



Experience Sheet

# L'ATELIER

## de la TRANSFORMATION SOCIALE

### Workshop on Vulnerabilities with the CONCEPT Youth

As part of its support for the young participants from the neighbourhoods of Parcelles Assainies and Grand Yoff in Dakar, CONCEPT hosts a workshop on vulnerability for young people.

Throughout this workshop, participants engage in a diverse range of activities, including individual reflection, small group discussions of two or three people, larger group interactions, and full-group sessions. These activities will help them understand their vulnerabilities both at a personal level and as a group. The goal is to raise awareness of their individual vulnerabilities as well as those shared by the group, thereby fostering collaborative efforts to envision potential solutions and strengthen their power to take action.

### Objectives of this workshop

#### **General objective:**

To help young participants acknowledge, identify and express their vulnerabilities, leading to improved individual and group support.

#### Specific objectives:

- Define vulnerability
- Identify different types of vulnerabilities
- Help the participants become aware of their limitations and vulnerabilities
- Facilitate open discussions where young people can share their vulnerabilities and needs
- Initiate individual and group reflections to explore potential solutions

### Methodology

- The workshop takes place once a year per group
- There are 2 groups of 30 participants each (a total of 60 participants)
- All participants take part in one meeting, and around 30 of them will attend a second meeting based on their specific needs.

## Planning

Duration	Steps / Objective	Description
30 min	Welcome and set-up	Participants are welcomed and seated in a room
30 min	Opening: Icebreaker	<p><u>Programme of the day</u></p> <p><u>Ground rules</u></p> <p><u>Icebreaker: the Wind Game (variant of musical chairs)</u></p> <p>The participants sit in a circle, with one chair fewer than the number of people. A volunteer stands in the centre and says something about a strength or a difficulty that qualifies them, as well as other members of the group. For example, <i>"The wind blows all the people who don't want to give up"</i> (another variant: <i>I'm calling everyone who doesn't want to give up</i>) or, <i>"The wind blows all the people who have experienced gender discrimination!"</i>. Anyone who identifies with the statement stands up and moves to a new chair. If someone stands up, they cannot sit back in their original chair. The goal is for the person in the centre of the circle to find a chair to sit in. The person who is left standing in the centre of the circle then becomes the new person to say a statement.</p>
30 min	Definition of vulnerability	<p><u>Brainstorming (for the whole group)</u></p> <p>"What does vulnerability mean to you? » <i>(the facilitator asks the question using several synonyms and writes the answers on the board)</i></p> <p><u>Definition of vulnerability<sup>1</sup></u> (see Endnotes: definition of vulnerability)</p>
1 hour	Identification of different types of vulnerability	<p><u>Group work 20 minutes</u></p> <p>The participants are divided into 5 groups.</p> <p>Each group identifies <b>5 cases that can lead to situations where you feel vulnerable.</b></p> <p>The five groups present their results to the entire group.</p> <p><u>Recap: 20 minutes</u></p> <p><u>Discussion and wrap-up: 20 minutes</u></p>

		For the wrap-up, the facilitator can use images illustrating different situations of vulnerability.
30 min	Sharing and discussion	<p><u>Guest speaker 10 minutes</u> A guest speaker shares their story of overcoming a vulnerable situation.</p> <p><u>Discussion on the guest speaker's story 20 minutes</u></p>
1 hour 20 min	Sharing and discussion	<p><u>Personal reflection 10 minutes</u> All the participants take a moment to think about their situation and identify their vulnerabilities</p> <p><u>Small group discussions 30 minutes</u> The young attendees are free to choose their group. The objective is for them to be able to share within this group the elements of vulnerability that they identified individually.</p> <p><u>Whole group sharing 40 minutes</u> Volunteers are welcome to share their insights with the entire group.</p>
1 hour 20 min	Reflections on potential solutions	<p><u>World Café Method</u></p> <p>The members of the CONCEPT team divide participants into five groups and appoint 5 World Café hosts. Each group is given a situation to study<sup>2</sup> (see Endnotes) and they must answer the following question:</p> <ul style="list-style-type: none"> <li>- What problems/vulnerabilities do you identify in this situation and what actions would you take to overcome them?</li> </ul> <p>The host takes notes on a Padex (a portable writing board ) as the groups move to a new table.</p> <p>Each group has 7 minutes per round before moving on to the next.</p> <p>A timekeeper monitors the time.</p> <p><u>Recap: Whole group</u></p> <p>Each host has 5 minutes to provide a summary of their findings.</p>
40 minutes	Expression of needs	<p><u>Whole group discussion</u></p> <p>The facilitator asks the following questions to the participants, addressing each one in turn:</p> <ul style="list-style-type: none"> <li>- Building on today's discussions, what needs do you identify in the face of the different personal vulnerabilities that have been discussed?</li> <li>- What steps do you think we could take to better manage our vulnerabilities?</li> <li>- What key insights can we take away from this day?</li> </ul>

20 minutes	Evaluation and closing	<p><u>Whole group discussion</u>  Volunteers are asked to give feedback on the day's events, in particular:</p> <ul style="list-style-type: none"> <li>- Methodology, facilitation</li> <li>- Content, way the topics were covered</li> <li>- Organisation, logistics</li> </ul> <p>What worked well, what didn't, suggestions for changes or improvements</p> <p>The trainers end the workshop.</p>
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## Salimata's testimonial, CONCEPT youth coach

*Salimata, a member of the CONCEPT team and youth coach, shares her thoughts on the training :*

"As a coach, I can't stress enough how important and timely this activity was. It involved a process that helped young people open up about their vulnerabilities and discover ways to overcome them.

In fact, most of the participants gave feedback on how impactful this activity was. It gave them the chance to openly discuss for the first time (for most of them) their vulnerabilities.

We've also seen the effects during individual coaching sessions, with young people expressing a sense of liberation and taking the initiative to create their own strategies to rise above their vulnerabilities.

I've also noticed shifts in behaviour, mindset, and how some of these young people embrace and accept their vulnerabilities.

For some, we've witnessed remarkable improvement in life skills (better decision-making, stronger self-esteem, and self-assertion...), which has also strengthened their technical skills, further empowering them.

Understanding their vulnerabilities can help them develop a stronger sense of self-awareness, which is essential for building self-esteem and self-assertion."

## ENDNOTES

**1 Vulnerability:** pertains to a person's exposure to material or moral fragility. It refers to situations of risks or uncertainty about the future. Vulnerability is universal in the sense that we are all vulnerable. Vulnerability is also potential (meaning the risk of feeling vulnerable may or may not happen); it is relational (based on our relationships with others), contextual (meaning vulnerability emerges only in specific contexts, dependent on the safeguards in place); personal (different people are affected differently by the same situation, i.e., some will be affected more than others), and reversible (we can take steps to reduce our vulnerability). Therefore, vulnerability is common to all individuals, but the level of vulnerability can vary.

Read more about the concept of vulnerability in this article: <https://laviedesidees.fr/Le-concept-de-vulnerabilite.html>

### **2 Case studies: what challenges/vulnerabilities do you recognise in this situation and what steps do you think we should take to address them?**

Situation 1 : Amadou is a young bricklayer born in 1997 in Meckhé. His parents were unable to register his birth at the town hall when he was born. Over the years, the situation was not rectified. Fast forward to today, Amadou has been chosen for training sponsored by the Ministry of Crafts, with potential funding to kickstart his own business. An official from the ministry pays him a visit to finalise the paperwork, and this is when he's asked to provide his identification documents.

Situation 2 : Binette is 18 years old and has been learning to become a hairdresser at the "La patte d'Oie" since she was 12. Last year, she married her cousin Dembo, who lives in Belgium. She moved in with her in-laws in Thiès and swiftly found a new salon to continue her training. However, as of late, juggling household chores and her profession has become a challenge. On top of that, her husband insists that she stay home with her parents while assuring her of sending money every month.

Situation 3 : Sidi is a young apprentice metal carpenter for the past 10 years. Two months ago, he accidentally injured his right hand while completing an order entrusted to him by his boss. Because he was not able to get medical attention right away, a nerve was severed. He spent a considerable amount of time in the hospital and incurred substantial expenses to cover his medical needs. Unfortunately, the doctors have informed him that it would be difficult for him to continue his job.

Situation 4 : Rougui is a mechanics enthusiast. Her father ignited her love for the trade from a young age, and she possesses remarkable skills. Sadly, her father passed away two years ago, but she made the decision to carry on by joining a new workshop in Sicap. Despite her skills, she finds herself relegated to menial tasks like running errands, making tea, serving coffee, and sweeping since she started there. Surprisingly, she's never had a chance to lay her hands on an actual car.

Situation 5 : Josephine lives in Medina and she has been working in a shoe repair shop in Soumbédioune for the last 5 years. The landlord of the repair shop wants to reclaim the space to tear it down and build a new building. The boss was able to find a new location, but it is located in

Yeumbeul. Consequently, Joséphine has to spend 2,000 francs on transportation everyday and spend at least 4 hours commuting. Plus, she can no longer head home for lunch.

**Link to the article :** <https://atelier.fdh.org/en/take-action/our-experiences/emancipatory-trainings/article/workshop-on-vulnerabilities-with-the-concept-youth>

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