



2019 Edition

Inclusive Youth Leadership

Training Curriculum

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COURSE RATIONALE & DESCRIPTION:

This training prepares youth leaders to create inclusive youth spaces, interventions, and activities. The training builds capacity in foundation youth leadership skills through a focus on human rights and sustainable development as well as diplomacy and strategic action planning.

LEARNING OUTCOMES:

At the end of this training youth leaders should be able to:

- Clarify values and explore their impact on youth leadership and effectiveness
- Build capacity in strategic action planning
- Explore gender and sexuality and understand the lived realities of LGBT youth.
- Explore concepts related to oppression and empowerment and how social identity impacts well-being
- To explore barriers to LGBT inclusion experienced by youth-workers
- To explore youth participation frameworks and understand youth involvement and youth participation
- Build capacity in active citizenship and good governance
- To explore power dynamics, the role of youth leaders in policy influencing, and to develop advocacy plans for diverse youth

COURSE STRUCTURE:

This curriculum is designed for a three-day training workshop; however, modules can be used individually. The curriculum includes activities and assessments to test knowledge retention and ability to make real-world inferences.

TEACHING METHODS:

Presentations, activities and exposure to relevant organisations will enable you to use knowledge gained for analysis, and problem solving and to identify ways in which you can apply the skills to advance your role as a youth leader and support national development. Resources are included at the end of each module for further reading and development.

TOOLS FOR ASSESSMENT OF PARTICIPANT LEARNING: Group work and Pre/Post test

SESSIONS 1 & 2: INTRODUCTION:

1. Logistics/administration: introductions, overview, expectations, opportunities, ground rules

At the end of these sessions these should be accomplished:

1. Register signed by all in attendance
2. Completion of pre-training survey to gather baseline data on participant knowledge.
3. Participants and facilitators learn more about each other and unsettle power imbalances to become more at ease with each other.
4. Participants become aware of the non-judgmental and casual nature of the environment.
5. Participants become aware of the purpose of the training.
6. Participants allowed to express their expectations and concerns and have them addressed up front.
7. First ice-breaker/ energizer (musical-chairs is suggested).

SESSION 3: UNDERSTANDING HUMAN RIGHTS SYSTEMS AND INSTITUTIONS

Time: 90 minutes

Resources:

- PowerPoint Presentation
- Flip chart paper
- Markers

In this session participants will:

1. Explore what it means to be human.
2. Define Human Rights
3. Understand Human Rights concepts and institutions.
4. Understand the importance of a Human Rights based approach to youth leadership.

5. Explore vulnerability and discrimination
6. Explore common Human Rights infringements experienced by LGBT persons and youth and their impact.
7. Introduce the Yogyakarta Principles

ACTIVITY 3.1 WHAT DOES IT MEAN TO BE HUMAN?



Separate participants into groups of 5 and give the following instructions:

Draw an outline of a human on your flip chart paper. On the inside of the body: Write down some things young people want or need to do in order to enjoy themselves and have fulfilling lives (10 mins)

Use this activity to facilitate a discussion about what it means to be human and some of the basic things humans need to survive and lead live-able lives.

Definition:

Human Rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. (United Nations)

Human rights are standards that allow all people to live with dignity, freedom, equality, justice, and peace.

Discussion: Characteristics of Human Rights:

Ask the participants the characteristics of Human Rights as well as the meaning.

The table below includes the 5 characteristics of Human Rights.

UNIVERSAL	Human rights <i>belong to all people.</i>
INALIENABLE	Human rights <i>cannot be taken away.</i>
INTERCONNECTED	Human rights <i>are dependent on one another.</i>
INDIVISIBLE	Human rights <i>cannot be treated in isolation.</i>
NON-DISCRIMINATORY	Human rights <i>should be respected without prejudice.</i>
Source: https://www.theadvocatesforhumanrights.org/human_rights_basics	

Discussion: How did we get Human Rights?

Ask participants how we got Human Rights and if Human Rights only apply to a special group of people.

KEY POINT:

Many persons think human rights are new or that they are only for special groups such as LGBT people. Bob Marley sings about human rights in his song war. That song is based on the utterance of his imperial majesty emperor Haile Selassie i.

Video: Human Rights Explained in 2 minutes.

<https://www.youtube.com/watch?v=pRGhrYmUjU4>

HUMAN RIGHTS DOCUMENTS

The International Bill of Human Rights consists of the Universal Declaration of Human Rights (UDHR), the International Covenant on Economic, Social and Cultural Rights (ICESCR), and the International Covenant on Civil and Political Rights (ICCPR) and its two Optional Protocols.

The Universal Declaration of Human Rights (UDHR) was ratified by the UN General Assembly in 1948, however it was not legally binding. The ICESCR and ICCPR are the legally binding aspects of the International Bill of Rights. They were adopted by the UN General Assembly in 1966 and ratified by Jamaica in 1975

DISCUSSION: WHY IS A HUMAN RIGHTS BASED APPROACH IMPORTANT FOR YOUTH LEADERS?

Facilitate a discussion around why a rights-based approach is important for youth leaders.

Key points:

Youth leaders have inherent biases as a result of their upbringing that may create exclusion.

A rights-based approach helps leaders treat all humans as humans.

SOURCES OF HUMAN RIGHTS IN THE CARIBBEAN



The Caribbean has its own Human Rights documents based on being a part of the Americas.

In the Caribbean we have also had some important Human Rights wins for the LGBT movement.

If these continue it will make a significant difference to the quality of life of LGBT persons in the region.

SOURCES OF HUMAN RIGHTS IN JAMAICA

THE HUMAN RIGHTS OF JAMAICANS ARE ALSO PROTECTED BY LOCAL DOCUMENTS.

- Bill of Rights (1962)
- Replaced by the Charter Of Fundamental Rights And Freedoms, 2011

Included in the Charter are very clear statements about freedom from discrimination. It is to be noted it does NOT protect against discrimination based on gender identity and sexual orientation.

Section 13(3)(h)	[Everyone has the right to] equitable and humane treatment by any public authority in the exercise of any function
Section 13(3)(i)	[Everyone has a right to] freedom from discrimination on the ground of being male or female, race, place of origin, social class, colour, religion or political opinions

Discussion: DO LGBT PEOPLE IN THE CARIBBEAN ENJOY FULL ACCESS TO HUMAN RIGHTS?

Ask participants whether they think LGBT persons can enjoy full access to Human Rights in the Caribbean and what causes them to hold that opinion.

While LGBT persons face many human rights challenges in the Caribbean, progress is being made.

HUMAN RIGHTS WINS IN THE CARIBBEAN

- November 2018 - Caribbean Court of Justice struck down a Guyana law that criminalizes cross-dressing.
- April 2018 - Jason Jones vs Attorney General of Trinidad and Tobago. High Court of Trinidad and Tobago ruled that the buggery law is unconstitutional.
- August 2016 - Caleb Orozco Vs Attorney General of Belize. Supreme Court of Belize ruled that a law criminalizing consensual sex between adults in private violated their right to dignity, privacy and equality before the law.

Discussion: WHO IS IN CHARGE OF PROTECTING HUMAN RIGHTS

The Human Rights relationship recognizes both rights holders and duty bearers. Duty bearers – usually the state – are responsible to respect, protect, and fulfil rights while Rights holders – usually the citizens – are enabled and empowered to hold duty bearers to account.

*It's you,
It's always been you.*

This can seem as though the State is the responsible party in protecting human rights, however individuals have a responsibility to honour the rights of other individuals.

“every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance” (UDHR)

Discussion: Understanding Discrimination and Vulnerability

Discrimination and vulnerability are experienced differently by different groups. The social status accorded to a group of people usually impacts the likelihood that they will be placed at risk and their ability to recover if they experience an adverse event.

Facilitate a discussion with participants about which groups of young people in their society have a harder time enjoying their rights and freedoms.

Ability to enjoy rights and freedoms are impacted by two things:



Activity 3.2 Different but the Same

Ask the participants to return to the outlines they created earlier in their groups. Each group should use markers of two different colours, one for each set of youth in their assignment.

Circle the things on the outline that would be difficult for the specified groups of Jamaican youth. (10 minutes)

- Group 1: Gay and MSM youth + Youth from the Inner City
- Group 2: Lesbian and WSW youth + Rastafari Youth
- Group 3: Transmen + Youth with Disabilities
- Group 4: Transwomen + Cisgender Women

Facilitate a discussion about the level of overlap between the groups.

***Key Point:** LGBT youth are not the only ones who experience stigma and vulnerability. Belonging to groups that are marginalized, such as living with a disability or being from the inner city, will also impact a person's ability to lead a live-able life.*

Youth leaders can ensure sustainable and equitable activities and organizations by focusing on marginalization on all levels, not just on the basis of sexual orientation and gender identity.

ACTIVITY 3.3 FROM THE OUTSIDE IN

Still working in groups and focusing on the outline:

On the outside of the body write down the people, situations, and things that make it hard for those young people to do what they want. (10 mins)

DISCUSSION: RESPONDING TO MARGINALIZATION

Facilitate a discussion about what creates the named challenges and what youth leaders can do to ensure their organizations and activities do not create those same barriers. Also discuss what youth leaders can do to help young people overcome those barriers.

Key points

Why do those people or situations make it hard for young people to do what they want?

How do young people respond?

How could youth advocates change the situation?

DISCUSSION: SEXUAL RIGHTS AS HUMAN RIGHTS – THE YOGYAKARTA PRINCIPLES

Ask participants if they have ever heard of the Yogyakarta principles and facilitate a discussion on why it is important to mainstream the needs of LGBT Youth into youth leadership.

- The Yogyakarta Principles are a set of principles on the application of international human rights law in relation to sexual orientation and gender identity. (2006)
- The YP plus 10 was adopted on 10 November 2017 to supplement the Yogyakarta Principles. The YP plus 10 documents emerged from the intersection of the developments in international human rights law with the emerging understanding of violations suffered by persons on grounds of sexual orientation and gender identity and the recognition of the distinct and intersectional grounds of gender expression and sex characteristics.

Key Point:

LGBT persons are often thought of as sexual beings. We don't think of them as full humans, rather there is an unhealthy focus on LGBT sex. This can lead to limited thinking and discrimination. LGBT persons are more than who they have sex with, however sexual orientation and gender identity issues warrant attention because sexual rights are human rights.

Resources:

Rude, H. A., Paolucci-Whitcomb, P. E., & Comerford, S. (2005). Ethical leadership: Supporting human rights and diversity in rural communities. *Rural Special Education Quarterly*, 24(4), 26-31.

<https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>

https://treaties.un.org/pages/Overview.aspx?path=overview/glossary/page1_en.xml#ratification

<https://www.jamaicansforjustice.org/human-rights/>

<http://www.cesr.org/what-are-economic-social-and-cultural-rights>

<https://www.cidh.oas.org/basicos/english/basic3.american%20convention.htm>

<http://www.claiminghumanrights.org/non-discrimination.html>

<https://www.un.org/en/universal-declaration-human-rights/>

<https://www.right-to-education.org/monitoring/node/2725>

http://www.theadvocatesforhumanrights.org/human_rights_basics

<https://tgeu.org/yogyakarta-principles/>

<https://www.humandignitytrust.org/lgbt-the-law/>

SESSION 5: LEADERSHIP BUILDING

Time: 45 Minutes

Resources:

- Aluminium Foil
- Scissors
- Music
- Speakers

In this session participants will:

- Gain practical experience in time management, problem solving, co-operation, and creativity.
- Recognize the strengths of their team members through working on a time-sensitive creative project.
- Benefit from a real-time space for conflicts to evolve and resolve and space for discussion after.

ACTIVITY 5.1 FOIL-IT LEADERSHIP BUILDER

Separate participants into groups of 5 and give them one or two rolls of aluminium foil and one pair of scissors per group.

Instruct teams that they have 20 minutes to build two items:

- 1) An elephant (this item can be changed by the facilitator, but all teams should build the same thing).
- 2) One item that represents youth empowerment
- 3) After, the participants will be led through a discussion of the process with an emphasis communication, leadership and frustrations that arose.

Key Points:

What was the process like? (any specific challenges?)

Were there any issues that came up and how did you resolve them?

Were there any challenges in collaborating?

Why did you select that item to represent youth empowerment?

What was the process of getting everyone to agree on that item?

What did individual group members discover about themselves in the process?

What did you discover about your teammates in the process?

SESSION 6: LOCAL AND INTERNATIONAL FRAMEWORKS - YOUTH POLICY AND SDGS

At the end of the session you should be able to:

1. Explain the term 'youth development policy'
2. Outline at least 3 international youth development frameworks that influence youth development policy locally
3. State the guiding principles of the National Youth Policy
4. Outline the priority areas of the National Youth Policy
5. Explore gaps in existing policy pertaining to LGBT youth
6. Explore opportunities for the inclusion of LGBT youth
7. Propose youth-led actions to actualize the national commitments with a focus on inclusivity
8. Articulate the importance of youth development policy
9. Justify the need for youth participation in youth policy implementation
10. Justify the need for inclusivity in youth participation
11. Recall the National goals of Vision 2030
12. Outline the guiding principles of Vision 2030
13. Articulate a minimum of 3 national outcomes of Vision 2030
14. Recall a minimum of five (5) SDGs
15. Explain core issues associated with at least two (2) SDGs
16. Align the priorities of Vision 2030 and the SDGs

Key Questions

- What are the National Goals?

- How does Vision 2030 benefit Jamaicans?
- How well do you think we are doing in achieving the national outcomes?
- How does Vision 2030 work for LGBT Jamaicans?
- What should we do to make the vision 2030 more inclusive?

Activities:

ACTIVITY 6.1 THINK PAIR SHARE

Separate participants into pairs and ask them to share what they know about youth policy and how to make it more inclusive for three minutes each. At the end each group should share with the wider group.

1. Participants will engage in an activity to match NYP priority areas, activities, and priority areas for LGBT persons
2. In groups participants will discuss the purpose of the youth policy and how to make it more inclusive
3. Participants will be placed in groups, with each group being assigned a National Goal. Participants will envision themselves as being in 2030, with all the targets of their assigned national goal being achieved inclusively (meaning minority groups such as LGBT, persons living with disabilities, and indigenous groups such as Rastafari and Maroons included). Each group will be tasked with writing a poem using Miss Lou's writing style. The poem should be based on the National Goal that the team was assigned, and should highlight:
 - a. What Jamaica looks like having inclusively achieved that goal
 - b. Some of the individual and collective actions that young people took to ensure that Jamaica inclusively achieved the goal

SESSION 6: LOCAL AND INTERNATIONAL YOUTH DEVELOPMENT FRAMEWORKS

Time: 90 Minutes

Resources:

- PowerPoint Presentation
- Flipchart Paper
- Markers

The National Youth Policy defines a vision and framework for youth development in Jamaica. This module will familiarize participants with the goals and key strategic actions outlined in the National Youth Policy. The session will highlight the linkages between the National Youth Policy, Vision 2030 and the Sustainable Development Goals (SDGs). A focus will be placed on guiding participants in appreciating and accepting their role in the implementation, monitoring and evaluation of the Policy.

By the end of the session, participants should be able to:

- Outline the priority areas of the National Youth Policy
- Recall the National goals of Vision 2030
- Explain core issues associated with at least two (2) SDGs
- Align the priorities of the National Youth Policy, Vision 2030 and the SDGs
- Propose individual and collective youth-led actions to actualize the national commitments
- Justify the need for inclusive youth participation in youth and sustainable development policy implementation

ACTIVITY 6.1 THE 2030 ART GALLERY

This short activity is intended to introduce the lesson and assess participants' prior knowledge on the topic.

1. Ask participants to *Individually* think about their vision for Jamaica in 2030. What would be some of our national achievements? What are some of the key challenges the country should have addressed by then? In what ways would we have shown that Jamaica is a more inclusive country?
2. Place participants in groups. Each group should briefly discuss members' thoughts on their vision of Jamaica.
3. Now, ask each group to prepare a drawing that represents their collective vision of Jamaica in 2030.
4. Each group will deliver a brief presentation that explains their drawing.

Key points:

What does an inclusive Jamaica look like?

What are some of the key challenges facing the country that we must address?

DISCUSSION: JAMAICA IN 2030

This section introduces the National Youth Policy, Vision 2030 and the Sustainable Development Goals.

- 1) Provide an overview of the vision, guiding principles and priority areas of the National Youth Policy.

Vision	Guiding principles	Priority Areas
<ul style="list-style-type: none"> • ALL Jamaican youth will be able to achieve their full potential and contribute to sustainable national development as responsible citizens 	<ul style="list-style-type: none"> • Committed Leadership • Positive youth development • Youth mainstreaming • Recognition and fulfilment of rights • Stakeholder involvement and participation • Partnership and collaboration • Gender equality • Non-discrimination and equity 	<ul style="list-style-type: none"> • Education and Training • Health and Wellbeing • Employment and Entrepreneurship • Youth Participation • Social Inclusion and Reintegration • Institutional and Youth Sector Arrangements

- 2) Provide an overview of the National Goals of Vision 2030

Goal One	Goal Two	Goal Three	Goal Four
<ul style="list-style-type: none"> • Jamaicans are empowered to achieve their fullest potential. 	<ul style="list-style-type: none"> • The Jamaican society is secure, cohesive and just. 	<ul style="list-style-type: none"> • Jamaica's economy is prosperous. 	<ul style="list-style-type: none"> • Jamaica has a healthy natural environment.

- 3) Introduce participants to the sustainable development goals

1. No poverty
2. Zero hunger
3. Good health and wellbeing
4. Quality education
5. Gender equality
6. Clean water
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Reduced inequality
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below the water
15. Life on land
16. Peace, justice and strong institutions
17. Partnerships

Key points:

In what ways are the goals of the national youth policy, the sdgs and vision 2030 similar to the participants' vision for jamaica completed in the previous exercise?

In what ways are the goals of the national youth policy, sdgs and vision 2030 similar to each other?

In what ways do the goals of the national youth policy, sdgs and vision 2030 promote inclusivity?

ACTIVITY 6.2 SDG DANCE-OFF

This short activity is intended to energise participants while providing information on the Sustainable Development Goals. With an up-tempo beat playing in the background, participants will be tasked with showing off dance moves that depict each SDG. The aim is to support participants in remembering the SDGs by matching each goal with specific actions. Participants have 15 minutes to complete this activity.

1. Show the icon for one of the SDGs on the screen
2. Invite participants to step forward and demonstrate a dance move that depicts that particular SDG.
3. Add brief background information on the SDG as the participants demonstrate their moves
4. Repeat the activity until participants have danced to each SDG.

Key Points:

Associating an action with the SDGs will assist participants in remembering them.

What are some of the key challenges facing the country that we must address?

ACTIVITY 6.3 BACK TO THE FUTURE: JAMAICA IN 2030

The activity is aimed at encouraging participants to appreciate the role of youth in ensuring the success of the National Youth Policy, Vision 2030 and SDGs. This activity is intended to take 30 minutes.

- 4) Using the groups already established, assign each group a goal from either the National Youth Policy, Vision 2030 or the SDGs.
- 5) Each group will envision themselves as being in 2030. All the targets of their assigned goal have been achieved.
- 6) Ask each group to write a poem or song. The poem/song should be based on the National Goal that the team was assigned, and should highlight:
 - c. Some of the individual and collective actions that young people took to ensure that Jamaica achieved the goal.
 - d. How young people encouraged government and other decision-makers to take action towards achieving the goal.
- 7) Each group will perform their poem or song for the entire team.

Key Points:

Youth have an active role to play in policy implementation, monitoring and evaluation.

Youth should organise and lead programmes and projects that contribute to achieving the goals.

Youth should hold Government accountable to the commitments made in the National Youth Policy.

LESSON RECAP

Reiterate the main points from the discussion including:

- The Vision of the National Youth Policy
- Priority areas of the National Youth Policy
- Some youth led actions that can contribute to achieving the goals of the Policy
- The importance of youth participation in youth policy implementation

Through a short question and answer session, verify that the learning objectives have been achieved. Ask participants to share what their contribution will be towards achieving the goals outlined.

RESOURCES

- Jamaica's National Youth Policy: <https://app.box.com/s/dfzjnjqt4rd630tjtn36y5nq7wnqmtj>
- CARICOM Youth Development Action Plan: http://caricom.org/documents/13930-cydap_2012-2017_rev.pdf
- Commonwealth Plan of Action for Youth Empowerment: http://www.youthmetro.org/uploads/4/7/6/5/47654969/co_plan_of_action_empowerment_of_youth.pdf
- World Programme of Action for Youth: <https://www.un.org/esa/socdev/unyin/documents/wpay2010.pdf>
- Lisbon Declaration on Youth Policies and Programmes: <https://www.portugal.gov.pt/download-ficheiros/ficheiro.aspx?v=33dae104-7750-48c2-bdf7-07a3a4d6edde>
- Sustainable Development Goals: <https://sustainabledevelopment.un.org/sdgs>
- Vision 2030: [http://www.vision2030.gov.jm/Portals/0/NDP/Vision%202030%20Jamaica%20NDP%20Full%20No%20Cover%20\(web\).pdf](http://www.vision2030.gov.jm/Portals/0/NDP/Vision%202030%20Jamaica%20NDP%20Full%20No%20Cover%20(web).pdf)
- Overview of Vision 2030: <https://www.youtube.com/watch?v=hD7F-L7m5N0>

SESSION 7: VALUES CLARIFICATION

Time: 60 Minutes

Resources:

- Power Point Presentation
- Flip Chart
- Markers

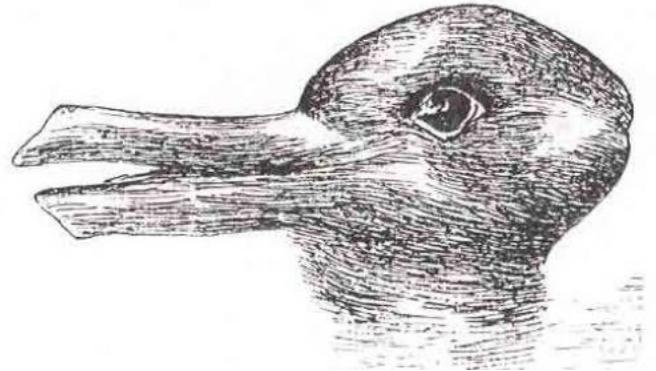
In this session participants will:

1. Identify their values and explore why they are important
2. Think about how they acquired their value system
3. Look at the benefits and limitations of certain values
4. Explore what happens when values clash
5. Explore their views towards others and themselves.
6. Learn, in a non-judgmental atmosphere, to think critically about their values; how they were

ACTIVITY 7.1 TELL ME WAH YU SEE

Show participants pictures that are optical illusions. Allow them to share what they see when they see it. Sample pictures are included below.

Sample pictures:



Key Points: What you see depends on where you're looking from. The fact that two people see different things doesn't mean either one is wrong. It's important to respect other people's opinions, even when they differ from our own.

DISCUSSION: WHAT ARE VALUES?

Facilitate a discussion about the meaning of values and how they shape our experience.

- Values are beliefs, principles and standards to which we assign importance.
- **They are things we prize and give a degree of significance.**
- Values are constructs of socialization, and are influenced by family, religion, media, education, morality or popular culture etc.
- Values refer to those things or beliefs we consider to be important to us.
- Values essentially give meaning and purpose to life.

ACTIVITY 7.2 WHAT DO YOU VALUE?

Ask participants to select their top 5 values from the list below.

PLEASE SELECT YOUR TOP 5 VALUES AND WRITE THEM DOWN IN ORDER OF IMPORTANCE.

WISDOM	WEALTH	TRUSTWORTHINESS	RELIGIOUS FAITH	POWER
KINDNESS	PLEASURE	PHYSICAL APPEARANCE	LOYALTY	MORALITY
LOVE	SKILL	CONNECTION		

Facilitate a discussion about which value was most popular as a first choice, second choices, etc.

Key Points:

Why does that particular value matters so much?

How might holding that value help your work as a youth leader as well as hinder you?

Where did you learn your values?

Have you ever had to change your values because of personal experience?

What happens when values clash?

ACTIVITY 7.3: VOTE WITH YOUR FEET

The next activity allows participants to consider their views on touchy and controversial topics by asking a series of questions that allow them to explore their own value systems pertaining to gender, sexual orientation, gender identity, and sexual reproductive health. It encourages them to own their opinion by voting yes or no.

Instructions: Make one sign labelled Agree and one labelled Disagree and place them on opposite sides of the room. Ask participants to stand in the centre of the room and wait for the prompts.

Read or show each prompt and ask participants to move to the section of the room that indicates their answer. During the activity provide a space participant to reflect on and consider their feelings as well as to challenge each other to think differently.

Prompts are listed below:

- White people introduced same-sex sex to black people
- Youth leaders must be inclusive to be effective
- It's okay to call people batty man if you're upset
- The idea of trans people is too complicated for the everyday Jamaican
- It should be okay to sterilize unemployed, single, poor women after their 4th child
- Most politicians are not sympathetic the needs of LGBT people
- Homophobia is harmful to all men
- Young mothers are probably 'force ripe'
- Women are too emotional
- Men should get paternity leave
- Kingston people feel Kingston is Jamaica
- LGBT people need too much attention

SESSION 8- STRATEGIC ACTION PLANNING

Time: 90 Minutes

Resources:

- Power Point Presentation
- Flip Chart
- Markers
- Strategic Planning and Strategic Thinking video:
<https://www.youtube.com/watch?v=V2Hndmk18z0>

Strategic planning is a central component of good governance. Planning contributes to organizational stability and provides the basis for youth groups to remain focused and responsive to the needs of their community. Many organisations have difficulty preparing and executing a strategic plan. Youth-led groups are no different. A number of these plans fail because the groups simply have a plan for the sake of having a plan. There may be little commitment, communication or follow-through among the organisation's membership to the plan. This module introduces youth leaders to the concept of strategic planning. The module will assist youth leaders in avoiding the pitfalls that typically accompany strategic planning.

By the end of this session, participants should be able to:

- Accurately define the term “strategic plan”
- List ten (10) steps involved in the strategic planning process
- Outline the format and content areas of a strategic plan
- List a minimum of three (3) tools that can be used to conduct an environmental scan
- Utilize the SWOT Analysis to conduct an environmental scan
- Articulate a minimum of three (3) benefits to strategic planning for youth groups
- Justify the importance of goal-setting for youth groups
- Commit to preparing a strategic plan for their youth group

ACTIVITY 8.1 STRATEGIC PLANNING AND STRATEGIC THINKING

- 1) Invite participants to watch the following video on strategic planning and strategic thinking:
<https://www.youtube.com/watch?v=V2Hndmk18z0>

- 2) Ask participants to share information on:
 - a) What is strategic planning?
 - b) What is strategic thinking?
 - c) What do you know about strategic planning?
 - d) What do you want to know about strategic planning? Agree upon key strategies to reach the goals and address key issues identified through the environmental scan.
 - e) Develop an action plan that addresses goals and specifies objectives and work plans on an annual basis
 - f) Finalize a written strategic plan that summarizes the results and decisions of the strategic planning process
 - g) Build in procedures for monitoring the implementation of the plan
 - h) Highlight the need for strategic planning, and ways in which strategic planning can benefit an organisation. highlight some of the challenges organisations face when preparing and implementing a strategic plan.

Key Points:

Do youth groups need to have a strategic plan? Why? Why not?

Is strategic planning too difficult for youth groups?

What are the challenges that some groups might face when preparing or implementing a strategic plan?

DISCUSSION: ENVIRONMENTAL SCANNING

Outline the importance of environmental scanning, as one of the keys first steps in strategic planning. The facilitator will provide a brief explanation of some of the tools and techniques that can be used for environmental scanning. These tools and techniques include: SWOT Analysis, PESTLE Analysis, interviews, surveys, market research.

Consider the following questions as part of the discussion with the participants:

- Do you know any of these tools?
- What is the purpose of these tools?
- What has been your experience in using these tools?
- Why do you need to conduct an environmental scan before documenting your plan?

- Explore the SWOT Analysis in a bit more detail. Explain the purpose of the SWOT and type of information that should be captured under each heading.

Key Points:

What is the purpose of the environmental scan?

Why should this scan be done before drafting the strategic actions?

ACTIVITY 8.2 SWOT ANALYSIS

- 1) Assign participants to groups. It would be useful to place youth leaders from similar organisations together (e.g. youth club leaders together, student leaders together etc.)
- 2) Each group will select one of the youth organisations represented and will complete a SWOT analysis for that organisation.
- 3) Each group will present their SWOT Analysis and invite feedback

Key Points:

What are the key considerations when gathering internal input?

How can a SWOT assist with strategic planning?

ACTIVITY 8.3 DEFINING STRATEGIC GOALS

Explain to the participants what are strategic goals

In the groups previously assigned, participants will draft two strategic goals for their organisation.

Key Points:

Are the goals SMART?

Are the goals related to the mission and vision of the organisation?

Do the goals consider information from the environmental scan?

LESSON RECAP

The session was intended to introduce participants to the concept of strategic planning. There is much more information and practice that the team will need in order to prepare their strategic plans. Remind the participants of the other steps in the strategic planning process that will need to be completed.

In closing, invite participants to share:

3 things they have learned from the session

2 things they have found interesting and would like to learn more about

1 question that they still have about the material covered.

DISCUSSION: STRATEGIC PLANNING

Explain what is meant by strategic planning. Provide an overview of the steps that are involved in strategic planning:

1. Agree on the strategic planning process
2. Conduct an environmental scan
3. Identify key issues to be addressed as part of the strategic planning effort.
4. Define or review the organization's values, community vision, and mission
5. Develop a shared vision for the organization.
6. Develop a series of goals which describe what the organisation will look like within a specified number of years.

SESSION 9: PERFECT SQUARE LEADERSHIP BUILDER

Time: 30 Minutes

Resources:

- Rope (long enough for all participants to stand side by side while holding it)
- Blindfolds (one for each participant)

In this session participants will:

- 1) Learn to rely on each other to solve problems
- 2) Learn to trust each other
- 3) Learn to plan and execute together
- 4) Work through the discomfort of not being in positions of leadership
- 5) Learn the importance of communication in challenging situations

Instructions:

- Tie both ends of the rope together and give it to the participants.
- Ask participants to each hold on to the rope and form a circle
- Ask participants to drop the rope and blindfold themselves
- **OPTIONAL: you can tie the rope into more knots before the second part of this exercise or you can leave it as is.**
- Make note of the participants who showed strong leadership skills and dominated the conversation in the previous session and tell them they are not allowed to speak.
- Without speaking, rearrange the participants by moving them from one section to the next
- **OPTIONAL: when placing participants, position some of them with their backs to the circle**
- Instruct participants to form a perfect square with the rope. Assign them 10-15 minutes to get this done.
- Stop when they indicate they think they have formed the square or when they run out of time.

Facilitate a discussion about the process after.

***Key Points:** What was it like working while blindfolded?
Did anybody make suggestions that were not taken by the group and how did that feel?
What was it like for the leaders who could not speak? Was it hard not taking the lead?
Knowing when to follow is an important part of leadership, but many leaders struggle with it
Thinking an issue would have been solved if only you had been able to contribute shows lack of faith in your team.*

SESSION 10 UNDERSTANDING GENDER AND SEXUAL DIVERSITY

Time: 90 Minutes

Resources:

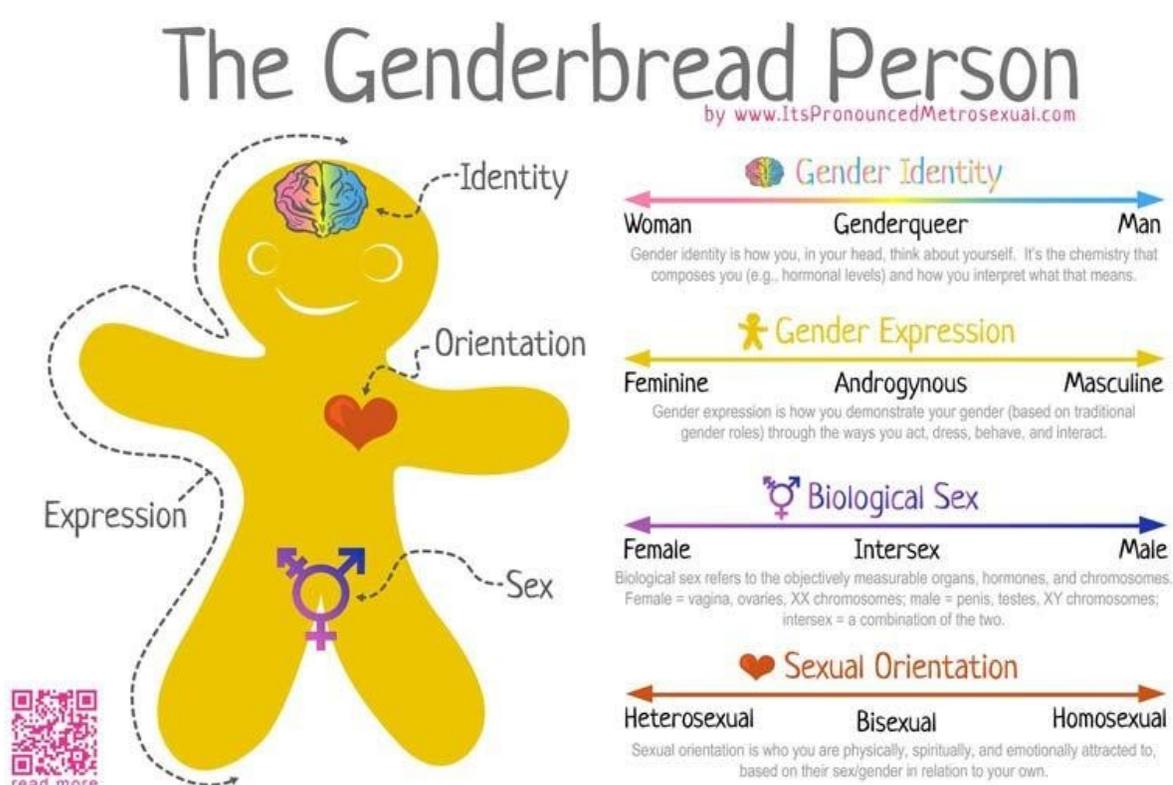
- PowerPoint Presentation
- Speakers

In this session participants will:

- 1) Explore the concepts of gender and sexual diversity
- 2) Understand the multifaceted nature of individual gender and sexual identity
- 3) Understand their own gender and sexual identity
- 4) Increase the understanding of the experiences of gender and sexual minorities
- 5) Understand how gender and sexual identity impact individual experiences

TEACHING AIDS

The Gingerbread Person



DEFINITIONS

1. Gender - the role of a man or woman in society, known as a gender role.
2. Gender identity - individual's concept of themselves as a gendered being.
3. Sex - refers to the chemical, hormonal and anatomical make up of a person that will determine if they are male, female, or intersex.
4. Transgender - An umbrella term referring to an individual whose gender identity does not correspond with their biological sex assigned at birth
5. Genderqueer:- A person who does not identify as man or woman or may embody both.
6. Diversity - the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
7. Gender binary - is the classification of sex and gender into two distinct, opposite and disconnected forms of male and female or masculine and feminine
8. Gender affirmation - process of being affirmed in one's gender identity. Four dimensions: social, psychological, medical, and legal.
9. Cisgender - not-transgender. Identifying with or experiencing a gender the same as one's assigned sex at birth, e.g a male who identifies as a man.
10. Gender expression - The external display of one's gender, through a combination of appearance, disposition, social behaviour, and other factors, generally measured on a scale of masculinity and femininity.

11. Sexual Behaviour - The act of engaging in any activity for the purpose of pleasure or procreation either by self or with others. A person's sexual behaviour does not necessarily indicate a sexual identity.
12. Sexual orientation - an enduring emotional, romantic, or sexual attraction to persons.
13. Sexual attraction – a sexual attraction to a particular person or persons. It does not have to be enduring nor does it imply a romantic attraction.
14. Romantic attraction – a romantic interest or attraction to a particular person or persons. It does not have to be enduring nor does it imply a sexual attraction.

ACTIVITY 10.1: WHAT IS DIVERSITY?

Diversity is the state of difference. For social justice purposes diversity also includes respect and acceptance: recognizing the difference does not diminish value.

Read the following statements and ask participants to stand up if it is something they do.

- Have children?
- Have siblings?
- Tek bus?
- Live with an illness?
- Don't like thieves?
- Are you the last child? first born? only child?
- Went to school with somebody you cannot stand?
- Go to church?
- Don't go to church?
- Only go to church for weddings and funerals?

Key Point:

Not all diversity is created the same, some things are easier to admit, even to people you know, than others. For example admitting to being LGBT is harder than admitting to being straight and cisgender. Admitting to living with HIV is harder than admitting to having a flu.

ACTIVITY 10.2: HOW IT WOULD A GO?

Read the following scenarios and ask participants to discuss how they think they would play out.

1. It is discovered that a popular football player at an all boy's school is still a virgin and that he also does jazz dance on the weekends. He is in 5th form and has had a girlfriend - a girl 4 years older than him- for years. She hot BAD. The rumour reaches the to the other members of the team.
2. Paula just graduated secondary school and hasn't been seen for a while. Her former high school best friends run into her at the plaza and notice she has a beard and is wearing men's clothes. Also, she asks them to call her Paul and to use male pronouns.

Ask the participants to discuss or role play what they think would be the reactions of all parties involved in the scenarios. Prompt them to think more deeply about why they and other people react the way they do.

PLOT TWIST!

Paul moves to a new country where nobody knows Paula has ever existed. Do they think of Paul as a woman? Does Paul have to do woman things or deal with woman expectations? Is Paul's biology the same as when he was Paula?

The fact that persons in one country can fully believe Paul to be a woman and persons in another country can believe Paul to be a man highlights the difference between sex and gender. Sex is biological, gender is social

ACTIVITY 10.2 GENDER CHECK

The chart below highlights stereotypically masculine and feminine traits. In theory men should only have traits on the blue side and women only the pink.

Read through the list and ask participants to raise their hands to indicate which traits describe them. Most if not all participants will have traits on both side.

Explain to participants that these it's natural and acceptable for people to have traits on both sides, its necessary for balance. Remind them that the idea that women must be feminine and men must be masculine is a social construct that links back to the gender binary. If we are honest we are all somewhere between the pink and the blue.

<u><i>Feminine.</i></u>	<u><i>Masculine.</i></u>
<p><i>Not aggressive.</i></p> <p><i>Dependent.</i></p> <p><i>Easily influenced.</i></p> <p><i>Submissive.</i></p> <p><i>Passive.</i></p> <p><i>Home-oriented.</i></p> <p><i>Easily hurt emotionally.</i></p> <p><i>Indecisive.</i></p> <p><i>Talkative.</i></p> <p><i>Gentle.</i></p> <p><i>Sensitive to other's feelings.</i></p> <p><i>Very desirous of security.</i></p> <p><i>Cries a lot.</i></p> <p><i>Emotional.</i></p> <p><i>Verbal.</i></p> <p><i>Kind.</i></p>	<p><i>Aggressive.</i></p> <p><i>Independent.</i></p> <p><i>Not easily influenced.</i></p> <p><i>Dominant.</i></p> <p><i>Active.</i></p> <p><i>Worldly.</i></p> <p><i>Not easily hurt emotionally.</i></p> <p><i>Decisive.</i></p> <p><i>Not at all talkative.</i></p> <p><i>Tough.</i></p> <p><i>Less sensitive to other's feelings.</i></p> <p><i>Not very desirous of security.</i></p> <p><i>Rarely cries.</i></p> <p><i>Logical.</i></p> <p><i>Analytical.</i></p> <p><i>Cruel.</i></p>

DISCUSSION: WHY IS IT IMPORTANT FOR YOUTH LEADERS TO RESPECT GENDER AND SEXUAL DIVERSITY?

Facilitate a discussion around why it is important for youth leaders, in particular, to respect gender and sexual diversity.

Key Points

Research from CaPRI estimates that anti-gay discrimination costs Jamaica about 11 billion dollars annually. If this is to change then policy as well as social practices need to be more inclusive. Young people and youth leaders are essential to creating this change and stopping this loss. A lack of understanding and acceptance of gender and sexual diversity drives discrimination against the LGBT community as well as against cisgender and heterosexual Jamaicans.

RESOURCES

<https://www.genderspectrum.org/quick-links/understanding-gender/>

<https://www.safeatschool.ca/plm/equity-and-inclusion/vision-equity-and-inclusion/healthy-equal-relationship-between-men-and-women>

<https://www.youtube.com/watch?v=vpAbPKYYu6A>

<http://jamaica-gleaner.com/article/lead-stories/20191030/anti-gay-discrimination-costing-ja-11b-annually-says-capri>

<https://www.hrc.org/resources/glossary-of-terms>

<https://youtu.be/9R1Pf7zFHF1>

SESSION 11: PROMOTING DIVERSITY AND RESPECT IN YOUTH LEADERSHIP

Time: 90 Minutes

Resources:

- PowerPoint Presentation
- Speakers
- Race course game character list
- Flipcharts
- Markers

In this session participants will:

1. Understand the concepts of respect, oppression, privilege, diversity intersectionality and inclusivity
2. Define the concepts of respect, oppression, privilege, diversity intersectionality and inclusivity
3. Explore how social identity impacts well-being
4. Explore barriers to LGBT inclusion by youth advocates and design solutions
5. Explore social and political priorities of LGBT youth
6. Brainstorm ways youth advocates can create inclusivity in their activities
7. Be introduced to concepts such as privilege, oppression and tolerance
8. Explore some of the difficulties youth leaders face in including LGBT priorities and some solutions to these issues.

ACTIVITY 11.1 RACECOURSE GAME

Facilitator will utilise the race course game to highlight how systemic inequality oppresses persons from specific social groups.

Instructions: Below is a list of characters and guide prompts for this game.

- 1) Select participants and assign them a character. You may give them a slip of paper with their character and advise them not to open it until instructed to do so.
- 2) Ask participants to line up at one end of the room/space behind an invisible starting line.
- 3) Advise the participants to open their paper and read out the characters to the room. This is who they will be for the duration of the game.
- 4) Advise participants that you will read a number of prompts and if their character can confidently respond with yes then they are allowed to take one step forward, if not they must remain in place. Other persons in the training are allowed to share whether they think a character would be allowed to move or not and why. The facilitator can decide whether or not to take their guidance.
- 5) Read each prompt and at the end of the game facilitate a discussion:
 - a. -how did each person feel in their character?
 - b. – how did it feel to be able to move easily?

- c. – how did it feel to be stuck in one place?
- d. -how did you feel watching the other characters?
- e. - Do you feel any differently about the people you were playing having been in their shoes?

Note:

You do not have to use all characters each time the game is played and you can develop your own characters based on the needs of your group. This game is a great opportunity to include participants who have not been fully participating in the training and also to build empathy to persons who may be very intolerant.

Race Course Sample Characters

Straight cisgender white middle class man

Straight cisgender middle class black man

Non-binary Rasta student from a rural area

Transwoman who lives at home with her parents

9-year-old girl who sells sex to men

Cisgender lesbian young woman from the inner-city

Cisgender straight HIV positive effeminate young man

A straight deaf young man with bipolar disorder.

Race Course Game Sample Prompts

You can comfortably say you wouldn't be too bothered if pictures of you and your partner together appeared on a social media site.

You can easily access sexual reproductive health information about people like you.

You are comfortable that most mental health professionals are trained to offer service to people like you.

You can comfortably get an education at any school that your grades qualify you to attend.

You can qualify for a job that requires at least 2CAPE subjects.

You can buy the products you need to have safe sex without fear of attack or backlash.

You can say with confidence that you will probably never be put out of your home or community.

You can confidently speak with your guidance counsellor and receive support.

You can confidently say that you are unlikely to ever live in poverty.

You can talk to your MP or community representative about your issues and they would listen and take and interest.

If you had to go to the police about something, they would most likely be supportive.

There are no laws that discriminate against you.

You can comfortably eat and party wherever you want.

You could easily find a partner for a long- term relationship.

You could live with your partner openly and freely.

You can comfortably access medical support in public health settings.

If you had a disagreement with your family you could easily survive on your own.

You can move through public spaces without a high level of scrutiny.

It would be easy to find housing that is safe and comfortable.

You could easily give up your sexual behaviour and still be happy

You would easily be accepted in faith-based spaces

You can easily find people like you to form a community

DISCUSSION: PRIVILEGE AND OPPRESSION

Facilitate a discussion about the meaning of the terms oppression and privilege and how they impacted the experiences of characters in the race course game.

Privilege: A special right, advantage, or immunity granted or available only to a particular person or group. Usually people who have historically occupied positions of dominance over others.

Oppression: To be **oppressed** is to be exploited or systematically harmed by others ([vocabulary.com](https://www.vocabulary.com))

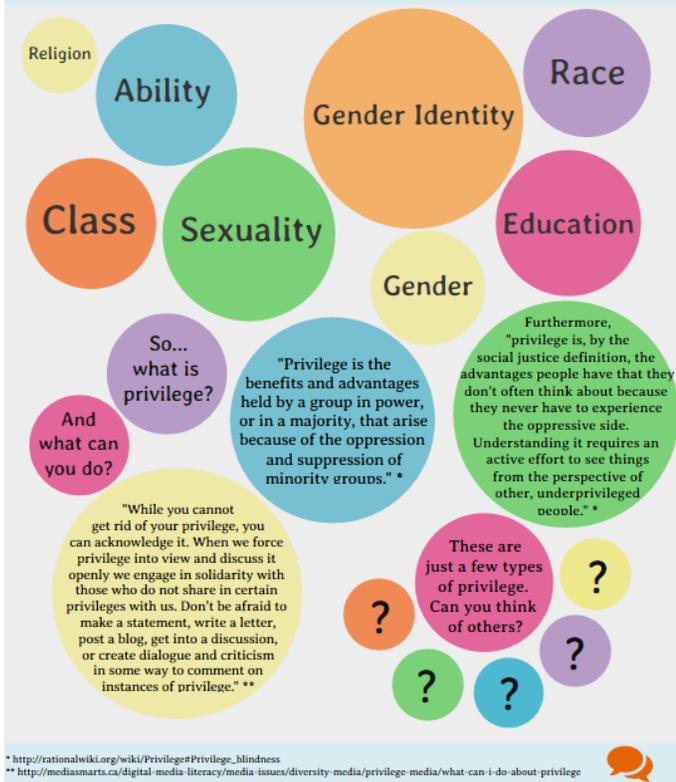
Social oppression is the process by which a dominant group limits access to resources, status, and power among subordinate groups. ([thoughtco.com](https://www.thoughtco.com))

Key Points

When discussing privilege it is customary for people to become defensive or feel you are ignoring their struggles. You are not. We all have struggles and oppressions as well as privileges. One doesn't cancel the other.

People can feel asking them to give up privilege means they will lose some of their power or access. You are not. A person can share resources without going into a state of lack. Privilege CAN make you unaware that other people's lives are not the same as yours. If you are in a decision making position this can lead you to make damaging decisions.

What are some types of privilege, and how can we combat privilege blindness?



DISCUSSION: TOLERATING VS RESPECTING DIVERSITY

Facilitate a discussion about the differences between tolerance and respect. If participants had a choice, would they want someone to tolerate them or respect them? The concept of diversity as it is used in social justice includes accepting and respecting people who are different.

Tolerance: capacity to endure pain or hardship : ENDURANCE, FORTITUDE, STAMINA

: sympathy or indulgence for beliefs or practices differing from or conflicting with one's own

: the act of allowing something : TOLERATION (Merriam-Webster)

Respect: due regard for the feelings, wishes, or rights of others. (Oxford Dictionary)

Inclusion: Inclusive processes and practices are ones that strive to bring groups together to make decisions in collaborative, mutual, equitable ways.

(<https://www.brandeis.edu/diversity/resources/definitions.html>)

DISCUSSION: PRIORITIES OF LGBT YOUTH

Ask participants what they think are the priorities of LGBT youth and why. Ask them to think how they can align these priorities to the priorities of their organization and vice versa.

Key points:

Below are some priorities for LGBT youth.

Health: mental health, lack of comprehensive health education, lack of culturally competent health care.

School: pressure to maintain heterosexual relationships, bullying at school, unsympathetic teachers and guidance counsellors.

Home: homelessness, family rejection.

Violence and discrimination: economic hardship, discriminatory laws and lack of legal protection, violence.

ACTIVITY 11.2: CREATING INCLUSIVE YOUTH LEADERSHIP SPACES

Instructions:

Separate participants into groups of five. Ask them to write down 3 easy; 3 not so easy; 3 difficult things they, as a youth leader, can do to make their spaces more inclusive to LGBT youth.

TEACHING AID: FACTS

- The HIV prevalence among Gay Bisexual and Other Men Who have Sex with Men is estimated at 29.6% according to the 2017 876Study.
- The HIV prevalence among the general population is 1.7%
- The data on trans persons is still emerging. However, the 2017 876 Study showed a prevalence of 51.0% among 102 transwomen. They had 2.63 times the odds of HIV infection of MSM.
- LGBT people are almost 3 times more likely to experience mental health issues
- A 2017 study with 37 LGBT Youth who have participated in government led youth initiatives and programmes revealed:
 - 23.3% experienced discrimination in the space
 - 66.7% who had been discriminated against did not reveal the incident
 - 25.6% did not believe youth workers were equipped to deal with the challenges faced by LGBT youth
- 53% of LGBT persons were last attacked by a stranger. 20% by a schoolmate and 18% by a family member (49%) of MSM in the 2011 study had suffered verbal abuse, most likely associated with being gay
 - (15.1%) had experienced violence
 - (14.1%) had experienced rape
 - (15.1%) had experienced homelessness
 - (18.4%) had been to jail
- 19% of people in a 2016 study had been sexually attacked
- 32% had experienced the threat of violence
- 24% had experienced the threat of physical violence

Resources:

<https://www.ourbodiesourselves.org/2019/03/gender-inclusive-puberty-and-health-education-is-life-affirming-for-all/>

<https://www.un.org/youthenvoy/wpay/>

<https://siecus.org/resources/a-call-to-action-lgbtq-youth-need-inclusive-sex-education/>

<https://qz.com/work/1373190/what-is-privilege-a-simple-definition-from-the-founder-of-backstage-capital/>

<https://www.vanderbilt.edu/wp-content/uploads/sites/149/Motivating-People-from-Privilege-to-Justice.pdf>

<https://kaleidoscopetrust.com/usr/library/documents/main/generation-change-project-report.pdf>

<https://advocatesforyouth.org/resources/fact-sheets/lesbian-gay-bisexual-and-transgender-lgbt-youth-in-the-global-south/>

<https://moey.gov.jm/minister-says-pep-will-create-inclusive-education-system>

http://www.washingtonblade.com/content/files/2016/01/The-Developmental-Cost-of-Homophobia-The-Case-of-Jamaica_2016-1.pdf

Harvey, Jean (1999). *Civilized oppression*. Lanham: Rowman & Littlefield. pp. 1–2. ISBN 978-0847692743. OCLC 41528208.

SESSION 12: YOUTH PARTICIPATION FRAMEWORKS AND MODELS

Time: 135 Minutes

Resources:

- PowerPoint Presentation
- Flipchart Paper
- Markers

Globally, increased attention is being placed on structures, processes and opportunities for youth involvement in meaningful planning and decision-making processes. With almost thirty per cent (30%) of Jamaica's population being under 30 years, youth can no longer be seen as mere beneficiaries of development processes. Rather, youth are active contributors and architects of development. This session provides a context for understanding the role of young people in sustainable development. Theoretical models of youth participation will be explored. The discussion lays the groundwork for the application of key participation principles for engaging youth as active citizens.

By the end of the session, participants should be able to:

- Explain the term youth participation
- Explain a minimum of two (2) models of youth participation
- Distinguish between the terms: youth engagement, youth involvement and youth participation
- Compare and contrast two (2) models of youth participation
- Recommend strategies that support with meaningful youth participation
- Justify youth participation as a human right
- Give reasons to support the active participation of youth in national development and decision-making processes.
- Commit to advocating for youth participation in sustainable development processes.
- Justify the participation of diverse youth segments in the policy and programme planning, implementation and monitoring

ACTIVITY 12.1 KWL

This 10-minute activity will introduce the lesson and assess participants' prior knowledge on the topic.

1. Advise the team that we will be discussing the topic: Youth Participation
2. Invite participants to share with the wider group on:
 - a. What they **know** about youth participation (k)
 - b. What they **want to know** about youth participation (w)

note: Participants will complete the (L) **what we have learnt** at the end of the session
3. Document the responses on sheets of flipchart paper
4. Outline the topics that will be covered in this section

DISCUSSION: WHAT IS YOUTH PARTICIPATION?

Provide the definition of youth participation. Youth participation is:

- Involving youth in responsible, challenging action that meets genuine needs, and

- Providing the opportunity for planning and/or decision-making, in an activity whose impact extends beyond the youth participants themselves.

You can share other definitions of youth participation:

UNICEF	Roger Hart	National Youth Policy
<ul style="list-style-type: none"> • Youth partaking in and influencing process, decisions, and activities 	<ul style="list-style-type: none"> • The process of sharing decisions that affect one's life and the life of one's community 	<ul style="list-style-type: none"> • The full involvement of youth in decision-making, planning, implementation, monitoring and evaluation of policies, programmes and activities

Invite the group to discuss the definitions.

Key Points:

What does youth participation involve?

In what ways are the concepts of youth engagement, youth involvement and youth participation similar or different?

What are some of the ways youth can participate?

DISCUSSION: PARTICIPATION AS A HUMAN RIGHT

Outline some national and international policies and conventions that highlight youth participation as a fundamental guiding principle. These policies include the National Youth Policy, the Lisbon Declaration on Youth Policies and Programmes, UN Convention on the Rights of the Child, the Universal Declaration of Human Rights (UDHR) and the CARICOM Youth Development Action Plan.

Key Points:

Do you think society understands that youth have a right to participate? Why? Why not?

Who benefits when youth participate in decision-making processes?

ACTIVITY 12.2 YOUTH PARLIAMENT

This activity should last no more than 35 minutes. The activity will highlight the benefits associated with youth participation.

1. Place participants in groups
2. Assign one of the following thematic areas to each group:
 - a. Benefits of youth participation to government
 - b. Benefits of youth participation to youth
 - c. Benefits of youth participation to school
 - d. Benefits of youth participation to communities
 - e. Benefits of youth participation to youth-led groups
 - f. Benefits of youth participation to youth-serving organisations
3. Each group will brainstorm on the area assigned, and prepare a 1-minute speech that they will deliver to government and other key decision makers as part of a "youth parliament"

Key Points:

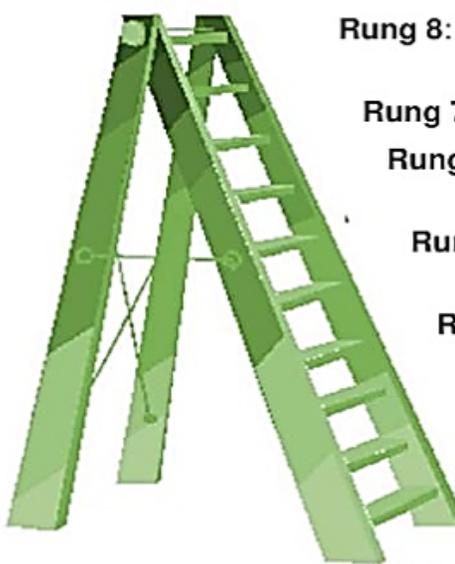
Reiterate key benefits of youth participation that the group have highlighted.

Supplement the information as necessary

DISCUSSION: MODELS OF YOUTH PARTICIPATION

1. **Provide information on Hart's Ladder of Participation.** As part of the discussion, ask participants
 - if they have ever felt that their participation was tokenistic or manipulative
 - if they think that adults/power brokers want youth to participate
 - what competencies do young people need in order to meaningfully participate

Roger Hart's Ladder of Young People's Participation



- Rung 8:** Young people & adults share decision-making
- Rung 7:** Young people lead & initiate action
- Rung 6:** Adult-initiated, shared decisions with young people
- Rung 5:** Young people consulted and informed
- Rung 4:** Young people assigned and informed
- Rung 3:** Young people tokenized*
- Rung 2:** Young people are decoration*
- Rung 1:** Young people are manipulated*

*Note Hart explains the last three rungs are non-participation

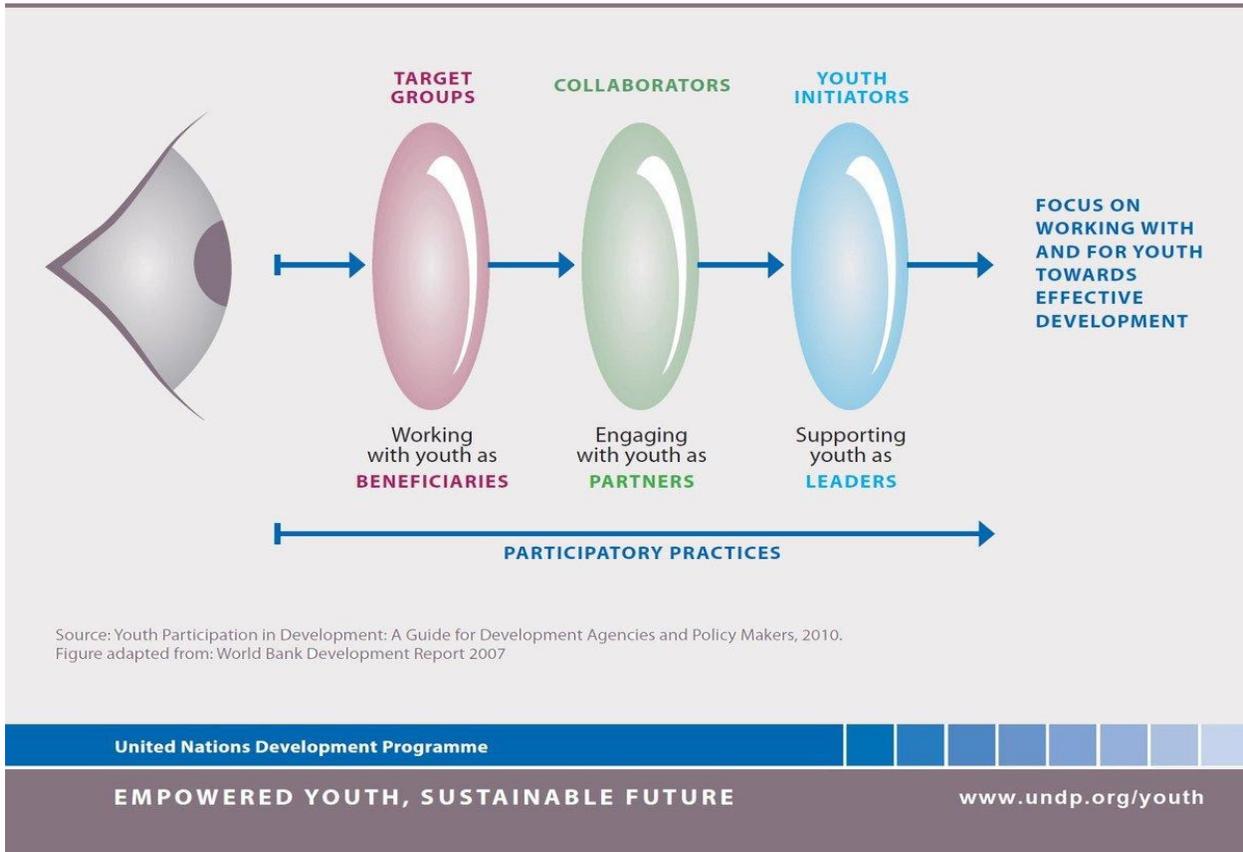
Adapted from Hart, R. (1992) Children's Participation from Tokenism to Citizenship Florence: UNICEF Innocenti Research Centre
Created by The Freechild Project - <http://freechild.org>

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2. **Provide information on the DFID Three Lens Approach.** As part of the discussion, ask participants:
 - What are the benefits of a three-lens approach?
 - In what ways does this approach align with the Ladder of Participation?
3. **Provide information on the DFID Three Lens Approach.** As part of the discussion, ask participants:
 - What are the benefits of a three-lens approach?
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UNDP YOUTH STRATEGY 2014-2017

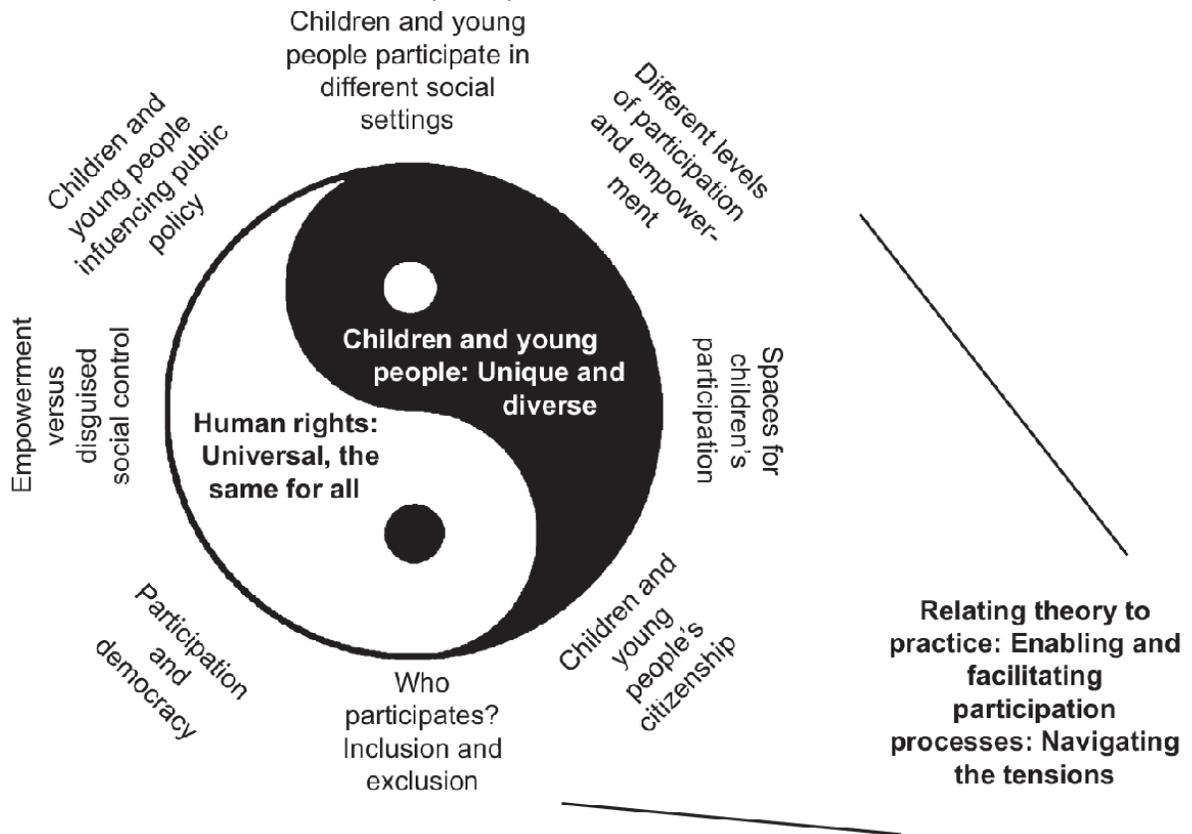
THE THREE-LENS APPROACH TOWARD YOUTH AND DEVELOPMENT



Three Lens Model

4. Provide information on the Yin Yang Model. Ask participants to consider:

- Issues of inclusion and exclusion. Who participates?



Yin yang Model of Participation

ACTIVITY 12.3 FULL-PARTICIPATION OF DIVERSE GROUPS

This activity should last no more than 40 minutes. Participants will explore challenges to, and opportunities for youth participation.

- 1) Place participants in groups and provide each group with flipchart paper and markers
- 2) Ask each group to document challenges to participation for one of the following youth segments:
 - a. LGBT youth,
 - b. youth with disabilities,
 - c. rural youth,
 - d. youth not in employment, education or training,
 - e. youth living with/affected by HIV.

Subsequently, ask each group to document the opportunities for participation for the youth segment they were assigned.

Each group will deliver a presentation on the challenges and opportunities that they have identified.

LESSON RECAP

- Invite participants to complete the KWL by going around the room and asking each participant to share one thing that they have **learned** about youth participation from this session. Responses should be matched against the learning objectives to verify that the objectives have been achieved. Any misconceptions or inaccuracies should be clarified. Responses should be documented on flipchart paper.

RESOURCES

- Youth Participation Models: <http://www.youthpolicy.org/library/documents/a-potpourri-of-participation-models/>
- Youth Participation Guide: https://www.unfpa.org/sites/default/files/resource-pdf/youth_participation.pdf
- The Three Lens Approach: https://youtheconomicopportunities.org/sites/default/files/uploads/resource/6962_Youth_Participation_in_Development.pdf
- Youth Participation in Development: Case Studies of Good Practice: <https://social.un.org/youthyear/docs/policy%20guide.pdf>
- Ladder of Participation: <http://myd.govt.nz/documents/engagement/harts-ladder.pdf>

SESSION 13 – GOOD GOVERNANCE IN A DEMOCRATIC SOCIETY

Time: 90 Minutes

Resources:

- Power Point Presentation
- Flip Chart
- Markers
- TEDx Video on Youth Participation: <https://www.youtube.com/watch?v=tOpqMWj25AE>

This module builds on the concept of youth participation and explores approaches for youth involvement in governance. Participants will examine the principles of good governance, and will consider mechanisms for youth to support good governance in Jamaica.

By the end of this session, participants should be able to:

- List the principles of good governance
- Explain the concept of active citizenship
- Explain the impact that active citizenship has on good governance
- Outline a minimum of three (3) ways in which youth can be active citizens
- Commit to being active citizens
- Recognize the importance of diversity and inclusiveness
- Give reasons to support the view that their voice matters

ACTIVITY 13.1 YOUTH AND GOVERNANCE

Invite participants to watch an excerpt from the TEDx video on youth participation. As part of the subsequent discussion, ask participants if young people should have a say on governance issues. Why? Why not?

DISCUSSION: PRINCIPLES OF GOOD GOVERNANCE

Introduce participants to the eight (8) principles of good governance:

- Participation
- Rule of Law
- Transparency
- Responsiveness
- Consensus oriented
- Equity and inclusiveness
- Effectiveness and efficiency
- Accountability

Key Points:

Which groups or organisations should practice good governance?

Give examples of instances where any of these principles have been demonstrated by the government.

Give examples of instances where any of these principles have been demonstrated by youth groups or other organisations.

What needs to be done to encourage stronger adherence to these principles by government? By youth groups?

What is the responsibility of youth in promoting good governance?

DISCUSSION: ACTIVE CITIZENSHIP

Define the term “active citizenship”. Active citizenship is the engagement in a range of activities that promote and sustain democracy. These activities can include: community activities such as volunteering, political engagement such as voting and campaigning or movements at an international level such as promoting environmental sustainability, respect for human rights or the elimination of human trafficking. Active citizenship requires a respect for others and does not contravene human rights and democracy.

Refer to the principles of good governance and explain to the group how the active citizenship can promote good governance.

Key Points:

Why is active citizenship necessary for good governance?

What are some of the ways young people can be active citizens?

How do you understand the concept of community?

What are some of the avenues through which marginalised youth can become active citizens?

ACTIVITY 13.2 KINGDOM COME

This is a role-play game to show an example of active citizenship. It is based on the imaginary story of a kingdom where everyone has a different attitude to active citizenship. The purpose of the activity is to get the participants to think about how their actions can influence others.

1. Divide participants into groups of five (5)
2. Each participant will pick a piece of paper which has a random role. The roles are:
 - a. King/Queen who orders higher taxes, in control
 - b. Follower: A person who always agrees with the king
 - c. Beer guy: A person who always complains and does nothing
 - d. Active Citizen: A person who has a voice and tries to make a change
 - e. Passive citizen: A person who doesn't care about anything
3. Participants will spend no more than 5 minutes interacting in their groups based on the following scenarios:

King/Queen	You are the most important. You have all the power and you like to use it. Now you need money so you decide to raise taxes. Inform your people. Talk only in orders
Follower	You think the king/queen is the best. The king/queen is always right. So, you agree. Always.
Beer guy	Always complain about everything. Do not involve yourself in any activities.
Active citizen	You are against raising taxes. You are not afraid to say it and you are willing to fight for it. You are trying to stop the king/queen.
Passive citizen	You are fed up and do not care about anything. You do not say anything. You do nothing.

4. Some roles will change:
 - i. King/Queen remains the same
 - ii. Follower remains the same
 - iii. Passive citizen can get involved in some activities
 - iv. Beer guy does something
 - v. Active citizen remains the same

5. Participants will spend no more than 5 minutes interacting in their groups based on the new scenarios:

King/Queen	You like money. Raise taxes again
Follower	You still think the king/queen is the best. Agree, agree, agree.
Beer guy	Remain complaining, but now you can try to participate in some activities
Active citizen	Still fighting. Get some support from others
Passive citizen	Now just go with the flow against the system

6. Host a debriefing session. Discuss with participants:
- How did you feel about the contrasting roles?
 - Did you like being active?
 - What was difficult about being active in the first scenario?
 - Do you think that you can make a change?
 - How can young people promote good governance? How can marginalised youth mobilise support in promoting good governance?

Key Points:

Youth can be active citizens

Youth have an interest in promoting good governance.

Every voice matters.

Change can occur if people cooperate and participate

LESSON RECAP

Reiterate the key points from the discussion. Ask participants to share at least one way in which they will become more active citizens.

RESOURCES

- Good governance

Available here: <https://www.unescap.org/sites/default/files/good-governance.pdf>

- Democracy and Active Citizenship

Available here: <https://pjp-eu.coe.int/documents/42128013/47261431/2.4.pdf/64ce8034-440c-4ebc-b325-2fe3be0190f5>

- Introduction to Active Citizenship:
<https://communitysouthwark.org/sites/default/files/images/Introduction%20to%20Active%20Citizenship.pdf>
- Active Citizens Global Toolkit

Available here: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

SESSION 14: NAVIGATING POWER DYNAMICS: ADVOCACY AND POLICY INFLUENCING

Time: 70 Minutes

Resources:

- Flipchart Paper
- Markers

- Advocacy Tools (non-violent action document)
- Strategy chart

In this session participants will:

1. Understand the concepts of power, power dynamic, advocacy, alliances, empathy, and self—interest and their role in youth leadership
2. Understand the role of policy in empowerment
3. Explore the role of youth leaders in policy influencing
4. Understand power dynamics and how they impact youth leaders
5. Understand the concept of political capital and how youth advocates can utilize it
6. Explore personal privilege and how it can be utilized to unsettle power imbalances
7. Develop advocacy plans for diverse groups of LGBT youth

DISCUSSION: POWER AND POWER DYNAMICS

Facilitate a discussion around the meaning of the terms power and power dynamics. Ask participants what power they have and how the power of youths compares to the power of adults. Ask participants about how they can use their power and the power of others to advance their causes.

Power: the capacity or ability to direct or influence the behaviour of others or the course of events. (Luthans, et al, 2015)

Power Dynamic: is the way different people or different groups of people interact with each other and where one of these sides is more powerful than the other one.

Alliance: An ALLIANCE is an association or union formed for **mutual benefit**. The two parties have a **common goal** even if the individual parties are very different.

Ally: a person who uses their privilege to advocate on behalf of someone else who doesn't hold that same privilege

DISCUSSION: ADVOCACY AND POLICY INFLUENCING – USING YOUR PRIVILEGE

Facilitate a discussion around advocacy and how it interacts with policy.

Ask participants to think about what privilege they have and how they can use it as a part of their advocacy.

Privilege may include their class, gender, education level, skin tone, political affiliation, family ties, family type, sexual orientation, religion etc.

Advocacy is key to influencing policy. You can advocate at all levels or to different publics:

- States and politicians
- Persons inside the group
- Persons outside the group who are sympathetic
- Persons outside the group who are antagonistic
- Advocacy is integral to creating social change.

Key Points:

Empathy involves being able to identify with the situation and feelings of another person.

People are more likely to care about something if they understand the other person's situation in a meaningful way
(<https://www.vanderbilt.edu/wp-content/uploads/sites/149/Motivating-People-from-Privilege-to-Justice.pdf>)

Self-interest: a concern for one's own advantage and well-being
(<https://www.merriam-webster.com/dictionary/self-interest>)

People are more likely to care about something if they see where it will benefit them.

You have something to offer. And that means you can come to the bargaining table

ACTIVITY 14. 1 SPENDING POLITICAL CAPITAL

Ask participants to define political capital and think about their personal brand and the capital they hold.

Political Capital: The goodwill, trust and influence that politicians earn or build up with the public through the pursuit of policies that people like or respect.

You can use goodwill to push through unpopular legislation or bring attention to difficult issues without damaging you or your party.

Political capital may also be spent on other politicians and members of the public.

For the long-term success of any politician, political capital is vital.

Instructions: Separate participants into groups of 5 and give each person a copy of the Advocates for Youth Strategy Chart and Non-Violent Action chart. Each group will develop an advocacy plan focused around a specific priority area for LGBT youth.

Group 1: LGBT Youth and Health

Group 2: LGBT Youth and Schools

Group 3: LGBT Youth and Homelessness

Group 4: LGBT Youth and Violence and Discrimination

Each group will need to determine:

Who - Target

What – Message/Focus

Where- Medium

How – Approach

Remember your priority is the type of advocacy that can impact POLICY

Priority Areas:

Health: mental health, lack of comprehensive health education, lack of culturally competent health care.

School: pressure to maintain heterosexual relationships, bullying at school, unsympathetic teachers and guidance counsellors.

Home: homelessness, family rejection.

Violence and discrimination: economic hardship, discriminatory laws and lack of legal protection, violence.

STRATEGY CHART

Demands	Targets	Current Resources	Potential Supporters	Tactics
<p>Demands are specific measurable things we want to WIN!</p> <ol style="list-style-type: none"> List the demands of your campaign? What short-term or partial victories can you win as steps toward reaching your overall campaign demands? <p>How will the campaign:</p> <ul style="list-style-type: none"> Win concrete improvements in people's lives? Give people a sense of their own power? Alter the relations of power? 	<p>Primary target: The person who has the power to give you what you want. (The decision maker) A target is always a person, never an institution.</p> <p>Understanding your target: What opposing pressure does your target face to not give you what you want?</p> <p>Secondary target: The person(s) that have power over your target? What power do you have over the secondary target?</p>	<p>What we have: List the resources that your organization brings to the campaign. Include: skills of group members, connections to student and community organizations, funding.</p> <p>What we need: List the specific things you need to do to develop the campaign.</p> <ul style="list-style-type: none"> Expand leadership of group Build membership base Develop media plan Develop campaign strategy Develop media/messaging campaign Develop fundraising plan etc. 	<p>Who cares about this issue enough to join or help us? Who has the skills that you need to win the campaign?</p> <p>How will you reach out to potential supporters? (for instance: table on campus, hold membership meetings, host social events, present at other club meetings, canvass the dorms, talk to professors, etc.)</p>	<p>Tactics are actions taken to move your target to give you what you want (your demands).</p> <p>Tactics must: Demonstrate your power while simultaneously build your power. Be within the comfort zone of your group, but outside the comfort zone of your target. Be directed toward your primary or secondary target Moves you closer to reaching your demands.</p> <p>Example of tactics:</p> <ul style="list-style-type: none"> Petitions Public Hearings Negotiations Rallies Marches Sit ins Strikes

Included here is a picture of a strategy chart but please see the full document for a step-by-step guide to developing the plan. Have each group present their plan as well as why they think it will work. Have a group discussion about each plan.

Resources

<https://advocatesforyouth.org/wp-content/uploads/2019/04/Youth-Activist-Toolkit.pdf>

<https://www.youtube.com/watch?v=b5ykNZl9mTQ>

<https://marketbusinessnews.com/financial-glossary/political-capital-definition-meaning>

MEMORY RELAY:

Resources:

- Flip chart paper
- Markers
- Speakers
- Music

Instructions: Separate participants into two or three teams.

Paste flip chart paper to the walls at the front of the room and line up teams behind a starting line at the other end of the room.

One person from each teams to race to flip chart paper and write as many things as they remember before the music stops. They will run back and pass the marker to the next player who must come up and write as much as they know. Repeat the process for as long as you deem necessary but remember the shorter the game the more competitive it is.

Note: Acronyms and abbreviations must be expanded to gain points.

Facilitators will check responses for accuracy and determine the winning team

MOST IMPORTANT LESSON I LEARNED YESTERDAY

Resources:

- Sticky paper
- Pens

Ask each participant to write down and share the most important lesson they learned the day before.

APPENDIX 2: MONITORING AND EVALUATION TOOLS

SAMPLE PRE- AND POST-TRAINING SURVEY



Equality Youth Jamaica

Inclusive Youth Leadership Training

October 23 - 25 2019

Jewel Paradise Cove

Thank you for your interest in this youth leadership programme. You will complete the assessment before the programme and again when the programme is complete. The assessment will help us to gauge your level of learning and the success of this activity. Thank you for your participation.

Please circle the correct answer:

Values are:

Things we hold dear

Things we are willing to stand up for

c. Concepts that guides your behaviour

d. All of the above

Name three sources of values:

Define human rights:

Expand the following acronyms

ICPR

UDHR

SDG

MSM

Indicate whether you think the following are true or false in the space provided. If you do not know the answer, choose not sure.

Key: T – True **F** – False **NS** – Not Sure

Statements	True	False	Not Sure
Principles of good governance include equity, consensus, and responsiveness			
Human rights are applicable to a special group of people			
Sexual identity and gender identity are the same.			
The UN developed UDHR			
A person can be free of all prejudice.			
The concept of diversity involves acceptance and respect			
The estimated LGBT population in Jamaica is 35,000			
Homosexuality is illegal in Jamaica			
One example of tokenism is when adults have an initial idea and involve young people in making decisions			

What are the priority areas of the National Youth Policy?

Explain the difference between a vision statement and a mission statement.

Define Active Citizenship.

List two models of youth participation

How does social identity impact well-being?

Explain how inclusivity correlates with youth leadership.

What are the Yogyakarta principles

- End document -