: ☐ More than once a month ☐ Once a month ☐ Less than once a month ☐ Never Member 6: ☐ More than once a month ☐ Once a month ☐ Less than once a month ☐ Never Member 7: ☐ More than once a month ☐ Once a month ☐ Less than once a month ☐ Never Member 8: ☐ More than once a month ☐ Once a month ☐ Less than once a month ☐ Never Member 9: ☐ More than once a month ☐ Once a month ☐ Less than once a month ☐ Never Member 10:☐ More than once a month ☐ Once a month ☐ Less than once a month ☐ Never Comments/Suggestions (made by respondents): _____	30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0
3 How active would describe the association in participating in social work? Member 1: ☐ Very active ☐ Somewhat active ☐ Not at all active Member 2: ☐ Very active ☐ Somewhat active ☐ Not at all active Member 3: ☐ Very active ☐ Somewhat active ☐ Not at all active Member 4: ☐ Very active ☐ Somewhat active ☐ Not at all active Member 5: ☐ Very active ☐ Somewhat active ☐ Not at all active	20 19 18 17 16 15 14 13 12 11 10 9 8

	Member 6: ☐ Very active ☐ Somewhat active ☐ Not at all active Member 7: ☐ Very active ☐ Somewhat active ☐ Not at all active Member 8: ☐ Very active ☐ Somewhat active ☐ Not at all active Member 9: ☐ Very active ☐ Somewhat active ☐ Not at all active Member 10:☐ Very active ☐ Somewhat active ☐ Not at all active Comments/Suggestions (made by respondents): _____	7 6 5 4 3 2 1 0
4	Do you know what kinds of things do youth and young people here do in their daily life? Member 1: ☐ do farming ☐ Fishing ☐ Working for money ☐ Saying home do household chores ☐ Going out and playing with friend ☐Others:_____ Member 2: ☐ do farming ☐ Fishing ☐ Working for money ☐ Saying home do household chores ☐ Going out and playing with friend ☐Others:_____ Member 3: ☐ do farming ☐ Fishing ☐ Working for money ☐ Saying home do household chores ☐ Going out and playing with friend ☐Others:_____ Member 4: ☐ do farming ☐ Fishing ☐ Working for money ☐ Saying home do household chores ☐ Going out and playing with friend ☐Others:_____ Member 5: ☐ do farming ☐ Fishing ☐ Working for money ☐ Saying home do household chores ☐ Going out and playing with friend ☐Others:_____ Member 6: ☐ do farming ☐ Fishing ☐ Working for money ☐ Saying home do household chores ☐ Going out and playing with friend ☐Others:_____ Member 7: ☐ do farming ☐ Fishing ☐ Working for money ☐ Saying home do household chores ☐ Going out and playing with friend ☐Others:_____ Member 8: ☐ do farming ☐ Fishing ☐ Working for money ☐ Saying home do household chores ☐ Going out and playing with friend ☐Others:_____ Member 9: ☐ do farming ☐ Fishing ☐ Working for money ☐ Saying home do household chores ☐ Going out and playing with friend ☐Others:_____ Member 10: ☐ do farming ☐ Fishing ☐ Working for money ☐ Saying home do household chores ☐ Going out and playing with friend ☐Others:_____	10 9 8 7 6 5 4 3 2 1 0
5	Do you perceive youth/ young people have a will to commit to social development work? If yes, what types of activities and how do you think they should be doing? Member 1: ☐ Yes ☐ No _____ Member 6: ☐ Yes ☐ No_____ Member 2: ☐ Yes ☐ No _____ Member 7: ☐ Yes ☐ No_____ Member 3: ☐ Yes ☐ No _____ Member 8: ☐ Yes ☐ No_____ Member 4: ☐ Yes ☐ No_____ Member 8: ☐ Yes ☐ No_____ Member 5: ☐ Yes ☐ No _____ Member 10:☐ Yes ☐ No_____ Comments/Suggestions (made by respondents): _____ _____ _____ _____ _____	10 9 8 7 6 5 4 3 2 1 0
6	ESCUP and its NGO partner(s) plan to mobilize youth to be on board in order them to utilize their knowledge contributing to community development work. Do you think youth can be empowered and to do the job? Member 1: ☐ Yes ☐ No _____ Member 6: ☐ Yes ☐ No_____ Member 2: ☐ Yes ☐ No _____ Member 7: ☐ Yes ☐ No_____ Member 3: ☐ Yes ☐ No _____ Member 8: ☐ Yes ☐ No_____ Member 4: ☐ Yes ☐ No_____ Member 8: ☐ Yes ☐ No_____ Member 5: ☐ Yes ☐ No _____ Member 10:☐ Yes ☐ No_____ Comments/Suggestions (made by respondents):_____	10 9 8 7 6 5 4 3 2 1 0
TOTAL SCORE		

Orientation meeting with youth on CYG

Introduction **Registration**
Greet participants as they arrive and direct them to sign in.

Welcome (less than one minute)
Gather group, introduce facilitator(s) and welcome everyone.

Name (10 minutes)
Go around the circle and have each participant share their name and where they are from.
Alternative to Name
Option 1: Name Dance Game
Standing in a circle, demonstrate the game by saying your own name and then performing an action as you walk into the centre of the circle example: Dara says, " hi, may name is Dara", Dara steps forwards and waves hands in air, then steps back out to his spot). Everyone says 'Hi, Dara and then performs the same action as Dara did. Go around the circle until everyone has had a turn. After the name dance game, thanks everyone for participating.

Option 2: Name Song Game
Standing in a circle, (1) Explain how to play the game and start by saying: the YG orientation workshop is for (e.g. Jimmy)- (2) whole group repeats- (3) Jimmy asks: For me? – (4) Whole group replies: Yes, you – (5) Jimmy says: No, not me (6) whole group asks: Then who? (7) Jimmy refers to someone else: for example he says: For Dara.- Then the process starts with Dara's name from step 1 to 7 and then the song moves to another name, and so on and so on. Finally, the last one says the YG orientation workshop is for every body !!! Thanks everyone for participating.

Workshop objective (5 minutes)
Briefly explain to participants why everyone has come together today and what are the major objectives of the next steps/ agenda.
- o   Creating a forum in which youth explore possibilities for CYG set up
- o   Discussion responsibilities and tasks of CYG
- o   Have FUN

Talk about the activities which will flow throughout the day. Explain about the logistics concerns and lead the group to discuss the norms of the workshop such as listen to each other as well as share ideas, respect opinons of the other, be courteous to the group, clean up after yourself and other details.

Group arrangement (5 minutes)
Create an agreement for participants of how to form their groups. Tell them that they have to sit as a group of 4 -5 and perhaps, they can choose their own option in order to make everyone feel comfortable participating and not withdrawing from activities.

ESCUP
Overview

What is ESCUP and what ESCU is doing? (10 minutes)
A game: Find someone who
Ask participants to stand up and walk around in the training room. With a "Find someone who" sheet, they dialog with their colleagues, ask one question with one person at a time. Fill the name of the respondents in the matching column.

Find someone who:		Name
1	has heard about ESCUP	
2	thinks ESCUP in working with children in and out- of school	
3	thinks ESCUP provides assistance to children with disabilities and the establishment of child-to-child network.	
4	is willing to support children's learning	
5	think that if boys and girls have equal support to their learning, boys are smarter than girls.	

This exercise helps to assess whether and to which extend participants know about ESCUP. Ask participants to pair up and then distribute photos of ESCUP activities, one photo to each pair. Ask them to discuss what the picture is about and share their thoughts in the plenary. In the end, all pictures post on the wall and everyone have a clear picture of what ESCUP is doing. Explain that ESCUP is one of the programs in World Education and funded by USAID (Unite States Agency for international Development) started since April 2005.
Give them few minutes for questions. They might ask which provinces ESCUP is working or how many schools, etc. provide the answer, if necessary.

Steps for setting up CYG

What is "Youth Group" (10 minutes)
Write the word "Youth Group" on a flipchart and take a few minutes to ask participants what it means to them. Have the participants define the group that they all represent (they might represent youth in a particular village or a particular youth population such as minority youth, immigrant youth, youth with disabilities, youth in school, youth out of school, member of youth association in the village. etc.). Record the group's definition.

Introduce the ideas of community-based youth group by explaining that sometimes young people really want to bring their potential and free time to contribute to the development activities. Yet, they do not understand their roles as change agent and carry out spontaneous tasks in isolation. Equipped them with knowledge and skills, young people will be able to work with multiple stakeholders and address multiple dimensions of the positive change. ESCUP is thinking of establishing or strengthening youth network in the community base that led by youth to engage with children on issues of concern to them and to actively involve them in their personal development and the development of solutions to the community problems. T*he Group will implement activities outside of school with and for school children*. All stakeholders need to work collaboratively to provide an on-going support to the CYG in their development process.

Draft CYG structure on the board and give participants few minutes to think and discuss in pairs. Encourage them to ask questions relating to this proposed structure.

Why engage youth?
 Ask question: what do you mean by "youth engagement"?
The expected answer can be: Engaging youth refers to welcoming youth to participate in the development activities. Its concept is defined as a meaningful participation in an activity with the focus outside the self. Youth engagement is also being considered as an on-going growth process that allows individual youth to meet their basic personal and professional needs.

Explain that the rationale for youth engagement in governance and decision making often begins with a focus on human rights. It is also the spirit of citizenship and civic responsibility of young women and young men with the views of strengthening and facilitating their commitment to and participation in the community change.

Divide participants in small group (4-5). Post the matrix below on the wall and ask them to discuss benefits that relevant players (youth, the organization and the community) have with youth engagement.

Record ideas from the discussion for presentation

Reasons for and benefits of youth engagement		
For Youth	For an Organization	For the Community

Gallery walk- participants walk around to see the work of each group posted on the wall. Summarize the conclusion as shown in the table below:

Reasons for and benefits of youth engagement		
For Youth	For an Organization	For the Community
Skill development to be productive adults: Youth can learn and develop facilitation, planning, organizational and leadership skill. **Social interaction:** Youth can meet with children and adults and develop their relationship with them. **Reduction of risk-associated behavior and/or cynicism by adults:** decreased alcohol consumption, smoking, drug use, risky sexual practices, violent behavior, delinquency and crime, emotional problems, school failure an d early leaving. **Having positive effects on:** self-esteem, physical activity, school performance, commitment to friends, families and communities.	**Better decision making:** Organization can make better decisions on youth related matters-youth provides fresh perspectives. **Better strategy and implementation:** Organization can develop and implement strategies more smoothly and effectively.	**A more participatory society:** Youth are equipped to become more active members in their communities so that children can learn and receive support from them. **Reduce conflict and mistrust:** youth spend their free time on development activities and combat negative perception and stereotypes of youth.

Responsibilities of CYG
What do we mean by responsibility?

Brainstorming session in large group:
1.   What responsibilities did you have as a child/ youth?
2.   How do you learn about responsibility as a child /young people?
3.   What happens when people do not fulfill their responsibilities?
Collect ideas form individuals and stick the poster below on the wall.
Compare participants ' ideas with the idea prepared on the poster below:

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Poster on Reflection points: Global responsibility
- o   Responsibility is not something that obliges us, but is also something that allows us to achieve what we wish.
- o   Responsibility is using our resources to generate a positive change- And what change do we think would benefit us and our community- People who make a difference!
- o   Responsibility requires respect towards all human beings

Look at examples in the good society of people achieving those rights and other behaving responsibilities.
- o   *E.g. free and fair elections taking place, pollution is lessening in some areas, literacy is increasing in many communes.*
        With rights there are responsibilities

</div>

Responsibilities and Tasks of CYG
Ask participants to work in small group and think of the ideas in the poster and select one small achievable project for which they could take responsibility. It might be a project that each one could do individually such as treating each other or person they meet with dignity. Or it could be a project where they provide a service to children in the neighborhood. Ask the participants the tasks they would like to be responsible for, be open to talking about experiences and helping them to generate solutions of any problems.
Group presentation
Compare with the ideas proposed by the facilitator(s) in the poster (annex 3).
Give time to participants to ask questions and give answers as necessary.
Reconcile for the agreement on CYG responsibilities and tasks.

CYG Application Process
Pass out a copy of the application form (annex 4) to each participant.
Review with all participants how to fill out the application form. If after some consideration, the participants thinks he or she may be interested in actually applying they should leave the form with the support team or focal point person(s) in their areas during the next week. Application should be sent in sealed envelop in order to ensure complete confidentiality. Be noted that not all youth who apply may be accepted.
When the explanation of the form is completed, give participants an opportunity to ask questions. Give clarifications as necessary.

Meeting evaluation
Distribute evaluation form (annex 5) to each participant to fill in and return the filled form to the facilitator(s).

Closing   Give few minutes for questions and answers and let them know that they will be contacted by the support group or point persons for the next activity.
Thank everyone for participating the whole day session.

Responsibilities of CYG

1. Informal meeting with their peers (and children) to discuss issues and planning.
2. Provide education advice, social and health education (e.g. domestic violence, child trafficking, gender and diversity, role of multi-culturalism in education, HIV/AIDS prevention and not to appear drug. etc.).
3. Help the kids to know that:
   o They could pick up trash from the grounds
   o They could plan a time to plant trees
   o They should look into the environmental concerns in their school and at home
4. Manage study club activities outside teaching hours.
5. Help weaker learners to learn better through tutoring or provide support to the tutoring.
6. Manage leisure activities with the children such as sports, arts or/and research activities to explore things in their village.
7. Prepare and organize Youth Activity Day (YAD) by involving children in such an event to present what they have done and learned from their activities.
8. Engage in home-based remediation activities in conjunction with classroom teachers and parents/community.
9. Household visits to follow-up drop out and absent learners in conjunction with teachers.
10. Write monthly report and record case studies or success stories resulted from their work.
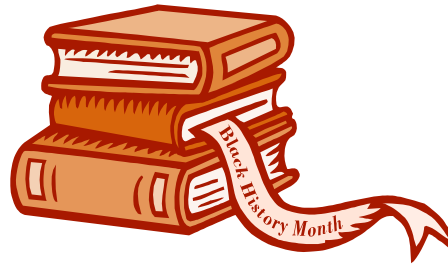
EQUIP1 Educational Support for Children in Underserved Populations
Community-base Youth Group Application

Province: _____ District: _____ Commune: _____ Village:_____	
Name: _____ Sex: _____ Age_____	
☐ Youth in school ☐ youth out-of school Ethnic Group:_____	
Directions: Read each question item below and answer as honestly as you can by checking the appropriate box below. Please know that all applications will be kept confidential.	

	Section 1: General background	
1	Have many years of schooling do you have? ☐G1 ☐G2 ☐G3 ☐G4 ☐G5 ☐G6 ☐G7 ☐G 8 ☐G 9 ☐G10 ☐G11 ☐G12	
2	If, out-of school youth, give reasons for leaving school: ☐ Had no money to pay for learning materials ☐ Needed to work for money to support the family ☐ Failed the exam ☐ Others (please, specify_____)	
3	Have you ever participated in social development activities in your community/school? If yes, what types of activities you have been participated? ☐ Participated in commune development plan ☐ Participated in village meeting on behalf of parents ☐ Involved in planting trees in the village ☐ Disseminate Health information as a team ☐ Worked as a volunteer worker for any NGO (specify NGO's name_____) ☐ Others (please, specify_____)	
4	Have you ever been part of any association or committee? If yes, please specify: ☐ Youth association ☐Religious association ☐ Others (please, specify_____)	
	Section 2: level of interest	
5	Children from different ethnic groups do not want to work together. If they are put in the same team, then conflict might arise. ☐ Strongly agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly disagree	
6	Children don't have any ideas or their ideas seem not totally impractical. ☐ Strongly agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly disagree	
7	It makes me feel tired to deal with rowdy and disruptive children. ☐ Strongly agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly disagree	
8	Your job is activate all children to participate in the activity- "A child says that s/he are bored and do not want to take part in an activity". What you are going to do in this case? ☐ Ask them why? ☐ Let them go ☐Ask them for suggestions for activities they would like to do instead. ☐ Let them know they do not need to do anything and just stay with the team.	
8	Youth Group like to meet formally and informally. Transportation to and from meetings is a key concern. ☐ Strongly agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly disagree	
9	Lots of issues can be solved in non-meetings. We learned a lot by having an informal chat with people (both parents and the kids) ☐ Strongly agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly disagree	
10	It is a frustration to work with girls in the team. They seem not have much ideas to contribute and they are mostly weak and meek. ☐ Strongly agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly disagree	

COMMUNITY-BASED YOUTH GROUP STRUCTURING

Time	Step	Topic session	Tips for success
5min.	Intro	**Welcome and introduction of workshop objective** ≅ The facilitator begins the workshop with a warm welcome to all participants and arranges for introductions of all participants. ≅ The facilitator then tapes a poster to the board that shows the content and Schedule of the workshop. Summarize the objectives and products posts	The facilitator prepares a written flipchart paper on the content/ Schedule and objective for the workshop beforehand. Friendly environment creates confidence, enthusiasm and active participation
20 min.	1	**Secret Ballot Voting** ≅ The facilitator explains the structure and the roles and responsibilities of each committee by showing the poster on the Youth Group structure (Annex 4). ≅Tell participants that the Youth Group has the following membership of which the chairperson and vice-chairperson are elected. ≅ List the names of 6 top-scored members according to their application on the board. It would be good if these people come from different parts of the village, ensure that they are finally grouped according to their location/place they live, implement activities and share information in different parts of the village. ≅ Tell participants that each participant is allowed to vote by secret ballot. When count the ballots, the one who has the first highest scores will be elected a chair person, the second, third and fourth highest scores will be elected as vice-chair persons. Each group needs one chair and 3 vice-chair persons. Therefore, 4 out of 6 will be on board. The two candidates who have lowest scores and the others in the group will be members. ≅ The facilitator next distributes small blank cards to participants in each group. Each participant write the <u>name of one person they prefer the most</u> (as they feel s/he is active, respected, supportive, creative, committed and shows a good role model for others) (10 minutes). ≅Count the ballots and show the results. ≅The facilitator records the results.	The facilitator puts the poster of a structure and the roles/ responsibilities of CYG, developed by youth from the previous workshop on the wall. The facilitators selected 6 top scored YC members according to the scores given to the CYG application for being elected. Some times, there can be a discussion with all members to select potential candidates to stand for the election.

| 90 min. | 2 | **Roles and responsibilities of committee members** ≅Once groups have chosen their chair and vice chairpersons, the facilitator next divides participants into small (sub) groups and asks them to identify the roles and responsibilities of each member of the Youth Group. Ideas from the group will be noted on large poster paper, which the facilitator should distribute to each group.

≅Display participants' responses on the wall.

≅Allow a representative of each group to present the suggestions of their individual groups.

≅The facilitator next asks participants to read the roles and duties of committees shown in the table below. Compare information on the handout with the suggestions of the participants in order to identify points that need to be added and those points that may be omitted

≅Review as a large group. Tell participants that the name lists of the Youth group have to be typed/ written up and submitted to CIYA for its acknowledgement and approval. | |

Roles and Responsibilities CYG members

Draft

CYG Support Team
o provides advice to the Youth Group (YG)
o helps to facilitate solutions of arising problems
o acts as the honorable chairperson in meetings following the invitation of the YG
o acts as treasurer (during the first stage. This task will gradually be delegated to CYG)
  ∗ takes care of all money received from CIYA
  ∗ delegates responsibility for purchasing materials pending permission of the chairperson to vice- chair persons
  ∗ manages receipts to be sent to the CIYA
  ∗ liquidates funds with the chair person

Chairperson
o takes responsibility for coordination of all activities relating to CYG
o liaises with the CYG Support Team/CIYA to ensure adequate support for the group.
o **cooperates with members of CYG in order to identify problems and in the implementation and identify solution to address problems occurred.**
o meets with the parents of children who have dropped out of the activities to discover the reason why children are not attending.
o checks the prices of materials to be purchased (if needed) and authorizes all the purchases.
o reports about activities to the CYG Support Team or/and CIYA every month
o pays visits and follows up on the activities implemented.
o organizes all meetings

Vice-chairperson
o takes responsibility in cases where the chairperson is not present or available
o *liaises with focal point person(s)/ community members and CYG members to identify in school and out-of school children/youth who need service/support from CYG*
o provides the names and records to the chairperson.
o participates in implementing activities identified in the action plan with the sub-group of CYG.

Members
o participate in all meetings organized by the chairperson of the CYG and CIYA.
o work with CYG chair person to identify in school and out-of school children/youth who need service/support from CYG
o participate in the implementation of activities identified in the action plan.
o provide information about the beneficiaries to their parents/families and ensure that the parents of beneficiaries agree to allow their children to attend activities with CYG
o provide suggestions to the CYG about experiences encountered in order to help improve the functioning of activities.
o prepare a list of beneficiaries who are involved in the activities organized by CYG.

ACTION PLANNING WORKSHOP
THROUGH PLA TECHNIQUE

Time	Step	Topic session	Tips for success
5min.	Intro	Welcome, Introduction of workshop objective and PLA objectives. ≅Explain that participants work in a participatory way to develop a DP that they will use as a road map for their implementation.	Provide short explanation about what PLA stands for- It stands for Participatory Learning and Action
AM 45 min.	1.	**Presentation on general problems and visioning (perception of the future)** ≅Explain that before they take any actions there should be a clear understanding about the present situation in their village. ≅ In the large group ask participants to think of one or two problems which they think are specific to their village (problems children face in their learning, parents' and children's attitudes towards education, problems relating to out-of school youth and households such as domestic violence, child trafficking, HIV/AIDS and health and drug issues. Etc.). E.g. Children do not play volley ball after school ≅Ask participant to work in small group (5-6) to discuss and draw pictures /write (on the flipchart paper) of other problems (a current situation) in their village. ≅ The facilitators encourage participants to vision for the future. Each sub-group is given a 6 month time frame. They need to imagine how the specific problem will change for the better within these 6 months and draw pictures to present their ideas. ≅A representative participant of each sub group presents their picture describing the problems and their visions. Problems could be things related to children in school and children/youth-out of school. ≅ The facilitator records each problem and vision in writing on the blank cards (one problem in one card) ≅ Then the facilitator summarizes the problems and visions. These problem cards will be used for small group discussion during the next activity. The facilitator explains that the Youth Group, with assistance from the support committee, will play a role as change agent to improve such a situation.	Each PLA workshop required at least 2 facilitators. This was to enable small groups of 9-10 participants to be divided according to their neighborhood (they live near each other) and engage in group discussion. Need to prepare some snack and drinking water for participants at break time other wise they will feel hungry and can not share any ideas. Seating on the mat/ floor could be a better way to help the participants feel more relaxed and actively participate.

AM 30 min.	2	**Card sort (prioritizing village problems)** ≅ Prior to this session two charts were prepared on flip chart paper. Each chart was divided into two halves. One half for in-school children's problems the other for out-of school children/youth problems. ≅ The participants are divided into two small groups. Each group has 9-10 participants and is accompanied by a facilitator. Each group includes a mixture of female and male participants. ≅ Each small group is given a set of the written (problem) cards. They need to sort these cards into two piles. One pile representing SC problems and another pile representing OSC/Y problems. ≅ The smaller cards are then glued to the chart. The chart is folded into two just showing the half related to either SC or OSC/Y problems. ≅ Each small group divides itself into sub group of 4-5 participants. Each sub group is asked to think of other SC or OSC/Y problems which have so far not been presented but are prevalent in their village. They can either draw their idea if they are not confident in writing or write them down. ≅ These sub groups then rejoin as a small group. A representative of each sub group presents any of their additional ideas to the small group. These ideas are then added to the chart leaving out any ideas that are suggested twice. ≅ The participants are then given three different sizes of stars big, medium and small. As a group they collaborate to decide which problems are more prevalent than others. Those problems, which are more prevalent, receive a big star and those problems, which are less prevalent, receive a small star. This needs to be done for both SC and OSC/Y problems. ≅ In each small group, each participant is given two beans. They use the beans to vote for the two main problems. At this stage the facilitator reminds the group that when voting they should keep in mind that they should choose problems which can be solved by the community/them in collaboration with CIYA and with the USD $ 100?? Supported by CIYA. ≅ They do this for both SC and OSC/Y problems. One problem can only be voted on using one bean.	

		≅ The two main problems facing SC and OSC/Y have now been chosen from the perspective of the two small groups. A representative from each small group presents their decision to the larger group in the afternoon session.	
AM 60 min.	3	**Solution and source of help available** ≅ Work in small group of 9-10 persons ≅ Again, each small group divides itself into 2 sub groups of 4-5 participants. One sub group is asked to work on SC problem and another sub group is asked to work on OSC/Y problems. ≅ Each sub group sticks the problem on the chart, which is broken into 5 columns (Column of Problem, Causes, preferred Solutions) ≅ Facilitator provides blank sheets of papers and markers to each sub group and let them draw or write the causes of problems. ≅ In sub group, participants continue their discussion for solutions by drawing or writing and put it on the chart for summing up. ≅ Then use stars to determine the preferred solution that can be solved through community participation. (Big star = can be solved by youth with strong participation of community, Medium star = can be solved by youth with participation (to some degree) of community, Small star = can't be solved either by youth or community) ≅ Solution must give details of What, Who, When, Where and How. ≅ These sub groups then rejoin as a small group. A representative of each sub group presents their ideas to the small group. The small group reconciles the results and put the agreed ideas on one big piece of paper. ≅ Each small group presents their problem and the two preferred solutions to the whole group.	
PM 20 min.	4	**Option Assessment** ≅ Two groups join together (1 SC problems with 2 solutions & 1 OSC/Y problem with 1 solution) ≅ Use beans to complete Assessment chart, on the Assessment chart three are 8 different topics:	Participants sit in circle on the mat. The assessment chart was put in the middle of the circle. The

		Less Money, Short Time, Feasibility, Community participation, vulnerable children/youth get benefits. ≅ To determine this session, facilitator must have clearly explanation to the group on assessment pictures, and specifically on the Money and Time, if any solution uses less money and short time 3 beans are voted. If any solution uses lots of money and takes long time 1 bean is voted. ≅ Discuss the results and make final decision on the preferred solutions.	
AM 2 H.	5	**Write up Action Plan** ≅ Two facilitators will help to facilitate the two groups to write up action plan. ≅ Action Plan steps: 1- Putting the date of action plan written and the name of village/commune, 2- Problem, 3- Option, 4- Description of Action-Action must include details of What, Who, When, Where and How/how much, 6- Expected Results. ≅ Estimate on cost of materials or find out the local resources. Present the SC plan and OSC/Y plan to the whole group. *NOTE:* Besides the months which hold the Action Planning workshops, the participants will participate in bi-monthly meetings in order to review the implementation of activities, identify problems and challenges in their implementation and identify solutions to address problems identified	Each member of the CYG has to keep this action plan. There are 3 options (main activities) will be implementing. 6-7 members (including one vice-chair) will take responsibilities for each main activity. the sub-activities under each main activity should be well delegated according to the skill and interest each member has. CIYA should appoint focal point person(s) to do the follow up activity and to act as *liaison person(s)* to give feedback to the CIYA team. The grant should be flown to the liaise person. The vice-chair who is in charge treasurer can advance the money from the liaise person for the implementation.

Action Plan

Village Name:_____

Commune:_____

Sample

Problem	Option	Action/What	Who	When/How long	Where	Cost	Expected results

Youth participant feedback form

Optional

About the Youth Group

1.   Being part of Community-based Youth Group, did you….

A lot   Some   No

r   r   r   Have fun?

r   r   r   learn something new about youth engagement?

r   r   r   Learn something new about how you could take action to make personal community change?

r   r   r   Feel respected by others?

r   r   r   Have a chance e to express your ideas?

r   r   r   Contribute something to the meeting?

r   r   r   Feel that people listen to you?

r   r   r   Have a chance to meet youth you may not usually talk to or meet?

r   r   r   Feel inspired or motivated to get involved in youth group?

2.   What do you like best about the program?

_____

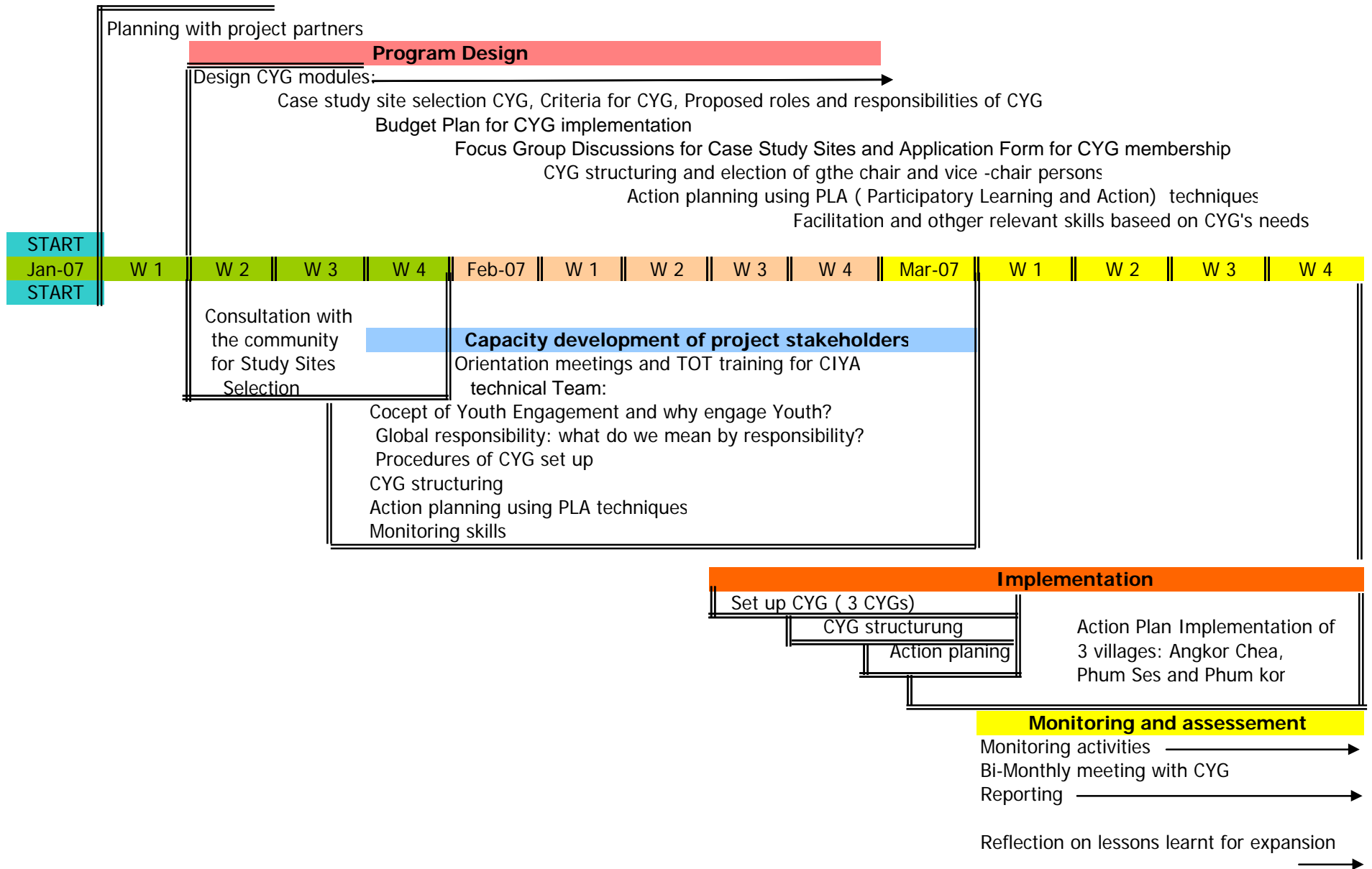3.   What do you like least about the program?

_____

What do you think would help support youth participation in your community?

r   Having more opportunities to attend meetings or workshops

r   Set up youth group

r   Planning and implementation

r   Skills training for youth (specify :_____)

r   Others (specify :_____)

Community-based Youth Group

Planning with project partners

Program Design

Design CYG modules:

Case study site selection CYG, Criteria for CYG, Proposed roles and responsibilities of CYG

Budget Plan for CYG implementation

Focus Group Discussions for Case Study Sites and Application Form for CYG membership

CYG structuring and election of gthe chair and vice -chair persons

Action planning using PLA (Participatory Learning and Action) techniques

Facilitation and othger relevant skills baseed on CYG's needs

START																
Jan-07	W 1	W 2	W 3	W 4	Feb-07	W 1	W 2	W 3	W 4	Mar-07	W 1	W 2	W 3	W 4
START																

Consultation with the community for Study Sites Selection

Capacity development of project stakeholders

Orientation meetings and TOT training for CIYA technical Team:

Cocept of Youth Engagement and why engage Youth?

Global responsibility: what do we mean by responsibility?

Procedures of CYG set up

CYG structuring

Action planning using PLA techniques

Monitoring skills

Implementation

Set up CYG (3 CYGs)

CYG structurung

Action planing

Action Plan Implementation of 3 villages: Angkor Chea, Phum Ses and Phum kor

Monitoring and assessement

Monitoring activities

Bi-Monthly meeting with CYG

Reporting

Reflection on lessons learnt for expansion

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