

**YOUTH DEVELOPEMENT TRAINING PROGRAMME 2014**

**PROPOSAL**

1. **PROGRAM EXECUTIVE SUMMARY**

It is a well established fact that the youth in a society carry the prospects for future progress and innovation in that society. It is also well known that progressive change and innovation are key drivers of economic, social and political advancement.

In developing economies, secondary education is now considered the minimum level required to obtain employment that will pay an adequate wage. Young people today must be mentally and emotionally prepared to work in environments that require lifelong learning and frequent adaptation. Their capacity to think critically, solve problems, communicate effectively, and work in teams are some of the life skills highly valued by employers, but these skills are not addressed eﬀectively in most formal educational curricula.

Nigeria has a population, according to the National Population Commission is projected to have risen to over 160 million [[1]](#footnote-1) as at October 2011. The youth constitute 70 percent[[2]](#footnote-2) of this figure with a large number being underserved in core areas of their developmental needs, especially qualitative education and life skills development. This pitfall inhibits their development into productive members of their communities.

The government’s inability to ensuring qualitative education and its knock on effect is reflected in the low technically and soft skill competencies of youth and a dearth of moral values, and individual responsibility amongst selfish are all linked to low sub-standard teaching methods, inadequate resource and instructional materials, the deplorable state of school infrastructure and ultimately all this culminates in high unemployment of youth.

As a result of the issues outlined above, there is now a growing attitude amongst the youth of malaise towards learning and self-improvement. Whereas it would be convenient to give in to the shortcomings in the society and apportion the blame for the youths’ stifled development on the government, LEAP Africa prefers to take the view that an individual can be empowered to change the course of his own destiny.

Over the past four years, LEAP with the support of Nokia & the International Youth Foundation, and the TY Danjuma Foundation has successfully implemented its Leadership, Ethics and Civics Program (LEC) in 5 states across Nigeria and has empowered over 13,000 young people with life and leadership skills. LEAP Africa intends to progress its work in this area by building on the success of the program’s curriculum and anticipates that with support from its Private Sector Alliance will train 30 trainers via the Youth Development Training Program (YDTP). This program design will adapt the LEC curriculum and impact the lives of 300 youth in the Federal Capital Territory.

LEAP’s YDTP is aimed at bridging the life skill and leadership skills gap in youth educational development and will also equip youth with the self-confidence to be effective advocates in the civic space, to develop strong communication skills and work effectively in teams.

The program will equip trainers with the knowledge on life and leadership skills through a training of trainers (ToT) workshop. The trainers will be selected from the school thorough a recruitment process which will ensure that the participants deliver positive results and remain committed to objectives of the program.

In turn, the trainers/teachers will be supported and monitored to deliver the curriculum to youth within their spheres of influence .As an output of their learning; the youth will develop change projects to apply the skills learnt on the YDTP curriculum and contribute to the transformation of their communities.

Anticipated outcomes of the program include: increased leadership, life, organizational and program management skills of target youth; increased professional skills and knowledge of leadership concepts for select teachers, community and youth leaders. Long term, LEAP aims to integrate the programs curriculum into secondary schools across Nigeria and to empower a generation of young people to be socially responsible and active in their communities. The project will be managed and coordinated by LEAP Africa’s training department in collaboration with our partners: Private Sector Partners, and other collaborating organizations and agencies.

1. **PROGRAM DESCRIPTION**

LEAP Africa Youth Development Training Program (YDTP) is designed to equip youth with the leadership and life skills required to cope with life’s challenges. The curriculum’s range of topics include but not limited to : the art and act of leadership, unleashing personal strengths and overcoming weaknesses, developing personal goals and objectives, personal mission statements, creativity, building self confidence, listening skills, social responsibility, patriotism, networking, negotiation skills and time management. The program’s training cycle spans a one year period. The program has three core components: Training of Trainer (ToT) and a youth beneficiary training and change project implementation.

These trainers will undergo a Training of Trainers (ToT) program where they are educated on the YDTP curriculum and supported to incorporate the program into the communities. After the ToT program, trainers are expected to equip target young beneficiaries within their sphere of influence with leadership and life skills based on the YDTP curriculum. Furthermore, with the implementation of social community change projects which is a core component of the YDTP, these young people have an opportunity to apply the skills acquired through the program.

The ToT program will be administered by LEAP staff and external facilitators to ensure quality delivery of the curriculum. As recruitment of the trainers is important to ensure success and achievement of the program goals, the selection process is rigorous and aimed at reaching individuals who are committed to youth development in their communities.

1. **Goals and Objectives:**

The objectives of the Youth Development Training Program are to:

* Support youth through the process of looking within to take stock of their lives – dreams, visions for the future , current skills ,talents and inclination
* Expose youth to the concept of leadership, offering tools and skills required for effective leadership
* Strengthen the local capacity of teachers, youth leaders, faith based leaders and guidance counselors to share and impact knowledge and support them to deliver the YDTP curriculum to young people.
* Advance youth participation in nation building and community development through development of change projects in their communities.

**Overall Program Vision**

Youth equipped with life and leadership skills required engaged as change leaders in communities

**Goal**

To deliver the YDTP curriculum to 300 youth via training of trainers program designed for individuals engaged in youth training and development that are willing to serve as expert trainers on the YDTP.

If trainers are equipped with life and leadership skills, they can support training of larger groups of youth within their network. In turn, these youth will serve as positive change agents and role models in their communities, thereby accelerating the pace of community transformation from an individual perspective across the program location.

**Target Group**

The YDTP has three core target groups. They include:

* Youth Development Trainers

Trainers to be engaged on the program will be school teachers, representatives of youth focused community based organizations, guidance counselors, and faith-based leaders. The trainers will be individuals committed to training youth beneficiaries on the YDTP curriculum within the project life cycle in six states.

* Direct Youth Beneficiaries

Direct youth beneficiaries of the programs will include students, out of school youth who may include less –educated youth who are literate and have interest in serving as community change agents. The youth will be trained by the YDTP trainers and supported to develop community change projects.

**Programme Components**

* **Training of Trainers (ToT)**

LEAP will conduct Training of Trainers (ToTs) for school teachers, representatives of youth focused community based organizations, guidance counselors, and faith-based leaders in the target state. Trainers are those who have demonstrated a track record of success, a commitment to exhibiting leadership skills and integrity, a willingness to change their belief systems and to adopt new teaching methodology, as well as an interest in lifelong learning.

Nominated trainers who meet the recruitment criteria will undergo a 5-day ToT on the YDTP curriculum and facilitation skills in Abuja. The training helps increase the trainer’s commitment and improves their concentration during the program[[3]](#footnote-3). The training centers identified for these training are conducive for learning and offers an ambience that will endear the trainers to the ToT program. LEAP will also provide lunch and refreshments during the daily sessions.

LEAP expert trainers alongside professional training consultants will lead the ToT sessions. The YDTP trainers will be immersed in case studies, interactive exercises, games and group discussions based on LEAP’s current Youth Leadership Model. The ToT, will provide training on LEAP’s leadership perspectives, life skills and also offer training on the practical aspects of the program, including the commencement and implementation of change projects. LEAP will provide standardized YDTP trainers manual that will serve as the guide for YDTP trainers during their ToT and a reference for trainers during the youth beneficiaries’ training.

The ToT will provide trainers with a mock facilitation opportunity to practice their facilitation skills and knowledge of the curriculum. In addition, trainers will be specifically trained by LEAP on use of social media for documentation and reporting of the curriculum delivery progress.

At the end of the ToT trainers are expected to craft a draft action plan and timeline for their curriculum delivery.

* **School Curriculum**

LEAP has published and successfully tested its YDTP Manual and Workbook. The publication’s language and content reflect the age and dynamics of beneficiaries who are adolescents. In addition, the examples and case studies are localized to ensure that they are relevant to the beneficiaries’ experiences and environment. This has helped to ensure that the students have a clear and quick grasp of the key learning objectives of the programme. The training programme manual and workbook will be provided to each student. In addition, LEAP has created a facilitation guide to support and guide the trainers during delivery of the programme.

* **Youth Training Course**

The trainers will be expected to deliver the programme as well as to supervise the change projects determined, designed and implemented by the beneficiaries. The expectation is that participating schools will permanently adopt the curriculum and continue to deliver the topics to their students.

* **Course:** The trainers will be expected to provide a one-hour course, at least 2 times a week, for 10 weeks for the beneficiaries. The class sizes should not exceed 10 students, in one seating.
* **Change projects:**  In an effort to ensure a high completion rate of change projects given the peculiarities of this target group of young people, change projects for this programme would be implemented by groups of about 10 . This figure is small enough to ensure that each beneficiary plays a meaningful role and large enough to limit the total number of manageable change projects.

LEAP will work with the teachers to ensure that the students craft compelling and practical change project proposals. LEAP will also provide on-going support through its staff and volunteers will monitor and track the project implementation.

***YDTP Graduation Requirements:*** Students, who complete the programme and have commenced work on their change projects and have at least one report sent in - by the month of March 2014 - will receive a certificate at a locally organized ceremony.

# MONITORING AND EVALUATION

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| LEAP will also utilize the services of its staff and volunteers to check on the community projects Outcomes Measurement Tools  * **A Baseline & Exit Survey**: LEAP will utilize the Brandeis survey, with additional modifications that address leadership, time management and ethics issues. This baseline survey will be administered to the teachers at the beginning of the first one week ToT and at the end of the ToT. The students will also be required to fill the surveys at the beginning of the first term and at the end of the programme which coincides with the end of the school year. LEAP will compare both surveys to determine if any changes in mindset and/or personal growth have occurred as a result of the programme. * **Progress Report:** Progress reports from the participants, with tangible evidence that their change projects are being implemented, including photographs, surveys, videos etc. LEAP will rely on volunteers for additional tracking support. The trainers will also report their observations to the programme coordinators. |

# SUSTAINABILITY

# LEAP expects the YDTP curriculum to be adopted and sustained with the support of the school administrators and beneficiaries (students and teachers). More specifically, LEAP will provide ongoing support, whenever possible, for the beneficiaries beyond the programme implementation period.

**ANNEX 1: DRAFT PROGRAMME SCHEDULE AND DESCRIPTION**

| **Week** | **Topic** | **Description** | **Objective** |
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| 1. | Course Overview & Mindset Survey | Participants are made to fill out questionnaires with a range of questions. They are also taken through the objective of the Youth Leadership Program. | The mindset survey seeks to understand the participants’ views on varying subjects. |
| 2. | Connecting to the Inner self | During this session, we explore the pressures that the youth face which force them to alter their persona and follow the crowd in attempts to keep up with the “mainstream” group. | To get participants acquainted with their true selves. We encourage them to accept who they are and to get comfortable with their real persona. |
| 3. | Self Portrait | Participants draw a self-portrait using shapes and symbols. | This exercise seeks to get participants to assess their perception of themselves. |
| 4. | The Leadership Game | This game is played in pairs. A participant selects a ‘leader’ and indicates choice by pinning the name of the leader on partner’s back. The partner must guess the name from clues given. | The game seeks to understand the group’s perception of leaders and leadership. It also compels participants to take note of key distinctions between a role model, a manager, an individual in a position of power, and a leader. |
| 5. | The Act & Art of Leadership | This is a combination of sub group and general group discussions on the topic of leadership. | This exercise pushes participants to articulate and test their understanding of leadership and the process of leading, allowing them to change their mindsets on this topic. |
| 6. | The Trust Walk | This is an interactive activity in which participants take turns leading each other. | This activity emphasizes the interdependent relationship between the leader and the followers It also seeks to underscore the importance of trust, constant communication, visioning and consistency in ensuring productive relationships between leaders and followers. |
| 7. | Building Self Confidence | This is a combination of questionnaire and interactive discussion; participants are made to identify their confidence level. | The session seeks to identify the factors that contribute to the participants’ self-confidence. It also underscores self-confidence as a key attribute of any individual and an effective leader. |
| 8. | Developing a Personal Mission Statement | Participants are given an opportunity to create their life mission statements. This exercise helps participants to look within themselves and identify their most important values and principles. They are encouraged to reconsider their values and the thought patterns that govern their decisions. | |
| 9. | The Values Game | During this session participants are given some money and are required to bid for different values, which are called out by an auctioneer. The game stimulates the participants to place a monetary price on a set of values, to demonstrate how important these values are and what they are willing to do to get them. It also highlights how preferred values compete with each other. | The objective is to expose the participants to the importance of having an awareness of your values formation and standpoint. It also helps participants to think about how their values have developed and explore instances where those values may be compromised. |
| 10. | Goal Setting | This is brainstorming session where participants are made to understand the importance of goal setting as a skill needed for effective leadership. | This is an effort to help participants to prioritize and streamline their personal and professional  Aspirations. They are encouraged to develop specific and concrete steps to attain these objectives. |
| 11. | The Tower Game | This is an interactive exercise where participants are required to work in a team to build a tower, with unusual materials. Obstacles are created for them in the construction process. | The game fosters creativity, perseverance and teamwork, which are necessary attributes for effective leadership. |
| 12. | Leadership for Change | The participants are shown a documentary on Nigeria titled (*Naija Junction*) -which give four possible scenarios that could Nigeria could evolve into by 2025) and are also given a book- *Rage 4 Change* which showcases the stories of other Nigerian youth who have been able to impact their communities positively. . | This session demonstrates the “power of one” in effectively leading change efforts. |
| 13. | Crafting a Change Project | Participants are broken into groups to discuss their change projects. Each participant is required to make a presentation to the broader group, which will be critiqued. | The session seeks to guide the participants on their change projects and offer them workable solutions for addressing the gaps that they intend to fill. |
| 14. | Patriotism | Through the use of set of questions, this session forces the participants to confront their beliefs about being Nigerian, and their stereotypes of other ethnic groups. It encourages them to foster unity across ethnic and religious boundaries, as a prerequisite for effective leadership. | |
| 15. | Social Responsibility | This discussion exposes participants to the concept of social responsibility. | |
| 16. | Project Planning and Management | The participants are introduced to the concept of using a systematic approach to manage their activities. The session highlights the application of strategy formulation in the execution of their projects and subsequent activities. | The objective of this session is to equip the participants with the basic management tools required to improve the productivity, effectiveness and quality of output of their change projects. |
| 17. | Creativity | Various games are used to provoke participants to think outside accepted norms. This activity emphasizes creativity as a critical skill for leaders and provides exposure to different techniques for fostering creativity. It sets the participants on the path of developing creative solutions to their most pressing problems. | |
| 18. | Budgeting | Introduces the participants to the concept of fiscal responsibility and its relevance to personal and organizational success. | The objective is to equip participants with the necessary skills and tools they need to effectively manage their resources while implementing their change project. |
| 19. | The Art of Fundraising | The session gives participants the opportunity to evaluate their ability to raise funds for their projects and develop new and effective ways of raising money. | The objective is to introduce them to the skills and strategies needed for effective fundraising, which is necessary in the execution of their change project. |
| 20. | Performance Management | The session introduces the participants to vital tools of monitoring and evaluating performance. | The objective is to equip the participants with the basic monitoring and evaluation tools, which they can utilize during the implementation of their change projects. |
| 21. | Networking | The session gives participants the opportunity to evaluate their current networks and exposes them to steps for building effective and sustainable networks. | |
| 22. | Communication I | We discuss the importance of good communication skills as a critical tool for effective leadership. We place specific emphasis on the various facets of our body that must be leveraged for effective communication.  In the second module the participants are introduced to tactics for communication during meetings and formal presentations.  Participants are given the opportunity to practice their communication skills and receive individual attention. | |
| 23. | Communication II |
| 24. | Negotiations | This topic introduces the participants to the concepts applicable to wide range of negotiations and equips them with the skills and strategies for effective negotiation**.** The topic is delivered through an interactive session and group activities. | |
| 25. | Time Management | The topic introduces the participants to the concept of time as an essential resource and provides them with the opportunity to assess their personal time management techniques. The session also introduces them to useful time management tools. | |
| 26. | Risk Taking | Through an interactive session and group discussions participants are made to recognize that risk taking is a critical step to effective leadership. The session underscores the importance of taking healthy risks as opposed to unhealthy risks in the pursuit of the personal and professional endeavours. | |
| 27. | Moral Ethics | The session aims to introduce the participants to the typical causes of ethical shortcomings and the concept of Conflicts of Interests.Through group discussion, participants are encouraged to explore their own personal experiences, and how they contribute to corruption through their actions and inactions | |
| 28. | Putting Corruption in Perspective | Through an interactive session and group discussion, participants explore the meaning, aspects and effects of corruption on national development**.** | This session seeks to get the participants to truly understand what corruption is, the various types of corruption, its causes, and enormous costs to the Nigerian society. |
| 29. | Evaluating: Current Public Private and Non Profit Efforts to Curb Corruption | This is a session in which participants explore anti corruption initiatives, legislation and government policies that attempt to address the issue of corruption in Nigeria. | The objective of the session is to evaluate the efforts of different sectors and to identify the gaps that need to be filled. |
| 30. | Curbing Corruption: the Power of One | The session aims to equip the participants with the skills required to individually and collectively fight corruption in Nigeria. | |
| 31. | Our Bodies Ourselves | Through an interactive session the participants are made to recognize the need to preserve their reproductive and mental well - being in order to achieve our vision, goals, mission, dreams and responsibilities. | The objective is to raise an awareness of the advantages of a healthy lifestyle and the link between a healthy lifestyle and personal & professional success. |
| 32. | Preparing Yourself for the Job Market | Participants are made to distinguish between a job and career. They are encouraged to pursue their career interest as against what people expect them. They are given tips on how to write curriculum vitae, cover letter and prepare for a job interview. | |
| 33. | Establishing a Successful Business Initiative | This topic equips the participants with the tools needed to identify and capture business opportunities. It also exposes them to important aspects of planning and establishing a successful business initiative. | |
| 34. | The Value of Strategic Partnerships Across Sectors | The session introduces the participants to the concept of partnership and the value that can be generated when different stakeholders work together. They examine successful partnerships in Nigeria and generate discussions on potential partnerships for their initiatives. | |
| 35. | Managing Change | This topic exposes the participants to the concept of change as a natural process in youth development. It demonstrates the advantages of preparedness for change and emphasizes the need to be proactive rather than reactive when change comes. | |
| 36. | Succession/ Sustainability | Expose participants to the need to plan projects that are sustainable equip them with the tools for effective succession planning. | |
| 37. | Final Recap, Next-Steps and Evaluation | Participants are given the opportunity to assess the course and its impact on their lives and mindsets. They are required to complete another mindset survey. They are given certificates for their successful completion of the course, as well as prizes for the top change projects. | |

1. http://www.thisdaylive.com/articles/nigerias-population-now-168m-hits-221m-in-2020/101436/ [↑](#footnote-ref-1)
2. http://www.businessdayonline.com/NG/index.php/news/latest/43682-nigerians-to-reap-benefits-of-democracy-in-2013-jonathan [↑](#footnote-ref-2)
3. Trainers will be from divers locations within each state and daily transportation challenges is a high threat to the ToT’s daily progression hence the need for a residential program. [↑](#footnote-ref-3)