
YOUTH LEADERSHIP PROGRAMME

FACILITATORS' MANUAL



**BISHOP
SIMEON
TRUST**

**A facilitator's guide to implementing the Bishop
Simeon Trust's (BST) youth leadership programme**

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1.THE MANUAL

This document serves to provide guidance on the implementation of the Bishop Simeon Trust's (BST) youth leadership programme. It is broken down into a series of workshop documents focused on the day-to-day activities to be carried out with the Safe Park partners. The appendices provide further details which underpin the workshops with the services users.

2.THE YOUTH LEADERSHIP PROGRAMME STRUCTURE

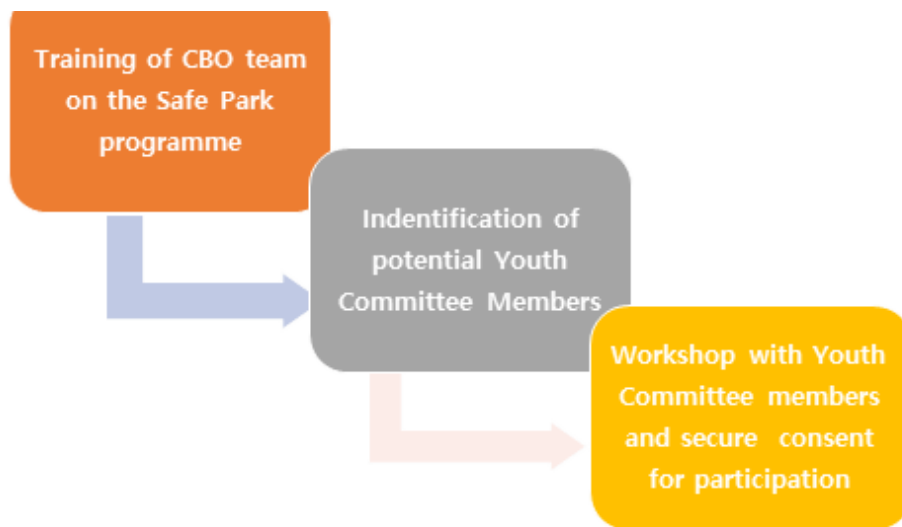
The youth leadership programme has been developed in partnership with the University of Leeds and our South African partners since 2015. It is our intent to ensure that we continue to learn through implementation to improve the programme model and ensure that it serves the needs of vulnerable children and our partners.

The youth leadership model runs on an approximately 5-month cycle which seeks to develop and deliver youth led 'campaigns' around topics they choose. This is delivered in partnership with local community-based organisations (CBOs) with whom the Trust has already established a partnership arrangement, which are seeking to delivering protection and support services to vulnerable children in pursuance of the South African Department of Social Development's (DSD) 'Drop-In Centre' model. The preparation phase need not be repeated where a Youth Committee has already been established. Key stages are outlined in the following sections.



2.1 THE PREPARATION PHASE

Prior to implementation of the Youth Leadership Programme it is essential that the CBO partners staff receive training which locates the programme in terms of their work and the facility it provides in terms of support and protection for children. It is also vital that the Youth Committee themselves appreciate the programme, the facility it provides for them, their necessary commitment and appropriate consent for participation.



2.2 YOUTH LEADERSHIP PROGRAMME CYCLE

Once the Youth Committee is established the five-month Youth Leadership Programme is implemented following this broad cycle:



3. WORKSHOP GUIDANCE

The following guidance provides detail regarding methodology for the specific elements of the preparation and delivery phases of the Youth Leadership Programme.

3.1 CBO TRAINING

WORKSHOP FOCUS: COMMUNITY BASED ORGANISATION TRAINING

This workshop will be specifically targeted at CBO managers, the Safe Park Coordinator (SPC), and the Social Auxiliary Worker (SAW) that will be supporting the Safe Park programme. It is recommended that other individuals within the organisation that will be supporting the programme also attend the workshop in order to fully appreciate its nature and dynamics. After this workshop the SAW and the SPC should be able to confidently establish and run the Safe Park and its integral Youth Leadership programme.

WORKSHOP OBJECTIVES

1. What is a Safe Park
2. How does the Safe Park programme integrate into the CBO's programme
3. Reporting to DSD on the Safe Park and its benefits.
4. Activities to be held at the Safe Park.

TOPICS TO BE COVERED BY OBJECTIVES

1. What is a Safe Park

- 1.1 Formal and informal Safe Parks.
- 1.2 Identifying the ideal type of Safe Park for their community-based organization.

2. How does the Safe Park programme integrate into the CBO's programme.

- 2.1 The advantages of having a Safe Park within the organization.
- 2.2 Looking at the safe park as an integrated programme within the CBO rather than separate from it.

3. Reporting to DSD on the Safe Park and its benefits

- 3.1 How to report the activities of the safe park to DSD on a monthly, quarterly, and yearly basis.
- 3.2 The benefits of reporting on the Safe Park to DSD.

4. Safe Park Activities

- 4.1 Ideal activity programme in the Safe Park
- 4.2 Food Programme
- 4.3 Gardening Programmes

WORKSHOP TIME

6.5 hours

RESOURCES REQUIRED

- Venue
- Flipcharts
- Pen and paper
- Name tags
- Safe Park guidance documents
- All workshop documents
- Refreshments
- Lunch

3.2 YOUTH COMMITTEE FORMATION

The purpose of this initial stage is to work with the SAWs and the SPCs within a Safe Park to identify those children and young people who would be willing and able to engage with and support the development of a Youth Committee, as well as participate in its campaign activities.

The SAWs and SPCs are best placed to know the children they serve and those who have the ability to engage with the programme. The initial point of discussion with them should be around this, although the invitation to participate should be shared with the children that they serve. The priority at this stage is enthusiasm for the idea of a YC, although this should not exclude children who have lower levels of confidence and existing engagement capabilities. This should be considered in terms of the mix of children that are selected at this initial stage.

It should also be noted that this does not exclude the possibility of children joining the YC at a later stage. Indeed, renewal of membership is essential across repeated implementation of the Youth Committee campaign cycle, although this initial formation stage should only happen once ahead of the very first campaign cycle. As much as is possible this must include an element of self-selection amongst the children.



This initial stage should help establish early collaborative relationships between the membership of the Youth Committee, as well as work with the children to identify their preferred operational structure for their Youth Committee.

Ideally the workshop should commence with a series of participatory activities and games which help the children to get to work together, get to know each other and build early interactions. This should then help them move onto how they wish to form and structure their Youth Committee.

Experience suggests that formal governance committee models are less effective for young people than more collective and consensus-based approaches for YCs. Within these children may be assigned a specific role according to their existing interests and self-perceived strengths. It has been observed that this helps consolidate confidence at the individual and collective level with the group – that each could lead their piece but also be part of a collective approach to youth leadership around shared issues.

It should be noted that this process does not necessarily end after the initial session, rather the way in which their Youth Committee functions may be developed through active collaboration, collective generation of ideas, as well as the development and implementation of their campaigns. This is an important point which stresses the need for the participatory process to simultaneously lead to group formation and action development.



FOCUS OF THE WORKSHOP: YOUTH COMMITTEE FORMATION

To form a Youth Committee and a Leadership Committee within it.

WORKSHOP OBJECTIVES

1. Introducing the organisation (BST) and the programme model and cycle to beneficiaries.
2. Provide the beneficiaries with a platform to learn and get to know their fellow peers.
3. To equip potential Youth Leadership Committee with necessary leadership skills.
4. To identify which positions/portfolios to have in the Youth Leadership Committee.
5. Identify beneficiaries who will form a Youth Leadership Committee.
6. Voting and election

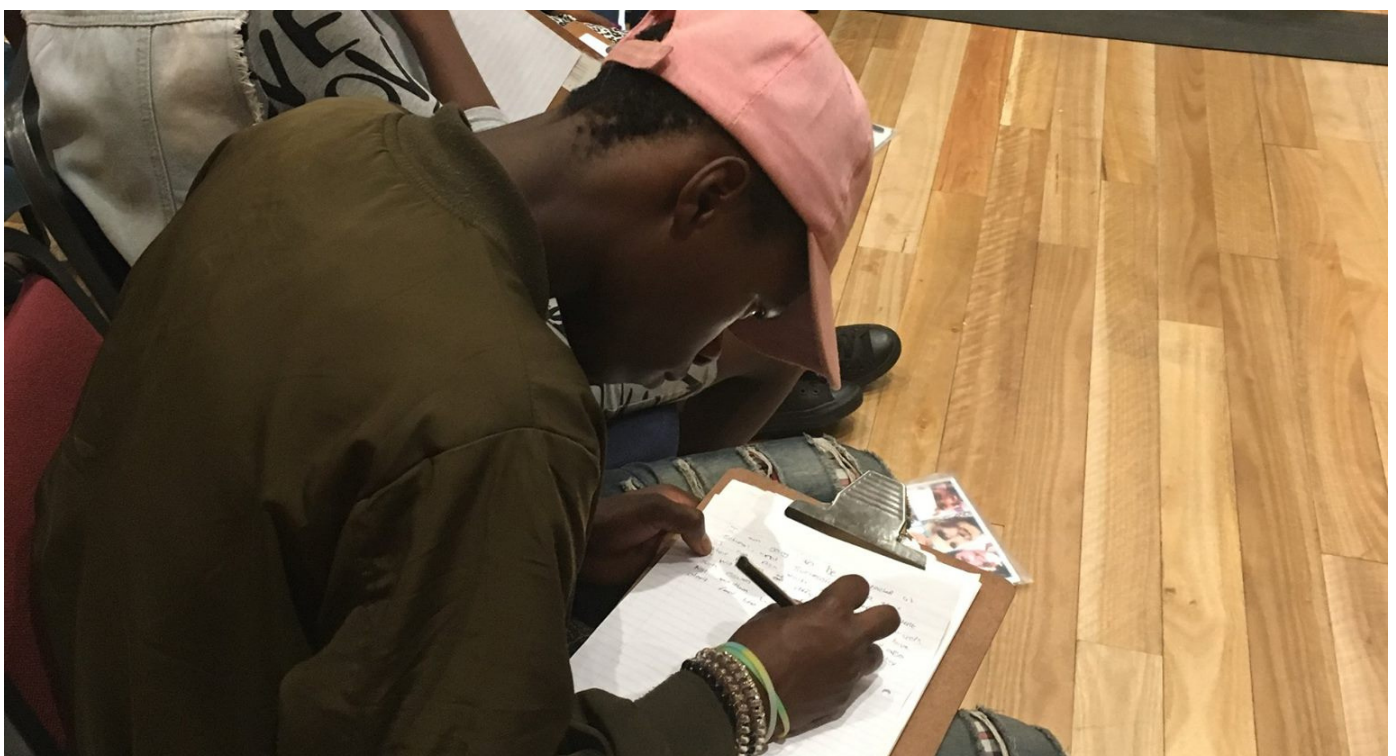
TOPICS TO BE COVERED BY THE OBJECTIVES

1. Introducing the organisation (BST), the programme model and cycle to beneficiaries.

1.1 To give the background of the organisation (BST).

1.2 Introductions

- Introduce the BST Safe Park, Programme Cycle and explain the benefits to the youth.
- Engage the beneficiaries so that they participate in sharing their expectations.
- Registration Process - Utilising Consent Annexures



2. Provide the beneficiaries with a platform to learn and get to know their fellow peers.

2.1 Beneficiaries introduce and share their character with fellow beneficiaries.

2.2 Beneficiaries introducing themselves through writing a small encouragement piece about themselves and what change they could bring to their community through the Safe Park.

3. To equip potential Youth Leadership Committee with necessary leadership skills.

3.1 Ensure that the beneficiaries understand the importance of having a Youth Leadership Committee.

3.2 Present the details of the responsibilities of a Youth Leadership Committee.

4. To identify which positions/portfolios to have in the Youth Leadership Committee.

4.1 Present key core positions/portfolios in committees and their importance and functions.

4.2 Work with the beneficiaries to Identify which positions/portfolios must be created, based on their needs, wants and general interests. This process should be driven by the children through the different needs and functions as a collective growth path towards incorporation of new portfolios and not imposed at the beginning because at this point the group dynamics will not allow for such foresight.

5. Identify beneficiaries who will form a Youth Leadership Committee.

5.1 Identification of which beneficiary will best represent the portfolios that are created.

5.2 The role of what character, habits and interest play in choosing which beneficiary will best suit and enjoy which portfolio.

5.3 Beneficiaries who are interested in being part Youth Leadership Committee will do a 1-2 min speech on why they want to take on that role.

5.4 The responsibility of accountability when an individual is chosen for a specific portfolio.

6. Voting and Elections

6.1 Have a democratic way of electing Youth Leadership Committee members. Refer to UNICEF Guidelines.

6.3 The caregivers help the beneficiaries set up a voting station and monitor the actual voting process.

6.4 The care givers help in counting the votes.

6.5 Announcing who is/will be responsible for which position/portfolio

WORKSHOP TIMETABLE

OBJECTIVE	TIME ALLOCATION	DAY
1	1 hour	1
2	40 mins-1 hour (dependent on no. of beneficiaries present)	1
3	1 hour	2
4	35 minutes	2

OBJECTIVE	TIME ALLOCATION	DAY
5	1 hour	3
6	1 hour and 30 minutes	3

RESOURCES REQUIRED

- Venue
- Flipcharts
- Pen and paper
- Chairs and table
- Ballot Papers
- Ballot Box
- Markers/Koki pens
- Laptop

3.3 CAMPAIGN PLANNING SESSION (INCLUDING GRASSROOTS COMICS)

In the first instance we have found it helpful to have a primer topic for children to engage with. Experience suggests that broader topics relevant to their lives which they are able to mould for themselves works best. For example 'what is the one thing I would change in my life?' or 'what makes me happy?' has been my biggest challenge?' are good initial primers, topics which all children involved could relate to, have a personal opinion of and are able to move from into sub-topics of even greater direct personal relevance. In repeated iterations of the cycle the children will have greater understanding and confidence to define their own subject matter at this stage. The purpose of the activity is to help the beneficiaries to engage in deeper analysis of social issues, focussing not only on what is happening but also what the causes and the means of resolution.

In the initial session children should be given options in terms of how they wished to explore these, drawing from a toolkit of arts based participatory techniques with our team on the ground. These included image theatre, forum theatre, word association games, grassroots comics, etc. This process may require more than a single session depending on the group dynamics, but should provide a clearer view of the priority issues raised by the children and will have established an early working dynamic amongst the group.



Where the Youth Committee has already been established this session will, again, incorporate consideration of the previous review session. With all these reflections in mind the Youth Committee should then set about implementation of the grassroots comics model to help children to express and share the narrative they have in mind around the campaign issues they have prioritised. Once complete all comics produced are shared in a gallery format for the Youth Committee to review together.

Once reviewed the group should then come together for a collective analysis and agreement on a maximum of three common topics arising from the comics produced. The group should then discuss the way in which they wish to take this forward, i.e. one film comprising all topics or agreement on a focus on a single one of the topics presented. If agreement cannot be reached at this stage they should split into separate groups and produce a pitch to each other to make a final decision on the focus for their campaign film.

This process should be facilitated and supported by the SAW and the SPC. During this stage the children should be supported with early identification and intervention support around any of the issues arising which may have had a direct impact in their own lives.

FOCUS OF THE WORKSHOP: GRASSROOTS COMICS

Empower beneficiaries by using grassroots comics as a medium for expression which is both simple to understand and create, express their experiences, use critical analysis and identify resolution strategies regarding social issues, in a form that also provides a platform for sharing.

WORKSHOP OBJECTIVES

1. Provide the beneficiaries with a platform and opportunity to express their feelings, ideas and thoughts
2. To teach the beneficiaries the basic of drawing
3. To teach the beneficiaries the basics of campaigning
4. Identify the focus for their campaign development from the grassroots comics produced.

TOPICS TO BE COVERED BY THE OBJECTIVES

1. Provide the beneficiaries with a platform and opportunity to express their feelings, ideas and thoughts

- 1.1 To work with the beneficiaries to identify the challenges they face as youth in their community.
- 1.2 To help them to consider the solutions to the challenges they face.

2. To teach the beneficiaries the basic of drawing

- 2.1 Teach beneficiaries how to draw using only a pen

3. To teach the beneficiaries the basics of campaigning

3.1 To teach them the purpose of campaigning to get their voice heard.

3.2 Teach beneficiaries the right way of campaigning, avoiding being volatile, violent, or disrespectful.

4. Identify the focus for their campaign development from the grassroots comics produced.

4.1 Presentation and display of comics produced by the YC.

4.2 Discussion, agreement and where necessary voting on which social issue(s) they wish to take forward in their campaign.

METHODOLOGY BY OBJECTIVE

1. Provide the beneficiaries with a platform and opportunity to express their feelings, ideas and thoughts

1.1 Open discussion with beneficiaries regarding social issues in their communities and lives and their interpretation of them.

1.2 Providing the beneficiaries with the opportunity to research their communities, families and the actions of their peers in order to determine the root causes of social issues.

1.3 Provide beneficiaries with the opportunity to consider resolution strategies for the social issues they have identified.

2. To teach the beneficiaries the basic of drawing

2.1 Spark the interest of beneficiaries in drawing and artistic expression.

2.2 Teach the basics of drawing humans, speech bubbles and backgrounds in order to tell a story.

3. To teach the beneficiaries the basics of campaigning

3.1 Encourage the beneficiaries to identify local landmarks and popular places.

3.2 Help with the process of approaching representatives of local shops, bus stops and other public places in order to display their campaign comics.

4. Identify the focus for their campaign development from the grassroots comics produced.

4.1 Display the comics produced on the walls in the Safe Park and each beneficiary presents their story to the group.

4.2 Discussion amongst the YC of the topics identified in their comics, identifying common themes, prioritising and agreeing which issues to take forward in their campaign.

WORKSHOP TIME

3 x 1 hour session over 3 days

RESOURCES REQUIRED

- Venue
- Flipcharts
- Safe Park guidance documents

SLINDOKUHLE "WAITING FOR GOOD"



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3.4 SCRIPT AND FILM DEVELOPMENT

Once the relevant theme has been agreed then the campaign should be developed focussing on the following key areas:

- **Objective:** define what they wish to achieve with their campaign in relation to the topic(s) chosen. This must be realistic.
- **Script:** development of a script based on the reflections from the comics, planning session and previous stories developed;
- **Resources:** define what resources they have to implement their campaign, whether this is equipment, people, stationery, skills, etc. This will also help them to understand what they don't have which they will need, where and how will they get this, which will in turn inform their strategy and activity plan;
- **Community, risk and resource map:** this will help them identify the following:

*Stakeholders and institutions relevant to their campaign and film topic for them to engage with in the course of their campaign development;

*Locations for the different scenes in their film;

*Aerial map of their community;

*Identification of safe areas and those areas with higher levels of risk;

*Costumes, props, etc.

- **Audience:** identify who the key stakeholders are in relation to their campaign, this should include allies, opposition, influencers. Again this will inform their strategy and activity plan.
- **Strategies:** what is the message that will help them achieve their objectives? In what way will they get their campaign message out and influence people? They should be encouraged to make use of the participatory arts skills and facilities provided alongside other means as appropriate to the campaign objective, using film as a core tool within this;
- **A youth led film:** this must be produced by each Youth Committee for each campaign.
- **Activity Plan:** once all of the above are agreed then an activity plan should be created which includes the specific activities which will need to happen to achieve the objectives via the agreed strategies, when they will happen and who will be responsible for delivering them. This should include a filming script.



Again, this process should be participatory in nature and allow as many members of the Youth Committee as possible to contribute. This process should also engage Youth Committee members according to their identified roles, interests and skills, such that they would be involved in specific tasks where they could contribute or were keen to develop further skills. This approach is vital in developing confidence, but also awareness of individual leadership potential and their right to representation and voice.

Once the plan is completed this should be shared with the broader number of children supported within the Safe Park, ideally alongside the creative piece from within the Theme Identification stage to raise awareness, seek feedback and garner support. The SPC/SAW should play an active role in facilitation of this process, taking their ownership of the campaign plan, which they can support the delivery and monitoring in-between the regular visits from programme staff during the implementation period.

The films produced must be youth led, i.e. conceptualised, written, filmed and acted by the young people themselves. Production may be a supported process but must be consented to by the Youth Committees. It is expected that grassroots comics will be used to provide story boards for their films. Sessions with the Youth Committees supported by programme staff must also be documented on film and contribute to future documentary production, as well as act as a means of verification for programme delivery.

At the end of each cycle all Youth Committees will also be invited to showcase their campaign at a collective event alongside other Youth Committees (see below). This may be factored into campaign planning.

FOCUS OF THE WORKSHOP: SCRIPT AND FILM DEVELOPMENT

Building on the issues and grassroots comics developed in the previous phase, create an interesting and realistic story, developing this into a script for the film making process.

WORKSHOP OBJECTIVES

1. Explore issues and stories identified with beneficiaries and how they interpret them.
2. Create a storyline, script and dialogue.
3. Scout for filming locations, thereby further identifying stakeholders in their stories.
4. Identify resources needed to support filming.

TOPICS TO BE COVERED BY THE OBJECTIVES

1. Explore issues and stories identified with beneficiaries and how they interpret them.

- 1.1 Building on their grassroots comics, explore what the beneficiaries think are the causes of the challenges that they face in their communities.
- 1.2 What do the beneficiaries think the solutions are to the challenges identified.

Objective

2. Create a storyline, script and dialogue.

- 2.1 Create characters and their back stories.
- 2.2 Create a series of events and separate them into scenes.
- 2.3 Create a treatment and write actual dialogue for the scenes created.

3. Scout for filming locations, thereby further identifying stakeholders in their stories. Community Mapping

- 3.1 Using the script, work with the beneficiaries to identify all the locations that are needed.
- 3.2 Help the beneficiaries identify the relevant stakeholders corresponding to locations.
- 3.3 Help the beneficiaries write proposals or approach stakeholders to acquire the locations and everything else they will need, checking the safety of each location.

4. Identify resources needed to support filming.

- 4.1 Consider the script and locations and identify resources needed for filming and sources for securing them within the film schedule.

METHODOLOGY BY OBJECTIVE

1. Explore issues and stories identified with beneficiaries and how they interpret them.

- 1.1 A group activity where the facilitator will help the beneficiaries to explore the content from their grassroots comics.
- 1.2 The facilitator will use creative interrogation of the comics to encourage the beneficiaries to consider these in depth, encouraging debate and critical analysis. The aim is to get the beneficiaries to think about their challenges deeper than they have ever have, to develop their interpretation of the challenges, looking beyond the role of victim and moving to that of social catalyst which will help with choices they make on the script.

2. Create a storyline, script and dialogue.

2.1 A group activity where the facilitator will introduce the concept of dramatic structure as a basic for writing a story, helping the beneficiaries understand the basics of protagonist, antagonist and supporting characters.

2.2 The purpose of the activity is to help the beneficiaries to understand screenwriting, possibly using their favourite movies as reference, making the process more fun and interesting for them.

2.3 The beneficiaries will then identify those responsible for script writing who will take this away to develop and then return to future group sessions for review to completion.

2.4 Once the script is complete the beneficiaries will be supported to identify a shooting schedule for the film.

3. Scout for filming locations, thereby further identifying stakeholders in their stories. Community Mapping

3.1 Focussing on discussion with the Youth Committee leaders the facilitator and caregivers will help the beneficiaries to map their community, identifying the stakeholders and how to access them.

3.2 The facilitator and caregivers will help the beneficiaries to write proposals or to prepare an approach to stakeholders to secure filming locations.

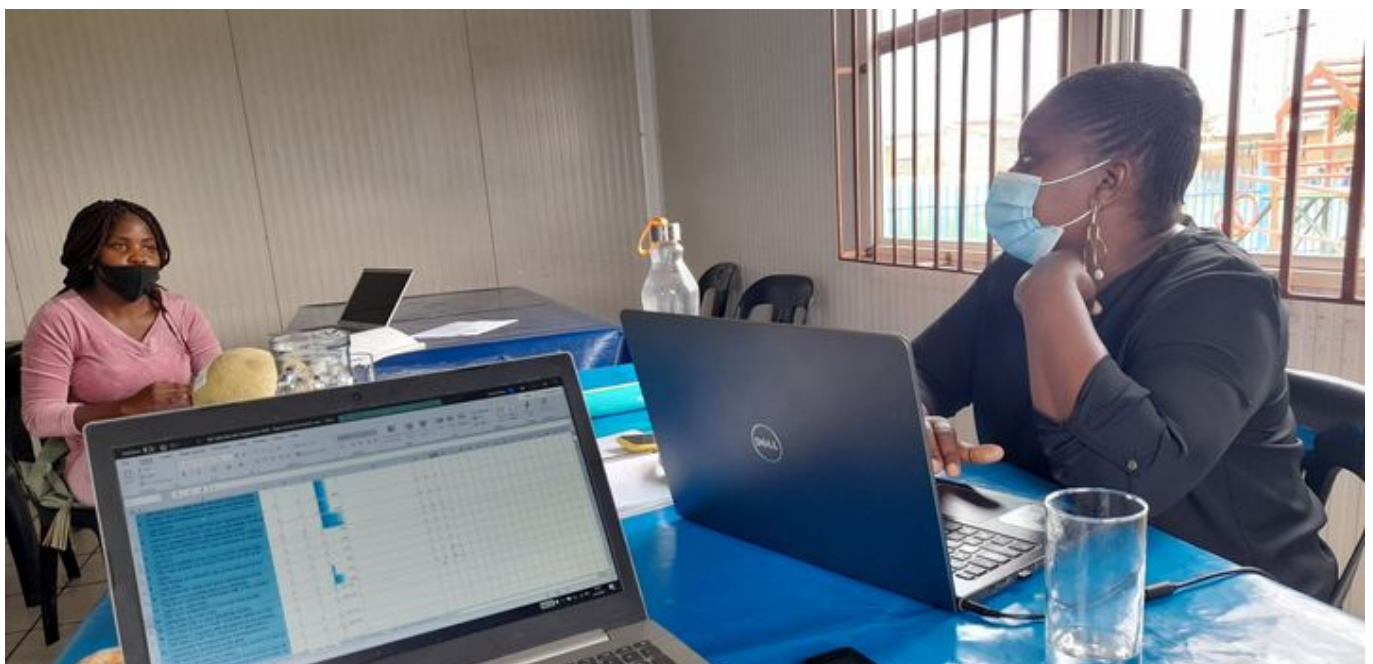
3.3 The process will help beneficiaries develop their understanding of their communities and where to get real-life help if needed, as well as developing communication skills and confidence.

3.4 Identify the risks of filming at each location and means of mitigation. This will also help beneficiaries map unsafe places within their community.

4. Identify resources needed to support filming.

4.1 Work with the Youth Committee leaders to incorporate consideration of the resources that they will need to support the filming, e.g. props, costumes, etc.

4.2 Help the Youth Committee Leaders to source the resources required, incorporating this in their approach to stakeholders in 3.2 above.

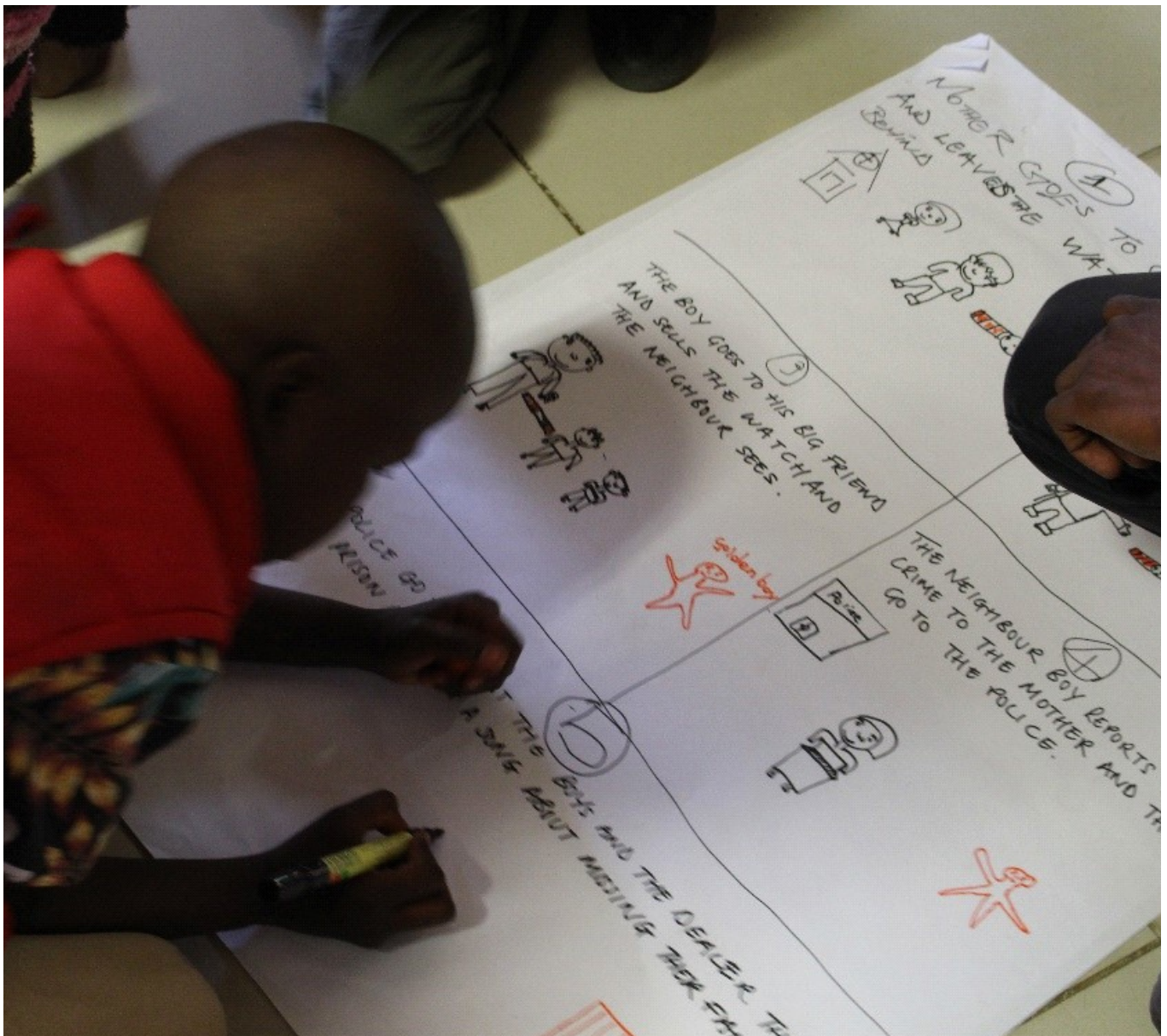


SUMMARY WORKSHOP TABLE

7 days with 3 hours allocated each day. Timing is dependent on the response of stakeholders and the availability of locations for filming.

RESOURCES REQUIRED

- Venue
- Tables
- chairs
- Exercise books
- Pens
- Computer/Laptop
- Flip chart
- Marking pens



3.5 FILMING AND PRODUCTION

The campaign should be implemented by the members of the Youth Committee with the support of the SPC/SAW on a weekly / daily basis as defined within the activity plan. The programme staff will provide facilitatory support to this process, again in line with the activity plans, filming scripts, but also from the perspective of monitoring. At every stage of work with the Youth Committee meetings, workshops and events should be reported on using a standard template. This should include the following information:

- Date
- Name of community partner
- Programme staff facilitating
- SPC/SAW supporting
- Number of children
- Record of discussions – including subject and notes
- Actions arising – including deadline and name of person responsible

SPCs/SAWs should be provided with this template so that they may also maintain a record of the same for their own records so that they may have ownership over progress, but also to share with the programme staff to demonstrate progress.

Where films are produced the Youth Committees themselves should lead on the editing process and sufficient time be included in the activity schedule to accommodate this. The editing itself may be informed by a 'paper edit' of the shooting script by the Youth Committee.

All meetings, telephone calls, emails, etc involving the programme staff must be recorded on Salesforce. Where campaign and activity plans are developed then a Programme should be created on Salesforce associated with the community partner and the objectives and specific associated actions included.



WORKSHOP FOCUS: FILMING AND PRODUCTION

The process of filming resulting in the production of a youth-led film, edited and ready for the showcase event.

WORKSHOP OBJECTIVES

1. Training the beneficiaries in the use of the film equipment
2. Shooting the film
3. Editing the film

TOPICS TO BE COVERED BY THE OBJECTIVES

1. Training the beneficiaries in the use of the film equipment

- 1.1 Help the beneficiaries to identify who within their group will take on specific technical roles and acting roles in the film production process.
- 1.2 Teach the beneficiaries how to use a camera, frame shots, use lighting and record sound.

2. Shooting the film

- 2.1 Support the beneficiaries as they plan their filming schedule.
- 2.2 Provide technical support the beneficiaries as they shoot their film.
- 2.3 Provide acting coaching to the beneficiaries as they shoot their film.

3. Editing the film

- 3.1 Help the beneficiaries to create a paper edit of their film based on raw footage.
- 3.2 Facilitator edits the film using the paper edit which beneficiaries review for final cut.

SUMMARY WORKSHOP TABLE

One week of 3 hours each day.

METHODOLOGY BY OBJECTIVE

1. Training the beneficiaries in the use of the film equipment

- 1.1 A group activity where the beneficiaries agree who will take on specific technical roles in the filming and complete casting for the acting roles.
- 1.2 The facilitator will work with those beneficiaries with specific technical roles, showing them how to use the relevant equipment and take care of it.

2. Shooting the film

- 1.1 A group activity where the beneficiaries follow the shooting schedule at the locations identified using the script they have produced.
- 1.2 The facilitator will provide ongoing technical support and acting coaching to beneficiaries.

1.3 The caregivers from the CBO will continue to support this process and intervene to provide support to children where needed.

3. Editing the film

3.1 Based on the script and the shooting schedule the beneficiaries will work together as a group to produce a paper edit of the film, i.e. a written sequencing of specific scenes for editing together the raw footage. The facilitator will support them with this through review of raw footage, discussing effects, music, fonts, subtitles, credits, etc.

3.2 The facilitator will edit the film based on this paper edit and share the completed edit with the group for feedback and approval.

RESOURCES REQUIRED, INCLUDING VENUE

- Cameras
- Tripod
- Locations
- Lights
- Reflectors
- Zoom mic
- SD Cards
- Projector screen / white wall
- Boom mic
- Costume
- Make up
- Props
- Transport
- Laptop
- Projector
- Adobe Premier Pro



3.6 SHOWCASE EVENT

Following the completion of the campaigns films a showcase event will be held bringing together the Youth Committees from across the different CBOs. This will be a one-day event where they will share their campaign messages / films with each other.

Representatives of key stakeholders at a regional level, e.g. NGOs, national government, provincial government, municipal government, media & etc. will be invited, providing the beneficiaries with a platform for their messages to be broadcast to those whose decisions impact their lives and the lives of people in their communities.

As much as is practically possible the events should be led, planned and hosted by representatives from the Youth Committees themselves, with support of the Safe Park staff.



WORKSHOP FOCUS: SHOWCASE EVENT

An event which brings together beneficiaries from different communities to share their experiences, realise their similarities, remove a sense of isolation and build unity in working together to overcome shared challenges, sharing this with those whose decision effect their lives.

WORKSHOP OBJECTIVES

1. The sharing of campaign films.
2. Showcasing of other talents.
3. Cultivating friendships and connections between youth leadership groups.
4. Informing and influencing strategic partners and policy decision makers.

TOPICS TO BE COVERED BY THE OBJECTIVES

1. The sharing of campaign films.

- 1.1 The introduction of each of the youth committees to the regional group.
- 1.2 Presentation of each of their campaign films.

2. Showcasing of other talents.

- 2.1 Showcasing of other talents by the youth leadership in support of their campaign films, including poem, song, comics, photography, dance drama, speech, etc.

3. Cultivating friendships & connections between Youth Committees.

- 3.1 Encouraging the conversation between the youth committee before and after these sessions so that they may be able to make new friends as well as discuss and share their thoughts about their campaign films, presentations and their solutions to shared challenges.
- 3.2 Keeping in touch and sharing thoughts about the event through the Safe Park Facebook page.

4. Informing and influencing strategic partners and policy decision makers

- 4.1 Ensuring that representatives from local government, health services, national government, the police, schools, etc. are present to receive the campaign messages.

5. Build on connections made at the event

- 5.1 Engage Youth Committee members on the secure Facebook page to help encourage continued dialogue and collaboration post-event.
- 5.2 Engage with strategic partners and policy decision makers on initiatives discussed at the event.

METHODOLOGY BY OBJECTIVES AND EVENT SCHEDULE

1.THE SHARING OF CAMPAIGN FILMS

9-11AM

- 1.1 This will be a group activity led by the event MCs
- 1.2 Each youth committee will introduce themselves to the audience, presenting their campaign film for everyone to watch.
- 1.3 This will allow the audience to understand and appreciate community dynamics, shared challenges and potential solution for youth across their communities.

2. SHOWCASING OF OTHER TALENTS

11AM-1PM

- 2.1 This will be a group activity led by the event MCs
- 2.2 The youth committee leadership will present a talent showcase prepared in advance by their group with the support of the caregivers and facilitator.
- 2.3 The choice of talent will be for the Youth Committees, but should further support the message within their campaign film. This may take the form of any creative form of expression their group is comfortable with, e.g. poetry recital, dance, motivational speech, song, presentation of a photography or comics exhibition, etc.

2.4 This will allow the Youth Committee membership to express their experience and claim their voice through medium other than film

3. CULTIVATING FRIENDSHIPS AND CONNECTIONS BETWEEN YOUTH COMMITTEES

THROUGHOUT

3.1 This will depend upon facilitators, caregivers and MCs to encourage social interactions between the members of youth committees before, during and after the event, whether virtually via the secure Facebook platform, or in person.

3.2 The intention is to allow the Youth Committee membership to know each other better, appreciate each other's challenges, strengths and communities

3.3 The intent is to allow friendships to develop and allow for peer-to-peer support when need.

3.4 It will also allow for dialogue around confidence and resilience in terms of the individual and as Youth Committees.



4. INFORMING AND INFLUENCING STRATEGIC PARTNERS AND POLICY DECISION MAKERS	THROUGHOUT 1PM-2:30PM
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- 4.1 The CBO partners and programme team will identify a list of strategic partners and policy decision makers which will be invited to the event.
- 4.2 During the event the CBO partners will maintain contact with those invitees attending.
- 4.3 At the end of the event bring together strategic partners and policy decision makers for further discussion of their thoughts regarding the campaign messages and identify potential future collaboration and initiatives in response to them.

5. BUILDING ON CONNECTIONS MADE AT THE EVENT	POST-EVENT
-----------------------------------------------------	-------------------

- 5.1 Support the Youth Committee membership so that they can remain in contact via the secure Facebook page and future collaborative initiatives agreed.
- 5.2 Continuous contact with the strategic partners and policy decision makers to follow up on the collaborations and initiatives identified at the showcase event

SUMMARY WORKSHOP TABLE

One day, 5 hours for the event. One month of regular contact for planning and ongoing contact post event.

RESOURCES REQUIRED

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Venue. • Projector. • Computer. | <ul style="list-style-type: none"> • Chairs and tables. • Costumes. • Food & refreshments. |
| <ul style="list-style-type: none"> • Whitewall. • Sound and microphones. • Cameras. • Data connection. | <ul style="list-style-type: none"> • Transportation. • Support team (cooking, childcare, facilitators, MC). |



3.7 CHILD PARENT SELF REFLECTION SESSION

This is a second level showcase event but limited to the sharing of the campaign message / film but the Youth Committees with the parents and guardians of children supported by the Safe Park. The children featuring in the films attend 'in character' and ready to respond to questions from the audience as such.

Ahead of the session rules of consideration and respect are agreed amongst those present so that all are focussed on a productive dialogue around matters arising in the discussions. Adults are permitted 3 questions of the children and the children permitted their own 3 questions of the adults.

The reason for this session is to encourage greater cross generational dialogue between the children and their parents / guardians, to help promote trust and safeguarding of children. This will also help engage adults in the work of the Safe Parks, as they can in turn support through their own connections with a broader range of stakeholders in their communities, helping establish the community partner organisations as more than just Drop-In Centres. This will help them to reduce the stigma that may be attached to their work and enhance their role as a focal point of child focussed services and other relevant stakeholders in their communities.

WORKSHOP FOCUS: CHILD PARENT SELF REFLECTION SESSION

The purpose is to bridge the gap in communication between children, their parents / legal guardians, siblings, community members and other local stakeholders, by providing a platform for the 'voice' of the Youth Committee to be heard by those who have an influence in their life. This will be hosted at a community level preferably at their Safe Park.

WORKSHOP OBJECTIVES

1. Parents/ legal guardians and community to build a better understanding of: what the children do at the Safe Parks; how the children perceive their communities and the issues therein.
2. Create a conducive environment for meaningful and respectful dialogue between everyone with the aim of building common understanding.
3. Facilitate dialogue between the Youth Committee and their parents/ legal guardians and community members so that children's voice is heard.
4. Build an understanding of the rights and welfare of children in South Africa.
5. Learning from each other and identifying collective initiatives from the dialogue.

TOPICS TO BE COVERED BY THE OBJECTIVES

1. Parents/ legal guardians and community to build a better understanding of: what the children do at the Safe Parks; how the children perceive their communities and the issues therein.

1.1 Sharing of the grassroots comics produced by the children.

1.2 Share the process of story development and filming from the comics.

1.3 Presentation of the campaign film.

2. Create a conducive environment for meaningful and respectful dialogue between everyone with the aim of building common understanding.

2.1 Explanation of the purpose of the dialogue and the desired outcomes.

2.2 Presentation of the importance of child participation.

2.3 The rules of the dialogue i.e. respectful listening and response.

3. Facilitate dialogue between the Youth Committee and their parents/ legal guardians and community members so that children's voice is heard.

3.1 Forum theatre style engagement between the Youth Committee actors and those attending.

3.2 Introduction of the youth committee and what they stand for.

3.3 Explain the purpose of the dialogue and the desired outcomes of this dialogue.

4. Build an understanding of the rights and welfare of children in South Africa.

4.1 The South African Children's Act 38 of 2005 as amended 41 of 2007. General Principles -Chapter 2 Section 10.

4.2 The African Charter on the Rights and Welfare of the Child (2000) Article 4

4.3 The United Nations Convention on the Rights of the Child (1995) Article 12 and Article 13.

5. Learning from each other and identifying collective initiatives from the dialogue.

5.1 Identify the learning from the dialogue with the whole group.

5.2 Identify potential collective actions and initiatives for follow up following the session.



WORKSHOP TIMETABLE

4 hours.

METHODOLOGY BY OBJECTIVES AND EVENT SCHEDULE

1. PARENTS/ LEGAL GUARDIANS AND COMMUNITY TO BUILD A BETTER UNDERSTANDING OF: WHAT THE CHILDREN DO AT THE SAFE PARKS; HOW THE CHILDREN PERCEIVE THEIR COMMUNITIES AND THE ISSUES THEREIN.

10-11AM

1.1 Grassroots Comics: facilitator presents the methodology and how they can be used as a means to identify challenges faced by children in the communities. Comics produced by the children will be displayed in the venue.

This will help the audience appreciate how the process commences and the children's voices are prioritised from the outset.

1.2 Story development: facilitator shares how the stories produced in the comics were considered by the children and used in the development of the storyline for the campaign film.

1.3 The Youth Committee will share their journey from the beginning of the cycle to the development of the films and the current session to help ensure understanding of the process and demonstrate their ownership of it.

1.4 The Youth Committee will present their campaign film.



2.CREATE A CONDUCIVE ENVIRONMENT FOR MEANINGFUL AND RESPECTFUL DIALOGUE BETWEEN EVERYONE WITH THE AIM OF BUILDING COMMON UNDERSTANDING.

11-11:30AM

2.1 The facilitator presents the purpose of the dialogue and the desired outcomes of increased understanding, ongoing dialogue and collaboration for change.

2.2 The facilitators and Youth Committee explain the importance of child participation and the opportunity for children to claim their voice, allowing them to engage in positive change in their communities.

2.3 The facilitator engages the audience in agreeing the rules they would wish to support a respectful and fruitful dialogue.

3.FACILITATE DIALOGUE BETWEEN THE YOUTH COMMITTEE AND THEIR PARENTS/ LEGAL GUARDIANS AND COMMUNITY MEMBERS SO THAT CHILDREN'S VOICE IS HEARD.

**11:30AM-
13:30PM**

3.1 Forum theatre: the Youth Committee members who played characters in the campaign film will go on stage and remain in character for a Q&A session with the audience, providing them with an opportunity to engage with the characters, the story and the issues presented. This will help to explore the issues and develop dialogue for further exploration.

3.2 Each of the Youth Committee members introduce themselves to the audience and share their role in their Safe Park.

3.3 Each Youth Committee member shares their opinions and views on their campaign film and the issues highlighted therein.

3.4 This will help the audience to identify them separately from any character they may play in the film and provide them with a voice in continued dialogue regarding the issues identified and discussions emerging from it.

4.BUILD AN UNDERSTANDING OF THE RIGHTS AND WELFARE OF CHILDREN IN SOUTH AFRICA.

13:30-13:45PM

4.1 The facilitator and Youth Committee members will share sections of relevant legislation with the audience, as well as make hard copies available to them:

- South African Children's Act 38 of 2005 as amended 41 of 2007. General Principles - Chapter 2 Section 10.
- The African Charter on the Rights and Welfare of the Child (2000) Article 4
- The United Nations Convention on the Rights of the Child (1995) Article 12 and Article 13.

4.2 The Youth Committee members will explain the importance of these pieces of legislation, with the support of the facilitator where necessary.

5. LEARNING FROM EACH OTHER AND IDENTIFYING COLLECTIVE INITIATIVES FROM THE DIALOGUE.

13:45- 14:00PM

5.1 The facilitator will summarise the key points of learning that have been identified throughout the session.

5.2 The facilitator will identify and record potential collective actions and initiatives arising from the learning and the dialogue during the session for subsequent follow up by the Youth Committee members, parents / legal guardians, caregivers, programme team, etc.

RESOURCES REQUIRED

- Venue including chairs and tables.
- Generator (in case of load shedding).
- Sanitisers.
- Stationery.
- Name tags.
- Printed versions of legislation.
- Refreshments
- Speakers
- Films
- Flip charts
- Projector.
- Laptop.
- Marker pens.
- Beneficiary photos and cycle memorabilia for presentation.



3.8 REVIEW SESSION

At the conclusion of the programme the Youth Committees, programme team, SPCs and SAWs should evaluate the campaign and generate learning which informs future campaigns:

WORKSHOP FOCUS: REVIEW SESSION

Identify what has been learned, what they have changed, what they can still learn and what they can still change. This will inform the next programme cycle.

WORKSHOP OBJECTIVES

1. Identification of learning from and the impact of the completed programme cycle, regarding both the campaign and the programme model itself.
2. Identify the needs of beneficiaries and caregivers, sources of support to address these needs and the means of securing support to help take forward the learning and pursue continued positive change.

TOPICS TO BE COVERED BY THE OBJECTIVES

1. Identification of learning from and the impact of the completed programme cycle, regarding both the campaign and the programme model itself.

- 1.1 Identification of learning by the Youth Committee during the cycle.
- 1.2 Identification of the achievements and impact of the Youth Committee campaign during the cycle.
- 1.2 Identification of challenges identified by the Youth Committee and mapping a way forward on how to conquer the challenges.
- 1.3 Identification of learning regarding the programme model and where improvements might be made.

2. Identify the needs of beneficiaries and caregivers, sources of support to address these needs and the means of securing support to help take forward the learning and pursue continued positive change.

- 2.1 Identify the longer-term needs of both the beneficiaries and the caregivers arising from learning within the cycle.
- 2.2 Identify objectives and activities to address these needs.
- 2.3 Identify possible sources of support within communities to address these needs.
- 2.4 Identifying how, when and who will facilitate the linkages to these sources of support to address these needs.
- 2.5 Follow up on the linkages so as to ensure achievement of objectives.



METHODOLOGY BY OBJECTIVES AND EVENT SCHEDULE

1. IDENTIFICATION OF LEARNING FROM AND THE IMPACT OF THE COMPLETED PROGRAMME CYCLE, REGARDING BOTH THE CAMPAIGN AND THE PROGRAMME MODEL ITSELF.

1010-10.30AM

A facilitated group activity where Youth Committee members, caregivers and programme team identify the following:

- 1.1 What they have learned during the programme cycle.
- 1.2 The impact they can identify during the programme cycle.

2. IDENTIFICATION OF CHALLENGES EXPERIENCED BY THE YOUTH COMMITTEE AND MAPPING A WAY FORWARD ON HOW TO CONQUER THE CHALLENGES.

10.30-11.30AM

A continuation of the facilitated collective group activity:

- 2.1 Identification of challenges as individuals or as a group during the programme cycle and arising from their analysis of the issues they addressed.
- 2.2 identification of potential solutions to these challenges.
- 2.3 Evaluation of the programme model itself and feedback on how this might be improved to inform future iterations of the cycle.

<p>3. IDENTIFY LONGER TERM NEEDS, ACTIVITIES TO ADDRESS THEM, SOURCES OF SUPPORT AND MEANS OF SECURING SUPPORT</p>	<p>11:30AM-12:30PM</p>
<p>A continuation of the facilitated collective group activity:</p> <p>3.1 Agreement on the longer terms needed identified in their consideration of the challenges.</p> <p>3.2 Agreement on the objectives and specific activities to address these longer term needs</p> <p>3.3 Discussion and identification of the sources of support within their communities who are able to help them address their needs.</p> <p>3.4 Plan how, when and who will pursue links to these potential sources of support in order to help address the identified needs, in line with their activity plans.</p>	
<p>4.FOLLOW UP ON LINKAGES TO ENSURE ACHIEVEMENT OF OBJECTIVES</p>	<p>ONGOING</p>
<p>4.1 The Youth Committees will regularly review and follow up on the activity plan arising from the review process.</p> <p>4.2 The SAW and SPC will support the Youth Committee in terms of following up on linkages to sources of support and the review of their activity plan.</p>	



SUMMARY WORKSHOP TABLE

3.5 hours

RESOURCES REQUIRED, INCLUDING VENUE

- Date connections
- Internet for Google Maps.
- Flipchart and pens.
- Beneficiary assessments.
- Telephone to contact possible linkages.
- Community mapping to identify local resources and linkages.
- Notebooks for Youth Committee to make notes on action plants.

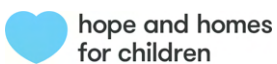




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