



YEC Pilot Guide

Youth Empowerment in Community (YEC)

Programme Guide

1. Introduction

ASEAN is a region with 370 million youth which covers 60% of population: 620 million. It has 11 Southeast Asia Red Cross and Red Crescent societies in 11 countries such as Brunei, Cambodia, Lao, Indonesia, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam and Timor Leste with 4.6 million youth and 1 million volunteers.

The main challenge raised by the ASEAN Youth through a discussion in the Youth Forum at the various programme are uncertainty or lack of efficiency in those following areas;

- 1) Youth role and positioning in the ASEAN Economic Community.
- 2) Cross-cultural understanding to be resilient to the western influence
- 3) Dealing with social issues
- 4) Professionalism and Education for job opportunities

Red Cross Youth in ASEAN also addressed Red Cross Youth challenges as follows;

- 1) Lack of right skill such as facilitation and peer education which will open minds and enhance burning desires for positive social change. *{can address above two issues 2)3)}*
- 2) Inspirational opportunities in the access to community actions (no adult directed, but youth- led/designed) and supportive environment (funding, technical support) *{can address the above issue 1}*
- 3) Recognize the volunteerism and achievement of youth action *{can address the above issue 4}}*

To provide solutions for those above challenges and address/inspire youth for a positive change, IFRC CCST Bangkok office provide with this guide for the youth empowerment programme in communities/schools.

Youth Empowerment in Community (YEC) Programme Guide Pilot version was designed for a purpose of youth empowerment at communities to deeply address the issues of communities and inspire their positive change through youth innovative solutions by enhancing the knowledge, practicing in the field and gaining fresh perspective about the community challenges in a more peaceful and resilient way. The programme has four steps; Step 1; Trainings on youth such as Youth as Agents of Behavioural Change (YABC), Step 2;



YEC Pilot Guide

Field school and Practice in the field, Step 3; Community/School Actions, Step 4; Monitoring, peer learning and expansion.

It has a participant-centred, experiential learning approach which leads to creative platforms. It supports youth to discuss the social issues by addressing/identifying specific gaps/issues and their root causes in their existing knowledge and practice, giving all possible solutions to such issues by their own, through sharing their personal experiences and to demonstrate in communities/schools through a creative platform; theatre, dance, music, arts and sports activities. In a second phase, Children and youths collect the feedback from the community/school and reflect together to make a 'from their heart to their mind' changing journey to become responsible members of community challenges.

Youth on the move!

Dear youth leaders, if you decide to do a community action today, start to refer this guide. This guide will help you to maximize your capacity and skills in a creative and inspirational way.

Good Luck everybody!

2. Steps and Methodology

(Since it is the first-time youth-led activity and it needs small technical support for some steps. Some NS youth departments with inexperience, often request a support from the IFRC on coaching and implementation one or two times for them to gain experiences and feel confident to continue and roll out. This steps and annexes can substitute for those technical supports from IFRC)

➤ **Step1: YABC Peer Educators' Training or similar Youth trainings -existing one at the National or Global level:**

(This Step is optional cause it needs external support such as trainer and financial resources. This is fortunate that most of ASEAN NSs have done YABC PE trainings)

- A. YABC Peer Educators carry on YABC trainings for their peers with the support of trainers
- B. YABC participants develop action plans to implement YABC toolkit (they learnt from training) for their community or schools. This is the end of YABC module carrying on at the global level with the support of Facilitators team.
- C. YABC Focal point in each NS may follow up and monitor their actions in the proposed planning period.



YEC Pilot Guide

➤ Step 2: Field school and practice in the field

- A. Organise a team of facilitators consisting of 2-3 people (YABC youth or non YABC Youth leaders) and select most priority target community or school (already in mind or planned by branches or HQ), make an assessment in that target **(see annex 1: Youth Assessment Form)**
- B. Based on the assessment, discuss with community or school to organise the Youth event. Explain the event will address the root causes of issues, provide suggestive solutions and transformation of mindset, attitude and behaviour of audience into positive and inspirational way. Issues are such as social exclusion, gender inequality, violence, health and hygiene, disaster risks and environmental problems, unhealthy behaviours; drinking, smoking and discrimination.
- C. By confirming the tentative date of event with stakeholder, develop an agenda for gathering the core group. Agenda can have three things; Introduction, Input Session on the issue from facilitators team, Discussion and Solution **(see annex 2: Youth Core Group Agenda and Community Event Programme)**
- D. Select the core group (school or university) who can support the action in an effective way and call peers or alumni for the forum. By confirming the tentative date for the core group forum, prepare and practice on facilitation
- E. Prepare for logistical arrangement (stationaries, transportation, snacks, dress code, practicalities).
- F. Convening the forum for the core group youth, and review the Core group practice. **(see annex 3: Facilitation and Review Notes).**

➤ Step 3: Community/School Action

- A. By confirming the date and time of event with the target community/school, provide the programme to the head of commune or school, prepare for logistic and travel arrangement (stationaries, transportation, snacks, prize, dress code, practical guideline for the core group)
- B. Organise an event prepared by core group and facilitate feedback from audience. **(see annex 4: Example of MC Script)**
- C. Monitoring and evaluation on activity in the community and recap/fix the mistakes of the one and plan for further communities. **(see annex 5: Evaluation and planning form)**

➤ Step 4: Reporting and Peer learning, expansion

- A. Team leader is responsible for reporting and send two copies of report by email to his/her own branch/HQ and IFRC Bangkok CCST Youth and Volunteering officer (Kumju.ho@ifrc.org; +66-84-427-7330). **(see annex 6: Reporting format)**



YEC Pilot Guide

- B. With the analysis of activity carried by youth, IFRC and NS can support for further expansion to other community, branches in district, provinces and nationwide.
- C. IFRC will allocate those youths (who gained experiences from the implementation of YEP activities in their country) to support other NSs by taking a role of IFRC technical support. However, they need to practice a lot in their community or school and be confident to coach other NSs. And in addition, they should speak fluent English to communicate clearly with the requested NSs

3. Impact of the programme

This programme has a great impact since it is led by YABC youths or Youth leaders who have a will to change and designed by them with core-group youth through peer to peer support.

This programme address the root causes of community problem in an inspirational, creative and reflective way rather than saying “Problem! Problem! Problem!” and finally bring the solutions from the eye level of youth to the community people. It can open the eyes and mindset of youth as key agents of change and will bring the lesson to community people who may always resort to external support or blame for others on their problems.

This programme is the most cost effective and sustainable on its own since its outcome is specific, measurable and achievable within short period and suits with the character of youth who are creative and quick runners.

Finally, this programme will encourage youths to be supported, and to provide support in return and participate as responsible members of schools and communities in the RC programmes including Disaster Risk Reduction/resilience building. In addition, those core group youths will be also seen as role models within their schools, communities and this model will be advocated into other NSs for replication and regional youth network up to global level as one of best examples for youth development and capacity building.

4. Required items (less than 1000 CHF)



YEC Pilot Guide

Required Items		
No	Items to prepare	Quantity
1	Flip chart	1 roll
2	White board markers	1 set
3	A4 Paper and ballpen for each core group youth	per person
4	Portable microphone and amplifier	2 set
5	Banner for the Event " Youth Empowerment in Social Inclusion"	1-2 pc
6	YABC materials for session (depending on topic)	lumpsum
7	Transportation to community for core group youth	Two way
8	Snacks for core group youth (Day 1 and Day 2)	per person
9	Snacks for community people (Day 2 in the afternoon)	at least 150 -200 people
10	Lunch for core group youth (Day 1 and Day 2)	Per person
11	Prize for community people	at least 10 pieces
	<i>(below items are optional depending on local resource availability)</i>	
1	Red Cross T shirt for each core group participant	per person
2	Projector and laptop for Red Cross Orientation	1 set
3	Red Cross Dissemination materials	at least 150 -200 people
4	Prize or gift for core group youth	per person
	<i>(below items should be prepared by core group youth)</i>	
1	clothes, musical instrument for the art performance	as planned
2	items for the performance (tools)	as planned



YEC Pilot Guide

Annexes

Annex 1: Youth Assessment Form

Note:

This assessment is specially designed for those youth leaders who **inspire a positive change of mindset, attitude and behaviour of community**. This assessment doesn't focus on any need assessment of either human or material or financial resources, but focuses on the community thinking on social issues such as any pre-conceived ideas, stigmatisation, biased judgement, stereotyped opinions on problems. YABC youth will carry the assessment at their level different from an angle of service programme. The data and information on the vulnerabilities are based on the primary sources collected by youth referring to raw data or information through beneficiary talk, field visit and interviews with community/school leaders.

1. Name of Village/school and location:
2. Main Economic activity:
3. Red Cross/Crescent work (if already involved):

4. Total Population / families:

Male	Female	Girls	Boys	Migrants (M/F)	Vulnerable (disabled, widows, elderly)

5. Community Organisations and List of Partners (RC, UN, NGO and others)

6. Main Social Issues (in relation with the YABC Activity)

Items	Common element Issues (make a circle among below elements which are the most priorities)
Attitude and behaviors	<ul style="list-style-type: none"> a. Violence (e.g caused from drinking, drug, family and children, gender-based, school bullying) b. Gender issue (e.g men and women) c. Discrimination against weakness d. Exclusion of marginalized group (HIV/AIDS, migrants) e. Violent communication (common language terms and customs)



YEC Pilot Guide

	f. Others if any
Beliefs and Values	a. Religious conflict b. Cultural difference
Environment	a. Health issue b. Water and Sanitation Hygiene c. Road accident d. Cleaning

7. Description

Elements (Issues)	Describe

8. Conclusion and Remarks

YABC Activity and theme

Date:

Assessment team:

Names:



YEC Pilot Guide

Annex 2: Youth Core Group Agenda and Community Event Programme

Day 1:

Venue: xxxx

	Time	Contents	In charge
Part 1	8:30-8:45	Opening	YABC Youth
	8:45-9:00	Introduction of National Society	NS Focal person/ volunteer
	9:00-10:00	YABC Activity(or Assessment presentation):	YABC Youth
Part 2	10:00-10:30	Sharing personal experiences relating with activities and Select the best (2-3) stories with votes	YABC Youth and Core group youth
	10:30-10:45	Tea break	
	10:40-12:00	Division, Drafting the scenarios for the 2-3 stories Character division, Practice of songs Select MC	YABC Youth and Core group youth
	12:00-13:00	Lunch break	
	13:00-15:00	Practice and action	YABC Youth and Core group youth
Part 3	16:00-18:30	Review and debriefing (preparation of items)	Trainer/ Facilitator

Day 2:

Venue: xxxx

Time	Contents	In charge
7:30-12:30	<u>Arrival at destination and Preparation</u> Preparation and Practice (banner, loudspeakers...) MC preparation Final review	Core group
12:30-13:30	Lunch break	
14:00- 17:00 (2-3 hours)	<u>Community Event Programme</u> A. Opening, Welcoming guests (15min) B. Introduction of National Society (20mins) C. One Drama (15mins), Musical show (10mins) and Audience Feedback(15min) = (40mins) <i>(if 2 and 3 dramas, it will be around 80-120mins)</i> D. Closing (10min) and snack break	MC NS Focal person/volunteer Core group
17:00-17:30	Debriefing, Evaluation and Planning meeting with core group	Trainer and Core Group
17:30-18:30	Return home	//



YEC Pilot Guide

Annex 3: Facilitation and Review Notes.

Programme	Facilitation Note
Part 1	<p>A. Welcome them to join the YEP in community/school action</p> <p>B. Explain the objective of YEP “<u>To mainstream youths into Red Cross programme in a meaningful way</u> by defining their roles as agents of change and properly mobilising them”. Introduce the “meaningful way” means that youths (participants) can find their roles by themselves in communities or school programmes and carry out youth led activities designed by themselves.</p> <p>C. Explain the YABC Youth joined the YABC PE training organized by NS and made an assessment by selecting a specific community/university or school to inspire a positive change of mindset, attitude and behaviour of community. This programme doesn’t focus on any need of either human or material or financial resources, but focuses on change of the community thinking on social issues such as any pre-conceived ideas, stigmatisation, biased judgement, stereotyped opinions on problems.</p> <p>D. Explain this programme will hold for two days and today we will discuss/prepare the programme and tomorrow we will present for xx people in community /schools.</p> <p>E. Introduce the NS Focal person to brief about the RC Activities</p> <p>F. Conduct the YABC activity with the selected theme. Consult with the YABC toolkit.</p> <p>G. If not the YABC PEs, explain about the issue of community from the assessment.</p>
Part 2	<p>H. Invite participants (ideally 5-7 people) to share their real experiences in similar with the theme of YABC activities and wrote down key contents in the flipchart or whiteboard with their names on it.</p> <p>I. Invite participants to vote powerful stories (2-3 stories) which can lead to division of groups (2-3 groups per voted stories)</p> <ul style="list-style-type: none"> ➤ Vote for the story to be strong relevant with the theme ➤ Vote for the story which is common attitude and behavior in their life and community which should change. ➤ Vote for the story to develop it into more interesting way. <p>J. Instruct them to join the group and prepare followings;</p> <ul style="list-style-type: none"> ➤ Develop the scenario headed by the story teller by digging more details, adding problem elements, finding solutions through discussion and develop the drama title. ➤ Divide characters among group members and practice. ➤ Prepare a song or dance relating with the topic and practice as a group with music. ➤ Make a list of preparation items such as clothes, music and drama items if needed <p>K. Select MC (gender balanced) among group and prepare for the script for the community event.</p>
Programme	Review Note
Part 3	<p>L. Review group by group by considering the following questions and guide</p> <ul style="list-style-type: none"> ➤ What is the title of Drama? ➤ What is the issue in the drama? Is it related with the topic/theme? ➤ What are the root causes for this issue? Does the drama show vividly about the problems and root causes?



YEC Pilot Guide

	<ul style="list-style-type: none"> ➤ How to solve the problems in your drama? (<i>solutions; raising skills of active listening, empathy, critical thinking, dropping bias, non-judgemental, collaborative negotiation and mediation, personal resilience</i>) <p>M. Give them feedback on each role of characters and drama</p> <ul style="list-style-type: none"> ➤ Put themselves in their characters ➤ Speak louder and stand facing to the audience ➤ Details on how to start and how to end, Coaching on Musical show
--	--

Annex 4: Example of MC Script

Programme	Script
Welcome	<p>Ladies and gentlemen,</p> <p>Good afternoon and welcome to attend our Youth Empowerment Programme in the theme of xxx organized by XX NS.</p> <p>We are very honoured to be here and given the chance to lead this programme with your wonderful participation.</p> <p>First of all, let me introduce our MCs. my name is xx my name is xx.</p> <p>Lets warmly welcome Mr. xxx, Head of Commune, xx Head of Sub-Red Cross Branch to our programme.</p> <p>Members of the community(university/school), ladies and gentleman</p> <p>As you might know, Youth Empowerment Programme led by RC youth is the RC youth programme aiming to inspire a positive change of mindset, attitude and behavior of community people by innovative solutions to the social, cultural, economic and environmental challenges in the communities across the country.</p> <p>This year, we selected your community focusing on the theme { }.</p> <p>Let me introduce our programme today.</p> <p>Today our Youth will be sharing small performances on drama for raising awareness of {theme} in community. In between, we will show musical performances! So please enjoy our performance until the end. (<i>Optional: Make sure to stay until the end of the programme, as we will be distributing small gifts for all audience</i>).</p>



YEC Pilot Guide

<p>Opening speech</p>	<p>Ladies and gentlemen, First please join us to welcome Mr. xx, Head of Commune, to deliver his opening remarks. Now let us welcome Mr xx from RC to introduce RC activities</p>
<p>First Performance</p>	<p>Ladies and gentlemen, Our youth group made an assessment in your Village {date} and found that community has a common issue on {}.</p> <p>Before we start of our first group performance, can I ask a few questions? <i>Anybody thinks xx is the issue? If yes, pls raise your hands.</i></p> <p>OK. No worries. Ladies and gentlemen, please give a round of applause, to our first drama group “xxx”. They will show you why this is an issue and how to solve it (invite a group by gesture)</p> <p>(The group will continue to conduct Musical performance)</p>
<p>Feedback</p>	<p>Wow, that was a stunning performance.</p> <p>Did you enjoy it? I have small questions and will give the prize to those best answers.</p> <ol style="list-style-type: none"> 1) <i>Have you ever had this experience? What did you learn from the drama? (ideally 2 people)</i> 2) <i>What will you do better/differently if you are in that situation? (ideally 2-3 people)</i> <p><i>Pls raise your hands and answer it. (bring the prize for the best answers).</i></p>
<p>Second Performance</p>	<p>Great answer. Thank you very much. (clapping)</p> <p>The fun isn't over yet.</p> <p>Please welcome the second group, with the theme ‘xx’ Before the show, one question, raise your hands if you thought about {} as an issue? Great.</p> <p>Now our 2nd Drama group will show you more (Invite a group)</p> <p>(The group will continue to conduct Musical performance)</p>



YEC Pilot Guide

<p>Feedback</p>	<p>Great story! Did you enjoy the drama? I have small questions and will give the prize to those best answers.</p> <p><i>1) Have you ever had this experience? What did you learn from the drama? (ideally 2 people)</i></p> <p><i>2) What will you do better/differently if you are in that situation? (ideally 2-3 people)</i></p> <p><i>Pls raise your hands and answer it. (bring the prize for the best answers).</i></p>
<p>Third Performance</p>	<p>Ladies and gentlemen, we will move on with our next performance , please give a round of applause, for our group with the theme ‘xx’ Same as above</p>
<p>Closing</p>	<p>Wow, great job!</p> <p>Now everybody understands the theme “” Final question, <i>Do our activities make impact on you? Will you change yourself? Pls raise your hands if you are confident in changing yourself (Count)</i></p> <p>Thank you very much for your great motivation</p> <p>Congratulations on all Youth leaders! Your performances encouraged most of audiences (xx #) to change.</p> <p>Thank you very much again for your kind attention. Thank you very much for your all efforts.</p> <p>If you like our activities and join this programme, please register yourself to fill the form outside and our RCY is always welcome.</p> <p>Now we would like to call upon, Mr.xx, Head of Commune to have a closing remarks On behalf of RC, we would like to thank everyone for joining us today and making this event more meaningful.</p> <p>Thank you and have a great day!</p>







YEC Pilot Guide

Annex 5: Evaluation and Planning form.

Evaluation and Planning Form – RCRC YEP

Name: Contact details (email, phone): Date / Location:	<i>Your feedback is confidential, greatly appreciated & will help improve future programmes. Thank you!</i>
---	--

Evaluation Section

Please tick the appropriate box – if you need more space, please use the back of the form or ask for more paper.	 Excellent	 Good	 Average	 Poor
1. Do you think the programme is successful? Why? Comments/explanation:				
2. Are you satisfied with your roles and responsibility in the programme? What would you do better in the role? Comments/explanation:				
3. What was the best part in the programme? Comments/explanation:				
4. What was the worst part in the programme? Comments/explanation:				
5. Will you continue to join the programme and change others in a positive way? Comments/explanation:				



YEC Pilot Guide

6. Would you recommend this programme to your Peers?				
Comments/explanation:				
7. How were the technical supports from the facilitators?				
Comments/explanation:				
8. Any suggestions or recommendations to improve this programme in the future (e.g. on session timing, facilitation/presentation methods, practical issues, etc.)?				

Planning Section

9. How often can you join/support this programme?
10. Select the group leader and write the name. (if you want to be a leader, pls write your name as well)
11. Please use the space below to provide any additional feedback or commitment.



YEC Pilot Guide

Annex 7: Reporting format

1. National Society Name:	
2. Branch Name:	
3. Number of YEP participants:	
4. Activity Theme and target location:	Activity Date:
5. Number of audience: male	female
6. Community/school/university Issue (assessment):	
7. Drama title and stories	
8. Q and A:	
9. How many audience changed after the performance activity?	
10. Photos:	
11. Next Plan.	

Written by team leader:

Date: