



The Youth Action Kit Implementation Guide

Health Communication Partnership
Ethiopia Field Office
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The Youth Action Kit Implementation Guide

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1. Overview of the Youth Action Kit Program

The Youth Action Kit (YAK) is a participatory HIV-prevention program for young people. The program encourages youth to use their talents – creative and intellectual – to fight HIV/AIDS. Communication materials and activities promote HIV-preventive behaviors such as abstinence, mutual fidelity, and condom use. Rather than focusing solely on increasing knowledge, the YAK emphasizes the importance of social support, developing self-efficacy through practice, accurate risk perception, open communication about HIV/AIDS, and gender equity.

The target audiences of YAK are young people between the ages of 15 and 20 who belong to existing in and out-of-school youth clubs. HCP (or one of its partner organizations) trains representatives from these clubs, who then return to their clubs to lead their peers through the YAK activities. These activities include games, discussions, role-plays, and community outreach events. Activities are grouped in thematic sections, which are referred to as "goals." The YAK is made up of five sections; when a club completes the activities in each section, it is required to host a "mini-festival," or community outreach event demonstrating what the club members have learned. Once a club has completed all five goals of the kit, it becomes eligible for "Champion" status and will be promoted to higher level of program activities (such as Woreda, zonal, regional and national level talent competitions with media coverage).

In this document we will present an overview of the different trainings, workshops and other technical parts of the program that an organization needs to implement the YAK program. Most of the procedures indicated in here are those followed by HCP. Any organization that wishes to implement the program can adapt it to their needs, as long as they maintain the core components.

Outcomes

Through the YAK and other youth programs, HCP strives to achieve the following outcomes:

Initial Outcomes:

- ✓ Increased HIV-related knowledge and skills among youth
- ✓ Positive attitudes towards HIV-preventive behaviors
- ✓ Positive attitudes towards people living with HIV/AIDS among youth
- ✓ Increased risk perception among youth
- ✓ Increased self efficacy (perceived ability) to maintain HIV-preventive behaviors among youth
- ✓ Perceived social support for healthy behaviors among youth
- ✓ Increased interpersonal communication around reproductive health and HIV/AIDS among youth
- ✓ Social norms supporting youth self-determination
- ✓ Community dialogue involving youth

Behavioral Outcomes:

- ✓ Increased HIV-preventive behaviors (abstinence, fidelity, consistent condom use, delay of sexual debut) among youth
- ✓ Increased HIV testing among youth

Sustainable Health Outcomes:

- ✓ Decreased HIV/AIDS prevalence
- ✓ Mitigation of the impact of HIV/AIDS through decreased stigma and increased community care and support for people living with HIV/AIDS/

Program Objectives

HCP expects to achieve the following program objectives through the YAK program.

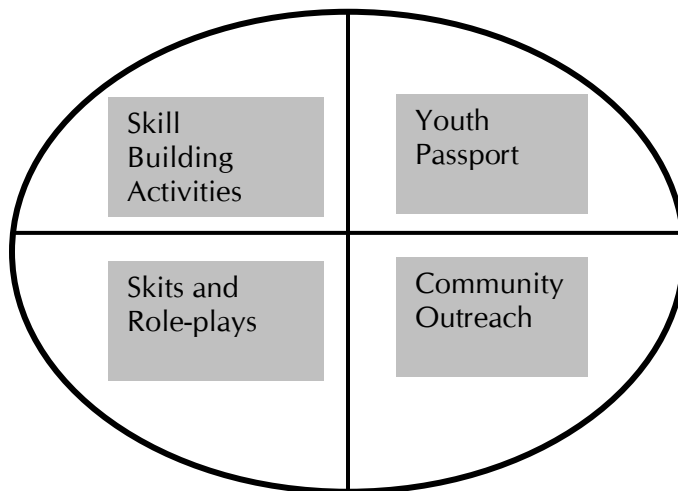
- ✓ At least 70 - 75% of participating clubs will reach Championship status each year.
- ✓ At least three new partner organizations will begin to implement the program each year.
- ✓ Participating youth clubs will reach at least 50 youth outside core club members each year.
- ✓ Participating youth clubs will conduct at least five to seven community outreach events each year.

The YAK differs from other youth programs in Ethiopia because:

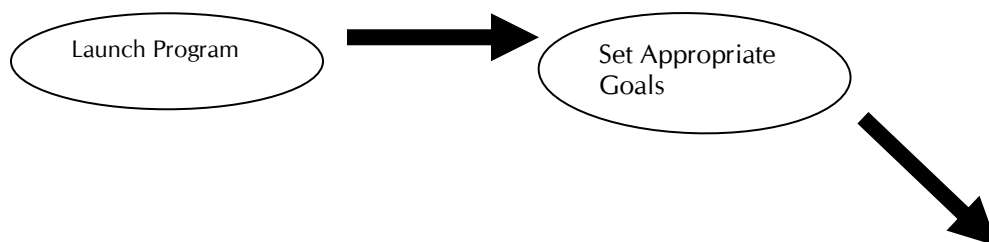
- It is a highly participatory program. The sessions are facilitated by all of the club members rather than one person lecturing to the rest of the group.
- It helps participants learn not only about HIV/AIDS, but also life skills, such as communication, self-confidence, and decision-making, among others.
- It caters to different learning styles through a variety of creative and entertaining methodologies such as games, role-plays, and discussions.
- It emphasizes on enthusiasm and action as the keys to learning, rather than vice versa.
- It encourages young people to engage their parents, peers, and communities in their learning process.
- It sets specific goals for youth groups to reach, providing structure and incentive to young people participating in the program.

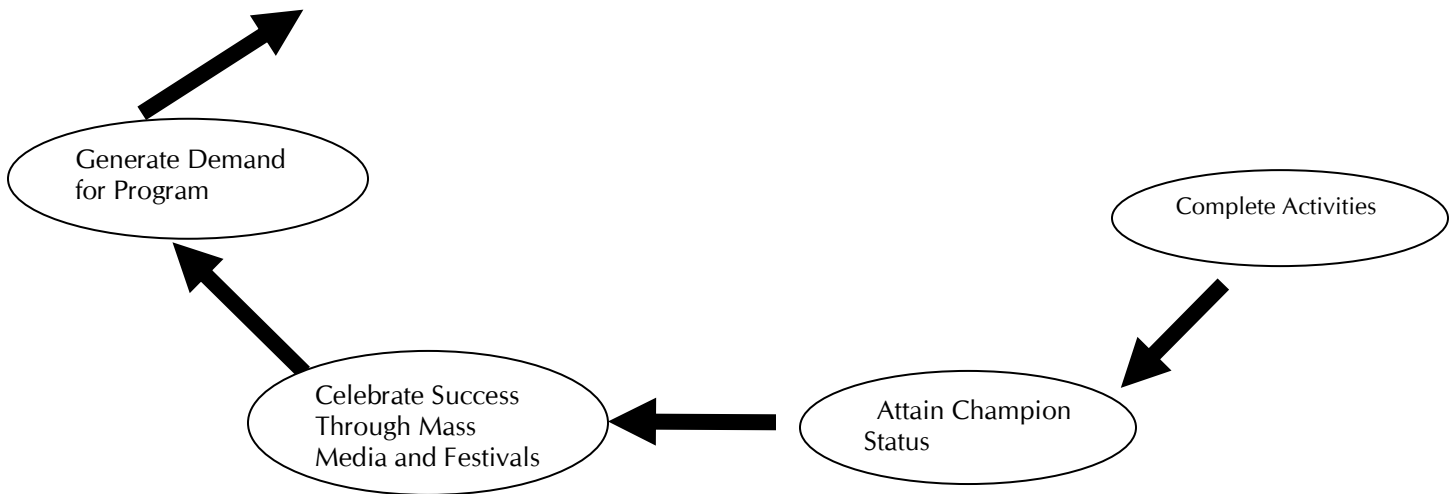
The YAK has four major components:

1. **Skill building activities:** a series of group activities that focus on building the youth's knowledge on HIV/AIDS, sexuality, and building skills on communication, self confidence, developing positive relationships, decision making and managing our emotions.
2. **Youth Passport:** a personal passport-sized book that reinforces messages in skills building activities. Youth Passport can be used by the youth to obtain quick information, help them think about their goals, and develop a life plan. The Youth Passport has space so that the youth can fill out confidential information. It also allows them to help their friends/peers.
3. **Role-plays/skits:** some activities in the YAK use role-plays as methodology. In these activities the youth use scenarios related to the activity. During this session they will be asked to develop the end of the scenario based up on their life and surroundings.
4. **Community outreach:** at the end of each goal clubs are encouraged to show what they have learned from the YAK activities to their community by organizing mini festivals. Using community resources such as VCT centers and involving professional and non-professional adults is also part of the community component of the YAK. As part of their preparation to become champions, they need to organize a larger community festival in their localities to show what they have learned from the YAK.



The YAK program is based upon the Championship Activity Cycle. This cycle is based on the premise that the combination of defined goals and healthy competition can motivate collective action, which can, in turn, reinforce individual-level behavior change. The cycle begins with setting clear goals for participants. Participants then work towards these goals, completing program activities. These activities are innovative and engaging, spurring participants to both collective action and individual behavior change. Once participants have reached the pre-set goals, they are awarded Champion status. This achievement is celebrated in the media and at community festivals, encouraging continued participation and generating interest in the program from new groups.





List of steps in the YAK program:

- a. Training of Trainers (ToT) – 6 days
- b. Shadowing Workshop – 4 days
- c. The YAK Workshops for club members – 4 days
- d. Site visits – begins three weeks after the YAK trainings
- e. Refresher Workshops – 2 days (conducted 6-8 weeks after the YAK Workshops)
- f. Lessons Learned Workshops – 1 day (conducted 6- 8 weeks after the YAK Workshops)
- g. Championship Assessment – between 4 to 6 months after the YAK Workshops

2. Training of Trainers (ToT) – (Six days)

The ToT is an essential part of the YAK program aimed at training and preparing the core training teams. The training teams, after they attend the ToT, are supposed to facilitate the YAK training sessions for peer trainers from youth clubs/groups. HCP will provide ToT to partner organizations.

Often, a team of trainers is composed of four individuals: a team leader and three team members. A team leader is someone with educational background and experience equals to a BA and 2+ years of relevant experience. The team members may have a BA degree with no work experience or, a diploma with or with out work experience, or high school diploma with some related work experience. The team leaders must be responsible and able to analyze and react to situations quickly. The team leaders, in addition to accomplishing what all the team members do, are responsible for organizing trainings (together with Program Officers), supervising their teams, and recording and reporting their activities. The role of the training team members is not limited to facilitating the YAK training sessions. Teams should also conduct site visits, help youth groups prepare mini festivals, and follow up and support the youth clubs conducting the YAK.

The task of performing the ToT is not just a matter of providing training. It also includes a number of other components pertaining to organizing trainer teams. In general the ToT involves:

- 2.1. Recruiting Training Teams:** Because team members are expected to carry out varied and important roles, care must be taken in selecting persons suitable for these positions. Team members should have diverse background, qualities and skills that enables them becomes efficient facilitators and community workers. Gender balance within teams should also be noted.

2.2. Preparation for ToT: This is to be carried out after the selection of team leaders/members. It is the groundwork for conducting the ToT and includes the following activities:

- ⇒ Prepare agenda and schedule for the training
- ⇒ Make sure that all materials necessary for the ToT are ready.
- ⇒ Arrange venue and related logistics
- ⇒ Inform participants on training schedule and venue

2.3. Conducting the Training: This is a six day-long program aimed at training the members / leaders of training teams in facilitating the YAK training sessions for youth club members. The ToT has 2 parts.

Part 1 – during the first five days of the workshop participants go through every activity of the YAK book. **(The agenda is attached)**

Part 2 – the 6th and last day of the ToT, during which the training teams are trained in basic facilitation skills. **(Please see Annex II - Planning and Facilitating Training).**

2.4. Organizing Training Teams: after the ToT is completed, the trainers need to be organized in to teams of four; a team leader and three team members.

3. Shadowing Workshop (4 days)

Immediately following the ToT, the training teams conduct shadowing workshops for groups of youth to practice the YAK activities. The goal is to strengthen the facilitators' skills before they begin implementing the actual training programs. Like the Training of Trainers, Shadowing Workshop is provided by HCP. Usually Program Officers oversee the facilitators at the Shadowing Workshop.

The shadowing should focus on the following points:

- ⇒ Building up the facilitators' knowledge of the YAK activities
- ⇒ Improving their facilitation skills through practical exercises.
- ⇒ Looking into the group dynamics of the training teams (if there is any organization which has multiple training teams)
- ⇒ Giving feedback for the trainers (at individual and group levels), in such a way that builds on their strengths and helps them improve their weaknesses.

The steps involved in the shadowing workshop are:

- Preparing a schedule for the shadowing workshop
- Arranging a venue for the training

- Contacting and formally inviting trainees that are going to participate in the program (which include identifying clubs/ groups, inviting them and making sure that they are informed about the training sessions)
- Preparing materials (including the YAK activity books, Youth Passport, scenario books, monitoring forms & charts, and stationery)
- Conducting the training

The shadowing program has two parts:

- ⇒ **Test-training sessions:** Three days of training sessions are arranged to enable the teams to practice their skills. A training team should conduct the test training for a group of 20-25 youth. Program Officers from HCP must oversee the facilitators as they perform the training and give feedback. The last hour of each day is spent on daily feedback discussions, during which facilitators and the HCP Program Officers discuss the daily performance of trainees. The larger group also provides input on trainees' performance at this point.
- ⇒ **Feedback workshop:** This is to be held on the fourth day of the program, after the training teams have completed their facilitating exercise. This essentially is a continuation of the feedback sessions that are performed at the end of each training day. HCP Program Officers are responsible for preparing the feedback workshop. In order to do so, they should prepare and present a summary of their observations to different groups during the shadowing workshop sessions.

4. The YAK Workshops (4 days)

This is the actual YAK training provided for the youth club members. The goal of this workshop is to train youth club members who in turn go back to their clubs and facilitate the YAK activities in their clubs. The ideal number of participants is 20, but in some cases it may be as many as 25. Ideally, one adult and three youth (two female, two male) who are active in their club's activities will be invited to the workshop

At this stage, the training teams will be responsible for organizing their training sessions.

The training usually takes four days. Before the training starts, the training teams will have a one-day planning session in which they select the activities to be covered, set up the timetable, and divide facilitation responsibilities. The agenda of this workshop is the same as the agenda of the ToT, except in this case the training teams can omit some activities in order to fit to their four-day schedule (**please refer to the agenda for ToT in the Annex section**). Steps in this workshop include:

I. Preparing for the workshop:

- Planning the workshop: identifying the workshop agenda and setting up the plan and identifying the participants
- Arranging venue and related logistics
- Obtaining necessary supplies (pen, paper, flipchart etc.)
- Organizing financial resources (transportation payment for trainees...)

- II. Workshop:** this step involves conducting the actual training based on the set agenda and schedule. Every activity is facilitated by a group of two to three trainers, one being the main facilitator. Different training techniques will be applied based on the nature of activities, mood of the trainees and timeline. **(Please see Annex II- *Planning and Facilitation of Trainings*).**

During and after the workshop teams are expected to collect the necessary documents, compile reports and keep records such as trainees' attendance sheet, client tracking sheet, and YAK work plan of clubs. It is also essential for the training teams to have regular discussions to assess progress, challenges and solutions.

5. Site Visit

Training teams now begin to conduct site visits that start three weeks after the workshop. It is one of the technical components of the program. The goals of site visits are to maintain regular contact with clubs, identify the club's need and provide support as needed. Site visits are conducted by training teams. Every visiting team should have at least two members at the time of visit. The teams work with the clubs in planning the YAK activities, exercise the activities together and help organize their festivals. Training teams also collect information from clubs, regarding YAK, through observations and informal discussions. Every club needs to be visited at least twice a month, particularly during mini festivals and at the end of goals. The total number of site visits for a club will add up to eight or more.

Steps to be followed during site visit:

- Make appointment
- Greet and introduce yourself to club leader and club members before starting any discussion (Name, organization, responsibility...etc)
- Explain the objectives of the site visit: -
 - ✓ Promote appropriate implementation of all the four YAK components by conducting activities with club members (youth passport, skits/role plays, skill building and community outreach activities)
 - ✓ Gather feedback from clubs on the YAK material and program structure
 - ✓ Maintain close communication between clubs and HCP
 - ✓ Provide technical support as needed (preparation of activity plan, facilitating activities, in encouraging youth who are not affiliated with club, motivating and expanding club activity to neighboring clubs and schools)
- Conduct an informal discussion with club leader, club members; helping the club in planning and doing activities. This should last between one to two hours

Teams should give due consideration to the following points:

- Collect information through **informal discussion** from club leader and club members according to the checklist attached
- Record necessary information obtained from discussions
- Write a formal report on information and observations gathered, attach your plan for the coming week, and submit to respective managers.

Please refer to the Site Visit Checklist attached in the Annex, Annex III.

6. Refresher Workshop (2 days)

The purpose of this workshop is to encourage clubs that are falling behind in their work with YAK. The refresher training is ideally expected to take place at around 6-8 weeks after the ToT. Clubs that have not started YAK activities and clubs that have performed poorly will participate in Refresher Workshops. In addition to the site visit, these workshops help us to discuss problems concerning YAK with clubs in greater detail. It is also an opportunity for these clubs to see that they are not the only clubs lagging behind with YAK activities. Lastly, if there are activities they did not perform or performed wrongly, the refresher will help correct errors and provide further assistance.

The participants of the Refresher Workshop will be those who did not get the opportunity to participate in the initial training. In addition to the club members, it is advisable to invite adults affiliated with clubs, i.e., coordinators, and teachers. The ideal number of participants is 24-27 per workshop, with each club sending three club members and one adult.

It is better to perform activities that are more engaging rather than activities that focus on discussion. Activities like Values, Role-plays, Knowing Yourself, and The Bridges are particularly refreshing. In addition, we should also ask youth to identify activities that were particularly difficult in the course of their experience with the YAK programs. With regards to logistics all materials provided during the first training should be provided. (Items needed include flip charts, marker pens, ball pens, notebooks, masking tape, and envelopes...).

Sample agenda of Refresher Workshops is attached in the Annex, Annex IV.

7. Lesson Learned Workshop (1 day)

Lessons Learned Workshops should be conducted about 6-8 weeks after the TOT. Refresher Workshop and Lessons Learned Workshop take place around the same timeline. Lesson Learned Workshop consists of clubs that are performing well. These workshops take a minimum of one full day (**agenda provided in the Annex, Annex V**). Two youth will be invited from every club, one who has been trained before and the other trained at club level. The gender balance should be equal.

Lesson learned workshops help clubs:

- Share YAK implementation experiences
- Discuss difficulties faced when trying to balance the four YAK components
- Explore magnitude of problems
- Discuss how they dealt with problems
- Discuss how they chose feasible alternatives to solve their problems

8. Championship Assessment

The championship status of clubs is determined based on proper completion of YAK activities stated in the book including the community outreach and mini festivals organized at the end of every goal. For clubs to reach Championship status they should also address other non-club member youth. The championship status of the clubs is assessed through continuous technical assessments such as site

visits, Lessons Learned Workshops and championship assessment checklist. (Please refer to the **checklist attached in Annex VI**)

9. Talent Competitions

A series of competitions will be organized for clubs finish the activities in the YAK and become champions. The clubs participating in these competitions are those directly trained by HCP and other partner organizations. HCP/EYN clubs will compete at the Woreda and zonal levels. HCP suggests each partner organizes its own competitions at Woreda and zonal levels. HCP's goal is to involve as many partner organizations as possible in the competitions at the regional and national level. Clubs in collaboration with training teams will organize their activities at different levels (**Draft framework of talent competitions attached in the Annex, Annex VII**).

	Woreda	Zonal	Regional	National
Clubs	Organization of activities Content of activities Venue, Logistics Allocation of HR Promotion of activities	Organization of activities Content of activities Venue, Logistics Allocation of HR	Organization of activities Content of activities Venue, Logistics Allocation of HR	Organization of activities Content of activities Allocation of HR Logistics
HCP	Allocating finance Allocating HR - TL, TM, POs	Allocating finance Allocating HR -TL, TM, POs Promotion (Mass media)	Allocating finance Allocating HR -TL, TM, POs Promotion (Mass media) Venue, Logistics	Allocating finance Allocating HR - TL, TM, POs Promotion (Mass media) Venue, Logistics
Partners	Organization of activities Content of activities Venue Allocation of HR Promotion of activities	Organization of activities Content of activities Venue Allocation of HR Promotion of activities	Organization of activities Content of activities Allocation of HR Logistics	Organization of activities Content of activities Allocation of HR Logistics

10. Partners

HCP works closely with partners to identify and develop the various components of YAK initiatives. HCP supports implementing partners in adapting core materials to suit their needs as well as providing resource materials. By working with partner organizations HCP strengthens capacities with an emphasis on coordination and collaboration. Once after staffs of partner organizations take the ToT and shadowing training, they are expected to under take the program by themselves with technical support from HCP.

HCP partners on YAK initiatives:

- Ethiopian Orthodox Church
- Save the Children (USA)
- Pathfinder
- Family Health International
- PACT
- Protestant Church
- Ethiopian Muslim Development Association

- Ethiopian Youth Network.

HCP enables partners to work independently in the implementation of YAK activities.

In over all implementation of the YAK program HCP provides the Training of Trainers, Shadowing Workshop and technical support through quarterly partners meetings to discuss on the implementation of the program. In terms of materials, each club should get 40 YAK activity books, 40 scenario books, 80 youth passports, 1 pad of activity monitoring formats and an activity-monitoring chart. HCP's goal is to produce these materials in large quantities and provide to partners as cost. HCP will discuss the overall implementation plan with each partner.

HCP has developed Monitoring and Evaluation forms for the YAK. Currently these forms are being revised in accordance with PEPFAR guidelines and will be provided to partners when completed.

11. Annexes

Annex I - ToT Agenda

THE YAK TOT Workshop Agenda

Day 1						
Time	Topic	Method	Form	Responsibility	Requirements	Observations
9:00	Welcome and overview of workshop		Plenary		Flipchart, markers,	
9:15	Introduction		Plenary			Come up with quick game
9:40	Ground rules		Plenary		Flipchart, markers and tape	
9:55	Presentation rules				Flipchart, markers and tape	
10:10	Tea break					
10:25	THE YAK overview					
11:40	Activity 2		Plenary			
12:55	Lunch break					
2:00	Activities 3					
3:15	Tea break					
3:30	Activity 4					
4:45	Wrap up and mood meter					

Day 2						
Time	Topic	Method	Form	Responsibility	Requirements	Observations
9:00	Feedback and Warm up					
9:30	Activity 5				Blackboard, large pieces of paper, markers, scenario book	
11:00	Tea break					
11:15	Activity 6				Story booklet, scenarios booklet	
1:00	Lunch break					
2:00	Activities 7				Relationship worksheet, scenarios book, blackboard, markers, paper, pencil	
3:30	Tea break					
3:45	Activity 8				Blackboard, markers, chalk, scenarios booklet	
5:15	Wrap up and mood meter					Have the participants wrap up

Day 3						
Time	Topic	Method	Form	Responsibility	Requirements	Observations
9:00	Feedback and Warm up					
9:30	Activity 9				Flip chart, tape markers	
11:00	Tea break					
11:15	Activity 10				Youth passport	
12:45	Lunch break					
1:45	Activities 11				Pens, paper	
3:30	Tea break					
3:45	Activity 12				Stick, marker, paper, pen, tape	
5:15	Wrap up and mood meter			Participants		
6:15	Optional session on HIV/AIDS					

Day 4						
Time	Topic	Method	Form	Responsibility	Requirements	Observations
9:00	Feedback and Warm up					
9:30	Activity 13				Resource sheet, YP, scenario book	
10:45	Tea break					
11:00	Activity 14				Papers, flip chart, markers, book	
12:15	Lunch break					
1:15	Activity 15				Resource sheet, YP, scenarios booklet, paper, pens	
2:45	Activity 16				Black board, flip chart, markers	
4:00	Tea break					
4:15	Activity 17					
5:30	Wrap up and mood meter					

Day 5						
Time	Topic	Method	Form	Responsibility	Requirements	Observations
9:00	Feedback and Warm up					
9:30	Activity 18				Flip chart, blackboard, markers	
11:00	Tea Break					
11:15	Activity 19				Scenarios book, flipchart, markers, pen	
12:45	Lunch break					
1:45	Activities 20,21,22				Scenarios book, markers, flipchart, pen	
3:30	Tea break					
3:45	Activity 23,24&25				Markers, blackboard, flipchart	
5:15	General questions and answers					
6:15	Wrap up and mood meter					

Annex II - Planning and Facilitation of Trainings

What is facilitation?

Facilitation is guiding participants in an activity or discussion. Good facilitation includes:

- Helping participants learn, and
- Helping participants have fun.

What are the key points to be considered when planning and facilitating training?

The points in this handout are under two major periods of training: pretraining and training.

I. PRE-TRAINING:

1. Identify topics for training

2. Identify participants.

- Team leaders will usually be responsible for setting up their own workshops. They will work with HCP training officers and Ethiopian Youth Network representatives to identify and contact participants.
- Generally speaking, it is best if your participants are homogenous in terms of age, knowledge, and experience with the training topic.
- If this is not the case, you will need to plan carefully so that younger or less experienced participants do not feel left out or intimidated.

3. Prepare a schedule for training:

- Do not schedule your training at a time when participants are likely to be busy, such as holidays or exam time.
- Prepare a thorough, day-by-day schedule of the workshop beforehand. When scheduling, think about which activities take more time than others and which activities are most important.

4. Budget for training, including:

- Venue
- Food
- Transport (and per diem, if appropriate) for participants

5. Prepare your training venue

- Be sure that the space is comfortable in terms of temperature, lighting, noise, and seating.
- Confirm that any necessary food will be ready.

6. Get necessary supplies

- Prepare all necessary supplies - pens, paper, flipcharts, etc. - the night before the workshop so you aren't rushed at the beginning of the workshop.

II. DURING TRAINING:

1. Welcoming the participants and introducing facilitators and participants
2. Overview of project and presentation of schedule

Introducing the YAK

Give very detailed information including:

- Who organized this training? What is HCP?
- What is the YAK program?
- How was the YAK developed?
- What are the components of the YAK?
- What kind of support will clubs receive as they work through the YAK?
- Will clubs receive incentives if they complete the YAK? If so, what kinds?

3. Groundwork:

- Set ground rules
- Provide "presentation (facilitation) rules:"
 1. Be sure to mention basic facilitation skills (see below).
 2. Explain that participants need to understand how to facilitate very well, because they will need to go back to their clubs and help their friends learn to lead activities as they work on the YAK.
- Assign responsibilities: feedback committee, timekeeper, and warm-up committee.

The sessions above are very important, because they lay the foundation for the entire workshop and help build a sense of participation and teamwork among the participants. Do not skip any of these sessions!

4. **Play warm-up game.** Always be sure that your warm-ups and energizers are appropriate for your participants. Things to consider:
 - How long the warm-up will take.
 - The level of physical activity appropriate for your participants.
 - The level of physical contact appropriate for your participants.
5. **Facilitate activities:**
 - Introduce the topic.
 - Have participants read the activity overview and key messages.
 - Run the activity.
 - Summarize everything.
6. **Wrap up and evaluation ("mood meter").**

What are the different training methodologies?

- | | |
|--------------------------------------|---------------------------|
| ✓ Brainstorming | ✓ Discussion |
| ✓ Lecturing or "information sharing" | ✓ Games |
| ✓ Role playing | ✓ Demonstrations |
| ✓ Group work | ✓ Guest speakers |
| ✓ Question and answer sessions | ✓ Outreach or field trips |

As long as the topic allows, keep your approach participatory. This will help you contribute to the confidence of the participants, giving them the sense that they are teaching themselves and learning by doing, rather than just sitting and listening to you lecture.

What are basic facilitation skills?

1. Create a comfortable environment:

- Make sure that participants are physically comfortable.
- Be warm and energetic.
- Be open and share experiences.

2. Encourage everyone to participate:

- Don't give orders - ask your participants to do things.
- Do not force people to participate if they don't want to.

3. Show respect for your participants and their ideas:

- Call people by name.
- Smile or nod when people are speaking.
- Make eye contact.
- When a participant makes a comment, validate them by saying "Good point," or "Thanks."
- Be sensitive to religious or cultural differences among your participants.
- When a participant makes a comment, clarify it by paraphrasing.

4. Keep things lively:

- Be energetic! If you act like you are tired or bored, your participants will be tired and bored.
- If an activity is lagging, stop and take a quick break to get up and move around.
- Put participants in charge of the pace by having a "fun box."
- Use humor whenever possible.

5. Try not to impose your opinions on the participants.

The exception to this is if a participant says something that is medically incorrect.

- For example, if a participant says, "Sex before marriage is wrong," you can encourage the group to discuss it, but should not say, "No, sex before marriage is fine."
- On the other hand, if a participant says, "Condoms don't prevent HIV transmission," you *should* correct them.

6. Stay on topic:

One of the most important skills a facilitator can have is being able to manage and redirect a discussion. This means not letting people speak for too long or speak off topic, ensuring that different people speak, and helping your participants develop and articulate their ideas so that they can learn from each other. This is an important part of your job, and one you should take seriously.

- Control repetition: if more than one participant makes a similar comment, you can synthesize by saying, "It sounds like lots of us agree that if you have sex you should use a condom (for example). Does anybody have any other points?"
- Avoid lengthy debates about controversial topics (such as religious issues). You can always suggest that participants continue their discussion at the end of the day.
- If someone is talking for a long time, you can jump in, summarize what they have said, and try to shift the conversation and involve the rest of the group.
- Remind participants that it's important to keep the discussion moving (you may want to work this into the ground rules).
- If someone is talking for too long, you can ask him or her to stop, but be polite (and humorous, if possible) about it.

7. Be aware of your body language:

- Smile.
- Whenever possible, stand up rather than sit. This will help you seem energetic. This is particularly important in the morning and at the beginning of a workshop.
- Move around.
- Use large, confident gestures.
- If you are talking, have another team member write on the flipchart so that you don't turn your back to the participants.
- Avoid distracting movements like tapping your feet.

Remember that facilitating is like acting: you need to speak louder and use bigger gestures than you normally would. If you don't, you will look timid and tired.

8. Use appropriate language:

- Don't mix Amharic and English.
- Use simple words.
- Use language that your participants can understand and relate to.
- Avoid overly formal language.

9. Ask questions to be sure that your participants are engaged and following the activity:

- Assess participant understanding with questions like, "Does anybody have questions?" and "Is that clear?"
- Ask open-ended questions.
- Avoid questions that start with "why" - they can make participants feel defensive.

10. Speak loudly and clearly.

11. Prepare for your activities in advance:

- Familiarize yourself with your activities before the training. You should never be reading from the activity book while facilitating.
- Learn any necessary technical information before the training.
- Be honest, especially about your knowledge of technical content. If a participant asks a question that you don't know the answer to, tell them that you will find out and get back to them with the answer before the end of the workshop. Never make up an answer!

12. Dress appropriately:

- Look neat and professional.
- Dress in a way that will help your participants relate to you, i.e. if your participants are young people and wear jeans and t-shirts every day, don't wear a suit in the workshop.

13. Assess your participants' expectations for the workshop:

- Set ground rules.
- Get feedback every day.
- Ask!

**14. Be flexible! If an activity is not working well, you can always make changes.
We have a training team of five people. How can we work together during training?**

- When planning your training, decide who will be responsible for each activity. Do not leave this decision until the workshop starts.
- Figure out which parts of the training a team member is good at and have her/him concentrate on that initially so that s/he can build confidence facilitating. Eventually, weaker team members should be "trained up" so that every team member can do any part of the training.
- Try to have team members facilitate activities in pairs - this helps to keep things lively.
- As a team, figure out what level of formality works best for you. For example, are you comfortable with team members jumping in informally to help facilitate activities, or do you prefer a stricter division of labor?

Specific suggestions from past THE YAK Workshops:

1. Do not continually ask participants "Are you tired?"
2. Never assume that the topic under discussion is clear. Instead, ask the participants.
3. Do not answer your own questions. The purpose of the workshop is not for you to philosophize.
4. Try not to say things like "We all agree on this issue." People will always have different opinions and ideas on the same topic.
5. Before breaking in to teams make sure that the groups know what activity they are going to do, instead of briefing every group what to do afterwards.
6. Do not whisper with your team members about what to do next. This makes the participants feel that you are not ready or confident enough to run the session.
7. Asking whether participants have additional explanations on a certain issue is extremely important. However, you need to ask this in a way that communicates that you know the answer, but are asking their opinion (rather than asking because you don't know the answer).
8. Never let your body language communicate that you are tired, uninterested, or you do not like the participants.
9. Do not give participants a chance to stop paying attention. Run activities one immediately following another. Even if you have energizers between activities, do not take much time with them.
10. Do not hesitate to ask, stop and order whenever it is appropriate. You can even ask participants to leave the room if their presence affects the performance of the larger group negatively.
11. Be strict in deciding who speaks next.
12. Prepare your presentation aids beforehand and make sure that the aids and the activities match.
13. Budget your time beforehand for every step in the activity - decide how much time a certain task will take you and follow your schedule while facilitating.
14. Wrap up! Never let the topic be left without a summery and conclusion.

Annex III – Site Visit Checklist

Whenever you are in a club, act as if you are a club member, not a supervisor (be friendly, relaxed and collect necessary information about the club by asking listed questions and look at the wall chart and tracking sheets as well. Also encourage the clubs to complete them, as part of the routine of implementing activities.

SECTION ONE

SITE VISIT GUIDELINE

ESTABLISH A SUPPORTIVE ENVIRONMENT:

- Site visits should be relaxed
- Be supportive, friendly and understanding
- In a positive approach collect the necessary information

FORMAL INTRODUCTION

- Politely introduce yourself (name, organization, responsibility)
- With greetings ask them of their well-being
- Inform them the objective of the site visit
- Inform them the importance of the site visit

SITE VISIT OBJECTIVES

- To promote appropriate implementation of the four YAK components
 - 1) Youth passport
 - 2) Skits/roll plays
 - 3) Skill building
 - 4) Community outreach activities
- All components of the four programs must be thoroughly implemented
- To promote completion of wall chart and tracking sheets
- To gather feedback from clubs on YAK material and program structure
- To maintain close communication between clubs and HCP
- To Provide technical support as needed
- To recruit and motivate new members into program

INSTRUCTIONS FOR SITE VISITS

- Clubs need to be visited at least once a month
- Always visit clubs in groups of two
- Ask listed questions
- Evaluate wall chart and tracking sheet
- Team members and team leaders need to work with clubs for one to three hours
- Carry out informal discussions with club leaders and club members
- Help the club in planning and conducting activities
- Collect information through **informal discussion** from club leader and club members according to the checklist attached
- Record necessary information you get from discussions
- Write a formal report on information and observation you get weekly and attach your plan for the coming week

**7. From the four YAK components, which one is mostly performed within your club?
And which one is performed the least?**

Please pick a number from the scale to show which activity is mostly performed and which activity is performed the least, and jot in the space to the right of the item.

SCALE	
4 = Highly performed	
3 = 2nd best	
2 = 3rd best	
1 = Least performed	

Youth passport _____ Skill building _____
 Skits/roll plays _____ Community outreach activities _____

7a. Comments on Scoring given to each activity component

8. How much have you learned from the different activities?

Listed below are scales from 0 to 6. 0 is I don't know and 1 is very little. As the scale increases positive scores will be applied, the final score 6 being learnt a lot. Jot in the space to the right of the item the appropriate score.

SCALE						
<i>Don't</i>	-----					
<i>Know</i>	<i>Very Little</i>					<i>learnt a lot</i>
0	1	2	3	4	5	6

Youth passport _____ Skill building _____
 Skits/roll plays _____ Community outreach activities _____

8a. Comments on scoring given to each activity component

9. Which gender group has the highest participation in the YAK activities within your club?

Females _____ *Males* _____ *Equal participation* _____

9a. How can we increase _____ participation in YAK activities?

In the blank space fill in the appropriate gender group from question (9). If equal participation skip question 9a.

10. What areas need improvement/ General Comment?

THANK YOU

THE END

SECTION THREE

**DISCUSSION WITH
CLUB LEADER/CLUB REPRESENTATIVE**

CONTACT NAME _____

TELEPHONE# _____ CONTACT GENDER _____

1. Approximately how many club members do you have in each gender group?

Females _____ Males _____

2. How often does your club meet?

_____ *Once per week* _____ *once per month*
_____ *Twice per week* *Others specify:* _____

2a. Please specify date/dates.

3. Is your club currently working on the YAK program activities?

Yes _____ No _____

4. How often does your club meet for YAK activities?

_____ *Once per week* _____ *Once per month*
_____ *Twice per week* *Other specify:* _____

4a. Please specify date/dates.

5. For how long does your club meet each time to implement YAK activities?

_____ *Less than one hour* _____ *Three to four hours*
_____ *One to two hours* *Other specify:* _____

6. As a peer leader how motivated are you in initiating YAK activities?

_____ *Extremely motivated*
_____ *Motivated*
_____ *Neutral*
_____ *Unmotivated*

7. As a peer leader how well prepared are you to lead YAK activities

_____ *Extremely prepared*

_____ *Prepared*

_____ *Unprepared*

8. MOTIVATIONAL SCALE

Please pick a number from the scale to show how much you agree or disagree with each statement and jot in the space to the right of the item

SCALE
1 = Strongly Agree
2 = Agree
3 = Neutral
4 = Disagree
5 = Strongly Disagree

Clubs members have a positive impression of YAK activities _____

Club members rarely skip YAK activity trainings _____

Club members eagerly participate in YAK activities _____

Club members face few problems while participating in YAK activities _____

Club members discuss the YAK activity with their peers/community _____

Club members make an effort to initiate new member's _____

Club members understand the importance of YAK activities _____

YAK activities have had a positive impact on club member's _____

9. Club member's general impressions on YAK activities.

10. Have you done the activities in order?

Yes _____

No _____

11. Have you skipped any YAK activities?

Yes _____

No _____

11a. If so, which activities did you skip?

12. Why did you skip these activities?

13. Problems club members face while doing YAK activities in-group.

14. Comments of the community and non-club youth members about YAK activities that you have been participating in.

15. Is the tracking sheet and wall chart properly utilized?

Yes _____

No _____

15a. If no, explain why?

16. What areas need improvement/General Comments

NAME AND GENDER OF CLUB MEMBERS WHO HAVE RECEIVED THE YAK TRAINING PROGRAM OFFERED BY HCP

NAME

GENDER

THANK YOU

THE END

Annex IV – Refresher Workshop Agenda

Day One	Activity	Participants	Group/Technique	Facilitator
Time				
9-9:30amm	Introduction	Club members and invited guests		One Training Team
9:30-10:15	Activity 1	Club members and invited guests	Discussion, Game	One Training Team
10:15-10:30	Tea Break			
10:30-11:45	Activity 2	Club members and invited guests	Role plays, discussion	One Training Team
11:45-12:30	Activity 3(1/2)	Club members and invited guests	Discussion, games, flip chart presentation	One Training Team
12:30-1:30	Lunch Break			
1:30-2:15	Activity 3 (1/2)	Club members and invited guests	Discussion, flip chart presentation	One Training Team
2:15-3:15	Activity 4	Club members and invited guests	Discussion, flip chart presentation	One Training Team
3:15-3:30	Tea Break			
3:30-5:00	Activity 5	Club members and invited guests	Discussion, flip chart presentation, role play	One Training Team

Day Two	Activity	Participants	Group/Technique	Facilitator
Time				
9:00-10:30	Activity 7	Club members and invited guests	Brain storming, flip chart presentation	One Training Team
10:30-10:45	Tea Break			
10:45-11:45	Activity 8	Club members and invited guests	Group work, flip chart presentation	One Training Team
11:45-12:30	Activity 12	Club members and invited guests	Game, flip chart presentation	One Training Team
12:30-1:30	Lunch Break			
1:30-2:45	Activity 14	Club members and invited guests	Group work, flip chart presentation, competition	One Training Team
2:45-3:15	Activity 18 (1/2)	Club members and invited guests	Game, brain storming, flip chart presentation	One Training Team
3:15-3:30	Tea Break			
3:30-	Activity 18 (1/2)	Club members and invited guests	Game, brain storming, flip chart presentation	One Training Team
4:00-5:00	Activity 20	Club members and invited guests	Group work, flip chart presentation	One Training Team
5:00-5:30	Discussion	Club members and invited guests	Discussion	One Training Team

Annex V – Lessons Learned Workshop Agenda

**Lessons Learned workshop Agenda
March 9, 2005**

Time	Key Qst	Issue	Facilitator	Techniques	Group	Required materials	Remark
		Youth passport					
	1	Do you use the youth passport, if not why not?		Brainstorming	Large	Flip chart paper, marker, pictures, masking tape	
	2	If you used the youth passport, in what ways is it helpful in your real life?		Poster pasting	Small	Flip chart paper, marker	
	3	Which parts in the youth passport helped you to communicate effectively with friends, parents and other community members?		Wall chart	Individual	Flip chart paper, marker, VEP cards, masking tape	
	4	What are the specific methods you used to persuade your friends so that they can use the passport effectively?		Interaction	Individual	Pieces of paper, bowl/empty cartoon	
	5	How do you think the youth passport will be improved?		Group work	Medium	Flip chart paper, markers	
Tea Break							
		Skills building					
	1	In what ways do you think the skills in THE YAK have helped you in your real life?		Group brainstorming	Small group	Flip chart, markers	
	2	In what specific ways did you benefit from the skills you have been trained on?		Poster pasting	Small group	Flip chart paper, markers, VEP cards, masking tape	
Lunch Break							

		Community out reach					
1	How often do you organize community out reach activities?		Brain storming	Large	Flip chart papers, markers, masking tape		
2	How do you find community members in your community out reach programs?		Group brain storming	Small	Flip chart papers, markers, masking tape		
3	What are the specific challenges you faced and how did you respond to them?		Group brain storming	Small (same)	Flip chart papers, markers, masking tape		
4	What are the specific topics you focus on during community out reach programs, why?		Throwing the ball exercise	Large	Scrap paper, masking tape		
Tea Break							
		Skits and role-plays					
1	Generally, how do you see the relevance of the scenarios to the respective activities?	Anduaem, Ephraim, Tigist	Group	Small group	Flip chart papers, markers, masking tape		
2	Have the scenarios in the activities been able to show consequences of behaviors? For example, unprotected sex and getting HIV/AIDS	Anduaem, Ephraim, Tigist	Group work	Small group	Flip chart papers, markers, masking tape	The ppts will divide in groups and revise activities which involve role plays	
3	How do you think the scenarios can be improved?		Group work	Small group	Flip chart papers, markers, masking tape		
		General Discussion					
1	What is the balance between the different components of the YAK?						
2	What are your general comments on the program?						
3	What is your future direction in relation with THE YAK?						

CHAMPIONSHIP CHECK LIST

▪ Club's name _____

▪ Status of interviewee _____

▪ Did the club finish all the YAK activities?

Yes _____ No _____

▪ How many rounds the club gave YAK trainings? _____

▪ How long did it take to finish each round? Specify the date.

First round from _____ to _____

Second round _____ to _____

Third round _____ to _____

Fourth round _____ to _____

Last round _____ to _____

▪ Who were clients of the training?

First round from _____

Second round _____

Third round _____

Fourth round _____

Last round _____

▪ Do you know the number of trainees attended in YAK training? (If possible please see attendance sheet and confirm)

First round from _____

Second round _____

Third round _____

Fourth round _____

Last round _____

▪ Did all the trainees attend consistently from the beginning to the end of the training? Put in number those attended consistently and those attended on and off consecutively.

First round _____, _____

Second round _____, _____

Third round _____, _____

Fourth round _____, _____

Last round _____, _____

▪ Did you face any problem while conducting YAK training? If yes specify the problem you faced.

Yes _____ No _____

- What measure did you take to solve/minimized the problems?

- Do you have any future plan to expand YAK training? Please explain your response.

Yes _____

No _____

- What kind of community outreach activities/festivals did you prepare?

Festival _____

Coffee ceremony _____

House to house visit _____

Event campaign _____

Other specify _____

- Did adults attend your festival/community out reach activities?

Yes _____ No _____

- If yes can you give us their name and/or address?

- If you have given the name, address or you are attending their festival ask these questions to audiences/community members.

- Did you attend and/or have had a chance to see any YAK activities performed by clubs before?
Yes _____ No _____

What did you learn from the kids performing YAK activities?

- Do you support YAK activities performed by the kids to be expanded for other kids?

Yes _____ No _____

THE END

FRAME WORK OF TALENT COMPETITIONS

BACKGROUND INFORMATION

1. **Number of clubs competing** = 250 champion HCP/EYN clubs (135 in Addis, 45 in Bahir Dar, 30 in Jimma, and 40 in Mekele) and some EOC and Save – US clubs)
2. **Level of competitions** = four levels:
 - **Woreda:** the first level the competitions. 250 clubs will participate in 26 competitions at an average of 10 clubs per competition; 14 competitions in Addis, 5 in Bahir Dar, 3 in Jimma and 4 in Mekele
 - **Zonal:** 25% of the clubs (63) will join this level according to their rank in the Woreda level. The total of seven competitions will be held, Addis covering four and the other cities one each.
 - **Regional:** 32 clubs will participate at this level. One regional competition will be organized in the four respective cities. At this level, other partners' clubs will join the completion.
 - **National:** this competition is among the sixteen clubs who are winners of the regional completions.
3. **Number of competitions:** 26 competitions at the Woreda, eight competitions at zonal, four at regional and one at national level
4. **Places of competition:** the Woreda, zonal and regional level competitions will be held in the four respective cities except in the case of partners who will conduct the Woreda and zonal competitions at their respective places. During the regional competitions, HCP/EYN clubs and partners' clubs will compete in the four cities and the winners of these competitions will come to Addis to participate in the national level.

National Level

16 clubs that win the regional level 16 clubs (7 from AA, 3 from each region) + SFL

Regional Level

32 clubs that win the zonal level (14 in Addis, 5 in Mekele, 7 in Jimma, 6 in Bahir Dar) + SFL + Partners Clubs

Zonal Level

63 clubs that win the Woreda level (34 in Addis, 10 in Bahir Dar, 8 in Jimma, 11 in Mekele)

Woreda Level

250 champion clubs YAK clubs will participate in Woreda level competition (135 in Addis, 45 in Bahir Dar, 30 in Jimma, 40 in Mekele)

Championship Status

Out of the 290 currently functioning YAK clubs, 250 will achieve championship status. 250 champion clubs YAK clubs will participate in Woreda level competition.

RESPONSIBILITIES

At the different levels of the competitions, clubs, HCP and partners will assume different responsibilities

	Woreda	Zonal	Regional	National
Clubs	Organization of activities Content of activities Venue, Logistics Allocation of HR Promotion of activities	Organization of activities Content of activities Venue, Logistics Allocation of HR	Organization of activities Content of activities Venue, Logistics Allocation of HR	Organization of activities Content of activities Allocation of HR Logistics
HCP	Allocating finance Allocating HR - TL, TM, POs	Allocating finance Allocating HR -TL, TM, POs Promotion (Mass media)	Allocating finance Allocating HR -TL, TM, POs Promotion (Mass media) Venue, Logistics	Allocating finance Allocating HR - TL, TM, POs Promotion (Mass media) Venue, Logistics
Partners	Organization of activities Content of activities Venue Allocation of HR Promotion of activities	Organization of activities Content of activities Venue Allocation of HR Promotion of activities	Organization of activities Content of activities Allocation of HR Logistics	Organization of activities Content of activities Allocation of HR Logistics

TYPE OF ACTIVITIES ON THE COMPETITIONS

- Clubs will decide what they will present on the competition. The activities may be, having fulfilled the criteria set, presented either on stage or open air, or in booths.

CRITERIA FOR THE TALENT COMPETITIONS

1. Community component

- **Number of Adults involved**
- **Number of Community Based Organizations Participated**

2. Gender

- **Gender balance should be 50/50 at each level (excepting girls' clubs and boys clubs)**

3. Message (Quality and Diversity)

- **Language clarity and simplicity**
- **Relevance to target group**
- **Fit in the frame work of the YAK activities, objectives and goals**
- **Number of activities covered with in the given time table**

4. YAK vs. Real life experience

- **YAK vs. culture**
- **Realistic contribution to life**

5. Discipline

- **Respect of audiences, cultures, rules and regulations**

6. Resource mobilization

- **Usage of community resources before and during the competition (material and HR: halls, fields, equipments, expertise, etc)**

7. Creativity and Methodology

- **Unique and relevant presentation**
- **Passion**
- **Matching content with methodologies: Sorrow vs. eskista**

8. Organization and presentation

- **Time management**
- **Appropriate number of performers**
- **Appropriate presentation (body positioning, gesture, voice,)**

9. Knowledge of YAK

- **Appropriate expression of the YAK**
- **Reflection of the goals and objectives**

10. Audience response

- It may be measured on a continuous scale of the responses ranging from very exhilarating to very dumb