



Experience Sheet

WORKSHOP

for the SOCIAL TRANSFORMATION

Fostering Civic Participation among the Youth in Parcelles Assainies and Grand Yoff

In its commitment to nurturing the youth of Parcelles Assainies and Grand Yoff neighbourhoods in Dakar, CONCEPT equips young individuals with the essential skills and mentorship to actively engage in civic actions. This comprehensive endeavour encompasses citizenship training and mentorship in conceiving and implementing initiatives. Enabled by a dedicated fund aimed at supporting civic ventures within the project's framework, this document outlines the structure of the citizenship training and provides examples of civic actions undertaken by the youth that CONCEPT have mentored.

What are the objectives of this training?

The general objectives could be summarised as such :

- To raise awareness among young individuals about their citizenship status.
- To empower young individuals to assume their role as active citizens in society.
- To familiarise young individuals with global citizenship issues and their potential avenues of influence
- To enable young individuals to formulate a concept of civic action.
- To equip young individuals with the ability to identify themes or subjects for intervention.
- To guide young individuals in devising and implementing tangible civic actions.
- To help young individuals recognise their potential to effect change through civic actions

Planning

Day 1

General objective:

To empower the youth with the knowledge and skills they need to be active citizens



Specific objectives:


- Foster young individuals' awareness of what it means to be a citizen.
- Encourage the youth to embrace their roles as active citizens in society.

- Equip the youth with an understanding of global citizenship issues and potential ways of making an impact

Duration: 2h30min

Duration	Steps and Objectives	Activities
20 minutes	Icebreaker	<p><u>What connects us?</u></p> <p>Gathered in a circle, each person introduces themselves by name and tosses the ball of yarn to another person of their choosing while holding onto the loose end. They then share the bond they share with the chosen person (like being part of the same group, living in a similar area, sharing a common profession, etc.). The participant holding the yarn continues this process until everyone is woven together with the yarn.</p> <p>Conclusion: Each of us is tied to another, representing the heart of community and citizenship. Everyone plays a part in society, with both rights and responsibilities.</p>
30 minutes	Sense of citizenship	<p><u>Whole group discussion</u></p> <p>Establishing the connection between citizenship and nationality in the Senegalese context: the facilitator presents the key aspects.</p> <p>The facilitator then asks the following questions, encouraging the young participants to share their thoughts or addressing them individually:</p> <ul style="list-style-type: none"> - Do you identify as a citizen? - How does your sense of citizenship show itself?
1 hour	Role as an active citizen in society	<p><u>Group work (20 minutes)</u></p> <p><u>4 smaller groups are formed.</u></p> <p>Each group randomly picks 5 words (written on small pieces of paper) and discusses the rights and responsibilities linked to each word.</p> <p>Words include: Child – Education – Mobility – Documentation – Work – Security – Association – Taxes – Justice – Health – Politics – Expression - Religion – Public space – Environment – Home – Marriage – Freedom - Information - Respect</p> <p>A spokesperson is chosen for each group.</p> <p><u>Whole group discussion (30 minutes)</u></p> <p>Each spokesperson shares their group’s findings (5 minutes maximum per group).</p> <p>After all the groups have presented, there will be open discussions and feedback from the rest of the participants.</p> <p><u>Recap (10 minutes)</u></p>

		<p>After the presentations, the facilitator circles back to the concepts of rights and responsibilities and hands out a sheet to all participants that presents definitions of specific rights and responsibilities linked to each word.</p> <p>Rights and responsibilities pertain to what each individual can do and what they are obliged to do, especially as citizens. A right involves the ability to take action, enjoy something, claim it, or demand it. A responsibility, on the other hand, is a specific obligation imposed by morality, law, regulations, social conventions, etc.; it's a task to be accomplished, a duty to fulfil.</p> <p>Conclusion: Being a citizen means having rights and also carrying responsibilities.</p>
30 minutes	Global citizenship issues	<p><u>Whole group discussion</u></p> <p>The facilitator shows three images and asks the participants, "What does this image bring to mind?"</p> <p style="text-align: center;">Environment: Polluted seas</p>  <p style="text-align: center;">Immigration: Travel by plane</p>  <p style="text-align: center;">Education : Students in Hann, Dakar</p>

		 <p>Conclusion: Globalisation: The actions we take here can ripple across the globe; everything is intertwined. The world is a closely connected global community. It's a collective responsibility, with each person contributing their part. Staying informed about events elsewhere is crucial.</p>
10 minutes	Conclusion	<p>Collect feedback: Volunteers are welcomed to voice their thoughts about today's session.</p> <p>Listen to the song, "Set," which means "cleanliness" in the Wolof language. In the song, the singer laments the accumulation of trash in the streets:</p> <p>Cheikh Ndiguel Lô – Set https://www.youtube.com/watch?v=MeHBaOuVq_k</p>

Day 2

General objective:


- Guide the youth in understanding and collaboratively creating collective civic initiatives.

Specific objectives:

- Define a civic initiative
- Identify areas for action
- Plan and implement concrete collective civic projects

Duration: 3 hours

Duration	Steps and objectives	Activities
20 minutes	Icebreaker	<p>The facilitator instructs participants to place themselves on an imaginary map (representing the country, region, neighbourhood, or world) marked out in the room. They should position themselves based on:</p> <ul style="list-style-type: none"> - Where they have taken part in a civic action - Where they've been inspired or moved by a civic action

		<p>- Where they've witnessed a civic action</p> <p>The facilitator acts as the reference point (Parcelles Assainies or Grand Yoff). Volunteers can share the location and describe the civic action if they wish.</p>
40 minutes	Defining civic action	<p>1- Screening of the music video DaaraJ Family - End-Discipline https://www.youtube.com/watch?v=A7CWGVOIH0s In this video, the singer reflects on various street behaviours and actions like fights, littering and public urination among others. The facilitator engages the youth with questions:</p> <p>The facilitator asks the participants:</p> <ul style="list-style-type: none"> - What themes do you pick up from the video? - What actions can you think of to address the issues? <p>The facilitator notes down all the themes and actions that were raised.</p> <p>2- Compilation of images depicting various forms of civic involvement</p> <p>Example :</p>  <p>The participants discuss and share their thoughts on the photos.</p> <p>The facilitator then wraps up this step by offering a definition of civic action:</p> <p>Civic action involves citizens coming together to enhance their community's quality of life, rallying behind a shared vision and commitment. It also entails mobilising against injustices or issues that ignite our passion, inspiring us to collaborate on practical projects for meaningful change.</p>

40 minutes	Identifying situations to act on	<p>Group work (20 minutes)</p> <ol style="list-style-type: none"> 1- Form groups of 5. 2- Within each group, individuals contemplate a real-life situation that they find problematic and discuss it with the others. 3- The group collectively decides on ONE situation they want to take action on <p>Each group designates a spokesperson to present their chosen situation (only one) during the whole group discussion.</p> <p>Recap (20 minutes)</p>
30 minutes	Creating a group initiative	<p>Group work (30 minutes)</p> <p>Each group brainstorms a practical collective initiative that they could undertake to address the previously identified situation. They should clarify the following points:</p> <ul style="list-style-type: none"> - Why? (<i>Motivations of group members</i>) - Where? (<i>Location of the initiative</i>) - Who would be needed? (<i>Individuals, organisations, etc.</i>) - What would be needed? (<i>Permissions, materials, etc.</i>)
40 minutes	Designing an initiative	<p>Recap</p> <p>A representative from each group will share the outcomes of their group's discussions.</p>
10 minutes	Evaluation and conclusion	<p>Gathering of feedback over the 2-day workshop</p> <p>Introduction to the citizen fund projects:</p> <ul style="list-style-type: none"> - Collaboratively select subjects/themes you want to work on - Form groups (no maximum number for groups; minimum 2 people) - Each group focuses on a civic action - Funding available for support - The team is here to assist with the planning and implementation of actions

Examples of civic actions carried out by young people after the training



After this training, a support workshop is offered to the youth to encourage them to undertake a civic action as a group. After a recap of the key elements of the training (definitions of citizen/citizenship, rights and duties, civic action), the workshop focuses on guiding the participants through the process of creating and organising a collective initiative.

They are encouraged to mobilise a fund dedicated to support civic initiatives, which involves filling in a commitment form before carrying out the action. This form should outline the details of the action, their material and financial requirements, as well as the composition of the group responsible for conducting the action.

Here are some examples of actions that these young individuals have already carried out:

- Distributing food and drinks (juice, coffee, milk, sandwiches, dates) to children at a Quranic school, a hospital, and around a market
- Collaboratively cleaning up a school and a mosque in their neighbourhood
- Conducting awareness campaigns in schools about waste management and the environmental impact of consumption

Throughout the implementation of these initiatives, CONCEPT's mentors are the initial points of contact for the young participants. They empower the youth to organise themselves (assigning roles and responsibilities), all while ensuring the participants have fully grasped the various concepts covered in the training. The mentors act as guides and resources to support the youth who are at the forefront of their projects. These actions foster a stronger sense of belonging among the youth within

CONCEPT's project and their community. By involving fellow residents of their neighbourhood and realising their collective ability to effect change, the participants become more attuned to their shared capacity for action. These initiatives also reinforce group cohesion among the youth and inspire them to contemplate new collaborative endeavours for the future.

URL link to article: <https://atelier.fdh.org/en/take-action/our-experiences/participatory-collective-actions/article/fostering-civic-participation-among-the-youth-in-parcelles-assainies-and-grand?lang=en>

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