



YOUTH ON TRACK

– manual for training of young people
in working with open youth work

Aidsnet - The Danish Network on AIDS and
Development

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The logo for Aidsnet, featuring the word "Aidsnet" in a stylized red and blue font. Below it, the text "THE DANISH NGO NETWORK ON AIDS AND DEVELOPMENT" is written in a smaller, black, sans-serif font.

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PREFACE

The Youth On Track Training Manual is the result of a three years collective effort involving experienced youth workers, youth educators, trainers and researchers from Denmark and South Africa.

The common ground of all the involved is the experience of working with young people, international projects targeting youth, development of best practice, youth worker exchange and South-North and South-South co-operation. The training material and methods of the manual have been tested during training sessions in workshops in Tanzania, South Africa, Bosnia and Denmark.

The Manual is a tangible outcome of a long-time partnership between Southern African Association of Youth Clubs (SAAYC) and “Ungdomsringen” (the Danish Association of Youth Clubs). However, due to changes in Ungdomsringen in 2004, relating to the structure of the organisation as well as to its focus on international activities the decision was taken to withdraw from the development of the Manual. Hereupon, the Youth on Track Working Group requested and eventually was granted the support of “AIDSnet – The Danish NGO Network on AIDS and Development” in order to complete and publish the Manual.

The Working Group would like to stress the fact that it would not have been possible to develop the Manual without a very close co-operation between the writers and support from their colleagues. The Working Group sincerely thanks all people involved for their inspiration, sharing of knowledge and commitment.

Finally, we wish you all the best on your journey into the Youth On Track Training Manual. We highly appreciate any feedback in regard to the use of or improvements needed for the Manual. Please send your comments to saayc@sn.apc.org or to the Youth On Track Working Group through the e-mail address svel@post3.tele.dk

The Youth On Track Working Group
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About the participating organisations

SAAYC (Southern African Association of Youth Clubs)

SAAYC is an umbrella of local youth clubs and youth initiative groups with an affiliation of more than 400 youth clubs, youth initiatives, youth groups and local projects. SAAYC was established in 1937. The main aim and vision of SAAYC is to develop young people’s own resources and to help them develop their skills and competences through a variety of programmes and meaningful activities. Through the development of the following competencies, young people shall be empowered to become healthy, responsible and caring adults in the new South Africa:

- Creativity, thinking, reasoning and listening
- Physical and mental health, social awareness employability

Ungdomsringen (The Danish Association of Youth Clubs)

The organisation is a voluntary not for profit organisation, formed in 1942, which now gathers more than 1200 leisure time centres and youth clubs in Denmark. Some of these initiated and run by the municipalities, others affiliated to the “Youth Schools” and others run by associations or private initiative groups.

The main aim of the organisation is to support the youth club idea. A youth policy programme forms the basis on which activities are developed and main working areas are:

- Youth club support and lobbying for youth clubs,
- In-service training of youth workers,
- Youth participation and youth leadership training,
- International cooperation and activities.

AIDSnet – The Danish NGO Network on AIDS and Development

AIDSnet is a network with 23 Danish member organisations including:

- Development and emergency NGOs





- HIV-organisations and
- Research institutions working with HIV/AIDS interventions.

The goal of the Network is to strengthen the capacity of NGOs to address HIV/AIDS prevention, care, support and treatment in developing countries. This is being sought through the creation of a platform for knowledge sharing where NGOs can exchange knowledge and experiences, interact and build up trust and thereby become 'learning organisations'. The structure of the network has evolved over time and now includes a co-ordination centre in the secretariat and a representation of the member organisations in the steering committee as well as a number of permanent and ad-hoc working groups. Please visit www.aidsnet.dk for more information about the Network.

INTRODUCTION

To strengthen and develop youth work in countries as far apart as Denmark and South Africa. This has been the objective of the partnership between Ungdomsringen (the Danish Association of Youth Clubs) and the Southern African Association of Youth Clubs (SAAYC) since their co-operation began in 1995.

Through various activities such as youth leaders exchange, local and global workshops and intercultural training programmes, the partnership has sought to identify and develop methods aiming to support youth leaders and youth work initiatives locally and nationally. A fine selection of the experiences harvested through the co-operation is presented in this training manual.

The overall objective of the Youth On Track Training Manual is to provide youth leaders, trainers and facilitators with methods to:

- Train other young people and youth leaders
- Strengthen existing youth development activities and develop new initiatives

The target groups of the Youth On Track Training Manual are youth leaders and trainers/facilitators in the field of youth development. By a youth leader, a trainer or a facilitator is understood a professional, a volunteer, an experienced or less experienced person. The concept youth leader in the Manual signifies a person who is actively working together with young people in the context of Open Youth Work.

The development of the Youth On Track Training Manual is based on an Open Youth Work approach. Open Youth Work provides a common understanding of youth projects, youth clubs and youth initiatives, which are neither based on a certain ideology or creed, nor depend on any specific building or equipment. The term rather covers initiatives by or for young people in a social context, where the development of social and practical skills and competencies are the core elements and the delivery is done in a

democratic, non-judgemental and challenging way.

One of the major strengths of the Youth On Track Training Manual is that it draws on both North and South pedagogical perspectives of youth work methodologies within the framework of Open Youth Work. The Youth On Track Working Group, composed by youth work experienced trainers with different national, educational and professional backgrounds, writes the Manual. The material presented not only draws on experiences from the Ungdomsringen – SAAYC partnership; further, the Working Group has gathered information and inspiration from a variety of sources and training material developed by various organisations. All sources additional to the partner organisations are accredited in notes throughout the manual.

Although the Youth On Track Training Manual is developed with a strong emphasis on African and European contexts, it can be used elsewhere. The methods presented in the Manual are general tools that will strengthen the training of young people and youth work. The Manual is based on human resources with young people and youth leaders as the central players and can therefore be used in settings and contexts where other resources are scarce.

Guide to the manual

In the first part of the Manual, youth leaders, trainers and facilitators will be given a fundamental understanding of Open Youth Work, the quality and role of youth leaders as well as basic principles of the training process. The second part addresses a selection of youth work methodologies including: Peer Education; Democratic Leadership; Youth Participation & Gender; Group Work; Games and Role-plays & Exercises.

Peer Education

The first method presented is Peer Education. Through suitable training, Peer Education seeks to





strengthen the natural process of exchanging values, attitude and information between peers. This is done by making people active participants rather than passive recipients of a message. Peer Education can be used as a framework to:

- a) Educate young people to have a better understanding of their own life as young participants in the society and
- b) Train young people to be able to train and support other youth.
- c) The development of youth work specific and in general.

Further, the authors of this Manual would like to emphasise Peer Education as a very important and efficient tool in the fight against HIV/AIDS.

Democratic Leadership

Although the common thread through Open Youth Work is teamwork, youth leadership is an important component of youth work. However, taking the principles of Open Youth Work serious, it is crucial that youth leadership is founded on democratic principles. Young people groomed through democratic leadership will become valuable participants not only in the area of youth development but also in society in general.

Youth participation & Gender

Youth participation is central to develop understanding of democratic thinking. Apart from being an effective strategy for involving young people in youth development and programming, participation is also a process and a way of thinking. Working with participation facilitates young people's decision-making and promotes personal and social development and responsible citizenship. Gender is a central aspect when facilitating youth participation and, thus, the section highlights the importance of treating gender as a cross-cutting element in all youth work activities. Open Youth Work is designed to promote equality of opportunity by challenging social norms and stereotypes of gender, which can be obstacles to

youth participation and empowerment.

Group work

In many ways co-operation in groups or group work is a central method in the development of competencies of young people in youth work and training processes. Through working in groups, the individual learns to compromise, negotiate and stand up for what she or he believes in. This section provides the trainer with efficient tools that can be used in training sessions and other youth work activities.

Games, Role-Plays & Exercises

Games, role-plays and exercises are training tools designed to enhance, illustrate, or reinforce key points in a session. They can be used to present or support the participant's learning and they offer a different approach to lecturing and teaching. The section advises the trainer on how to use the tools and includes a selection of games and exercises ready to use in a training situation.

Running a Youth Group

The Manual concludes with a section that provides substantial advice on how to run a youth group. Here, key elements and challenges that are important in the process of being organised or working towards being organised and engaged in a spectre of activities together are explained.

The sections of the Manual are interconnected but they can be read independently. The different methodologies and topics supplement each other and can be adjusted to suit the needs of the specific target group of the training. Each section sets out by an introduction that aims to define key concepts and explain the topic. The explanations are illustrated with models, cases, discussion pointers and training exercises. The exercises are divided into objectives, materials, time, steps, discussion pointers and tips. Most exercises are supplemented by handouts illustrating either models, questionnaires or other exercises.

OPEN YOUTH WORK

Over the past twenty years, there has been a huge increase in the number and type of out-of-school and post school opportunities for young people. Local, regional and national government departments, state agencies and voluntary organisations have become involved in an ever-increasing variety of programmes, directed at young people ranging from vocational training and employment needs to health-related issues, such as (drugs, HIV/AIDS), justice (juvenile crime) and welfare (homelessness issue). It is an opportune time to restate the key principles and core values of working with young people, which have to be distinguished from other forms of youth provision. Moreover, the term *Open Youth Work* describes how the organisations are working with young people.

In the understanding of *Open Youth Work* we consider open as a keyword, which emphasises the principle of making the concept of youth work possible, where young people meet and socialise. *Open Youth Work* does not require buildings, equipment or other kind of facilities; it only requires abilities and creativity of the trainers and participants.

Open Youth Work does not need to be guided by an organisation or be a part of one. In principle, *Open Youth Work* is an independent organisation, which in most cases does not need to be a part of an overall structure.

Core values of Open Youth Work

- Young people have the right to identify personal options and choose the most appropriate ones in any given situation;
- Young people should be given the support to achieve their full potential by taking into account the dignity and autonomy of the individual;
- Young people should be encouraged to develop their own values and attitudes and strengthen the capacity to analyse the world around them.

Characteristics of Open Youth Work

An examination of the purpose of youth work identifies a number of characteristics, which distinguishes it from other forms of youth provision.

These are:

1. Open Youth Work is based on a planned systematic educational experience implemented outside of the formal school curriculum usually by voluntary groups and organisations;
2. Open Youth Work offers an active mode of learning which promotes an experiential learning model where young people are involved in learning by doing processes based on real life situations;
3. Open Youth Work recognises that inequalities of opportunities exist within the society and seeks to inform young people about how the society works and how to act upon it;
4. Open Youth Work involves young people on a voluntary basis and starts by concentrating on their prior interests;
5. Open Youth Work is a mutually beneficial, enjoyable and fun experience for youth leaders and young people;
6. Open Youth Work is a partnership between youth leaders and young people involved in a manner that prioritises the active participation of young people as partners in the process.
7. Open Youth Work provides democratic structures whereby young people participate in the information, decision making, planning, organising and evaluating process;
8. Open Youth Work enables communities to continue meeting the needs of their people;
9. Open Youth Work is accessible to young people irrespective of their race, culture, creed, gender, sexual orientation or disability.

Open Youth Work and Community

By linking Open Youth Work to Community Development we recognise the fact that young peo-



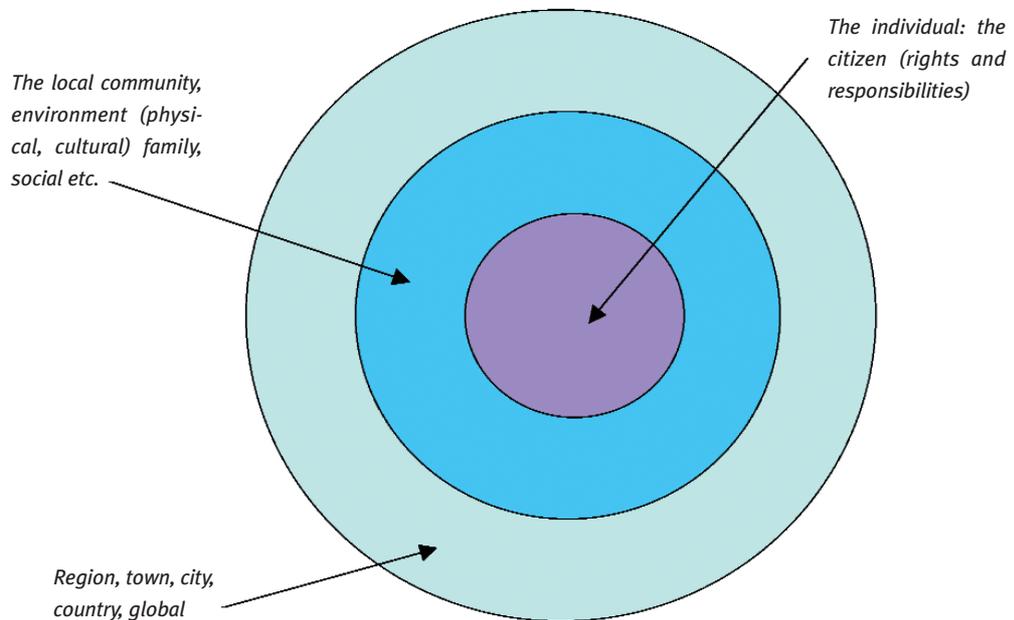


ple have been given the opportunity to develop knowledge, skills and attitudes as they are increasingly gaining a deeper understanding of the structures within the society. In addition, it gives young people the opportunity to learn about global issues such as war, famine, poverty, world economy, inequality, conservation and human rights. Many young people show deep concern for the developing world and its problems and are both individually and jointly motivated to raise funds or become involved in meeting specific needs. Educational development helps people expand their horizons and can put problems of their own community into a worldwide context.

the light of this, it is important to pass on responsible modes of behaviour to young people.

The circle shows Open Youth Work in a holistic context. The young person is surrounded by the environment and several conditions and possibilities. Moreover, the young person is a part of the inmost circle, which describes the life, rights, responsibilities and possibilities as citizens. It also illustrates that these criteria can be influenced during the time of adolescence. However, the individual is not alone. The person's development is also influenced by the family, culture, traditions, the local environment etc. The outside cir-

THE LINK BETWEEN OPEN YOUTH WORK AND THE COMMUNITY CAN BE ILLUSTRATED AS FOLLOWS:



In recent years, the interest in worldwide environmental issues has increased significantly, in part because environmental disasters have affected local environments. It is essential that the survival of future generations depends on the attitudes and actions adopted towards the environment. In

circle shows the environment, which surrounds the other circles; e.g. the town, the city, to region, the country, the continent, the globe etc. The young people could also be influenced at this point, but the effect of this influence is often harder to identify.

Open Youth Work considers all elements, which could affect a young person's life, from the inmost to the uttermost circle.

THE 10 COMMANDMENTS FOR INVOLVING YOUNG PEOPLE IN COMMUNITY BUILDING¹

- Always start with the gifts, talents, knowledge and skills of young people – never with their needs and problems.
- Always lift up the unique individual, never the category to which the young person belongs. It is “Frank who sings so well” or “Maria, the great soccer player,” never the “at-risk” youth or “pregnant teen.”
- Share the conviction that:
 - a) Every community is filled with useful opportunities for young people to contribute to the community;
 - b) There is no community institution or association that can't find a useful role for young people.
- Try to distinguish between real community building work and games or fakes – young people know the difference.
- Fight – in every way you can – age segregation. Work that overcome the isolation of young people.
- Start to get away from the principle of aggregating young people by their emptiness. Don't put everyone who can't read in the same room. It makes no sense.
- Move as quickly as possible beyond token youth advisory boards, especially those boards with only one young person on them.
- Cultivate many opportunities for young people to teach and lead.
- Reward and celebrate every creative effort, every contribution made by young people. Young people can take the lead in planning and hosting celebrations.
- In every way possible, amplify this message to young people: We need you! Our community cannot be strong or complete without you.

Open Youth Work offers young people opportunities to:

Acquire competencies

Enabling young people to acquire skills, knowledge and attitudes to identify and pursue their rights and responsibilities as individuals or as group or community members.

Promote equality of opportunity

Racism and sexism often originate from differences of culture, race, language, sexual identity, gender, disability, age, religion and class. Open Youth Work aims to combat discrimination by implementing the principles of equal opportunities.

Create active participation

Open Youth Work seeks to establish a voluntary relation among young people in which young people are partners during the learning and decision making process.

Empower the youth

Open Youth Work supports young people to understand and act upon personal, social and political issues, which are affecting their lives.



¹ Centre for Youth Development and Policy Research, Wingspread Notes, South Africa 1994

A YOUTH LEADER IN OPEN YOUTH WORK



The personal, social and economic development of young people plays a significant role in all aspects of Youth Work. The purpose of Youth Work is to enable young people to develop a deeper, mutual understanding, which enables them to do well both as individuals and as members of groups. Young people, as they mature, have to deal with a number of physical and emotional changes. Involving the establishment in the development and maintenance of relationships among peers or adults can support these changes.

Youth Work offers opportunities for young people to acquire and develop the knowledge and understanding, and the personal and social skills, which are necessary for them to relate effectively with others, and to participate fully in the life of their own community and beyond.

The profession of Youth Work aims to address the psychological, social, cultural, spiritual and biological needs of young people and their families. This may occur at different life stages and in many ways. In multidisciplinary settings, as in mandated agencies, the profession is central to the development and treatment of youth. It also includes the necessary advocacy for youngsters and their families. “Youth development” should be considered as an underlying factor and force vital to emotional growth, rehabilitation, social competence and treatment.

The ethics, norms and knowledge based on Youth Work constitute the professional culture, which is a source of identity for all who participate in the profession. The shared symbols and values bring together educators and youth leaders (volunteer and professional).

First and foremost, Youth Work should be considered as a training method, taking place in less formal, less structured surroundings. For a young person participating in a programme this means that

her or his developmental objectives can be realised through a combination of focused strategies. The young person will acquire skills, be enthused and empowered to solve her or his problems. For the practitioner this means walking alongside the young person and trying to identify who the young person is, where she or he would like to be, what obstacles, if any, could impede progress and what competencies may be developed to attain the desired objective.

Youth Work is the professional practice that focuses on the holistic development of the adolescent. The Youth Work programme contains several opportunities and challenges. These are provided both for and by young people, through the ethos, programmes, agenda and management. Moreover, Youth Work focuses on the importance that youth leaders should relate to young people and influence their learning and development process. Learning can take place in planned and focused programmes, or it may be carried out in more spontaneous settings, through informal encounters with individuals or with groups.

The concepts youth leader, trainer and facilitator are used in this manual to describe a person who is actively working together with young people in the field of non-formal education. Depending on the educational and training systems in the different countries, the previous experience in terms of the above-mentioned roles will vary from a long formal university study to a short informal course. The same situation is present for the kind of roles or jobs, which are available. In some countries, you work as a professional youth leader or trainer in a paid job. In other countries, you do exactly the same work, but as a volunteer.

It is important to remember is that there are not any specific age or educational requirements in order to become a youth leader. However, some competencies need to be present or acquired in

order to carry out the work satisfactorily. As a competent youth leader, it's important to take into account how young people perceive the world and to maintain a positive relation with them. Please notice the following pages, which contain information on youth leader qualities and training procedures.

Youth leader qualities

The youth leader should take into account that the social, economic, political transformation and the process of globalisation are creating new opportunities and demands of the youth development sector. Youth leaders need to remain relevant and responsive to the needs and aspirations of the youth and to respect their cultural values and human rights. Youth leaders must be transparent in their actions and accountable for their behaviour in dealing with young people.

Youth leaders must be aware of and sensitive to the responsibilities involved in their practice. Everyone has the responsibility to strive for high standards of professional conduct. This includes a commitment to the centrality of ethical concerns for youth work practice, concern with one's own professional conduct, by encouraging ethical behaviour and foster consultations on ethical issues.

The ethical statement is a living document, always a work in progress, which will mature and clarify as understanding and knowledge grow. The principles represent values deeply rooted in the history, to which there is a common commitment. They are intended to serve as guidelines for conduct and to assist in resolving ethical questions. The following principles indicate the code of conduct:

- Place young people at the centre of the Youth Work process.
- Show commitment when preparing young people for participation.

- Promote acceptance and a deeper understanding of others.
- Develop appropriate values and beliefs.
- Professional youth work is characterised by responsibility, professionalism, enthusiasm, commitment, dedication, motivation, accountability, confidentiality, and non-judgmental behaviour.

The code of conduct encourages youth leaders to maintain norms, values and become role models. They are not allowed to be involved in criminal activities. In addition, they should be ready to accept responsibility and pledge selfless service to the improvement of young people's lives.

The code of conduct enables Youth leaders to respond to the challenges of sustaining democratic participation of young people in programmes by creating a positive environment in which young people can determine their destiny, collectively or individually. In view of this, youth leaders reaffirm their commitment to:

- Sustain and adhere to the basic principles of democracy, social justice, equality, human rights and professional conduct.
- Remain responsive to the needs and aspirations of the young people, whom they serve.
- Promote the application of best practice within the context of sustainable human development.

The following skills and acknowledgements offer suggestions on how to fulfil the role of a youth leader properly. These are rooted in a number of underlying principles, which form the generic core competencies required of a youth leader.

A youth leader needs to understand and acknowledge:

- Social education as a core process of Youth Work;
- The ability of people to resolve problems and change themselves;
- The tension and distinction between empowerment and controlling people;





- The value, ability and rights of people;
- The right to self-determination;
- The importance of collective action and co-operation.

A youth leader needs to understand and acknowledge a requirement to:

- Respect and value the pluralistic culture of the society;
- Confront inequality and discrimination;
- Recognise the influence of a co-youth leader and her or his values;
- Recognise personal growth and be an agent for change.

Youth leaders training

Many youth leaders should have more access to information on issues concerning: health education, Guidance and Counselling. The youth sector is facing a lot of challenges, particularly the professionalisation of the sector. The practice of Youth Work is essentially developmental, imbibing the style of experiential education and activity based education where the themes of fun and enjoyment are not hedonistic, but an avenue for development.

Therefore training and education should be regarded as essential tools when it comes to improving the professionalism of the sector. The accumulated knowledge should be the starting point for developing any curriculum, which means that the process of learning must be undertaken with a great deal of care and attention.

As learning outcomes are being used to e.g. state objectives for practice, influence structure, determine content etc, they can also determine whether or not a Youth Work training course is internally coherent. In order to become efficient, the learning process should acknowledge that:

- Youth Work is an ongoing process of creative learning and development for workers, who should constantly be involved in a process of observation, listening, action and reflection.
- Attaining a qualification is only part of this learning process and any training, which supports this, should acknowledge, validate and extend prior learning and experiences, enabling participants to identify future learning needs.
- Any Youth leader course leading to qualification should recognise that the learning process in which they participate necessarily influences participants. This process should therefore be student-centred; including curriculum development, organisation and assessment, with the expectation that the following work of the Youth leader will be person-centred.

Through the core principles, the personal, social and economic development of young people can be achieved in informal situations and regular engagements, which Youth leaders have with young people. The reasons of joining youth organisations could be to relax, to have fun, and to meet others. However, it may also be advanced through more structured programme areas, which can be grouped within a framework under the general heading of Personal, Recreation, Community and Environment.

These groupings are not separate and discrete. The organisation of the programme areas within framework reflects their inter-relatedness and provides for a more cohesive approach to programme planning within units.

This framework is not prescriptive, and the list of programme areas is not exhaustive. It does, however, offer coherence and flexibility and should be considered as an integrated approach to the planning of programmes and activities.



<p>PERSONAL DEVELOPMENT</p>	<p>Health education Information, guidance and counselling Testing values and beliefs</p>
<p>RECREATION (SOCIAL DEVELOPMENT)</p>	<p>Creative arts Outdoor education Sport and recreation Widening horizons</p>
<p>COMMUNITY (SOCIAL DEVELOPMENT)</p>	<p>Community involvement Community relations Political awareness and active citizenship</p>
<p>ENVIRONMENT (SOCIAL AND ECONOMIC DEVELOPMENT)</p>	<p>Development education Environmental awareness Information and Communications Technology Economic participation and Entrepreneurship</p>

BASIC PRINCIPLES OF TRAINING



² Part of this section build on: “Guidelines for ethics in training youth”, ICYE report “Training for Trainers”

³ ICL: Intercultural Learning Trainer

What is a trainer?

There are different conceptions of training; therefore, it is no surprise that the word trainer can be associated with different meanings. (See page 8, Paragraph 2: The concepts youth leader, trainer and facilitator)²

The table below begins to sketch out the 'trainer' in relation to other educational roles, and compares her to teachers and facilitators within a range of factors:

EDUCATIONAL ROLES	TEACHER	TRAINER	FACILITATOR
PROCESS	Less important	Important	Important
TASK / CONTENT	Central role	Important role	Co-responsible
EDUCATIONAL METHODS	Often frontal	Methodological mix	Methodological mix
COMMUNICATION STYLE	Mainly input	Range depending	Minimal input
POWER	Absolute	Absolute-shared	Shared
EXAMPLES	School teacher	ICL trainer ³	Conflict moderator

In reality, it is obvious that in many cases the different roles can't be separated so clinically. The trainer in particular may be called upon to occupy several roles within a programme, from running a training component to facilitating a group decision process or delivering an input or lecture. This means that the trainer always has to balance these roles with her / his meta-role as trainer, without confusions arising over the question of power.

Trainer values and their impact on training

This manual has been written with certain underlying

educational, cultural, political and ethical values. In relation to training in our context, core values should be mutual respect, diversity, empowerment, democracy, and participation. This section considers the nature of the trainer's values, their relation to her motivations, and their influence on the training process.

In a training situation, our core-values guide the way we plan and carry out the training, and also how we

conduct ourselves during it. The values we have in relation to training reveal themselves in:

- The choice of training topics.
- How this choice is made, including factors such as the assessment of needs and the degree to which the participants will be included in the planning process.
- The degree of training participation made possible by the methodological choices, (are we dealing with expectations, using feedback and evaluation possibilities and employing active and experiential methods)?

SUGGESTIONS FOR REFLECTION:

1. Why am I a trainer?
2. When I'm working as a trainer, what is my favourite role? Friend, teacher, educator, partner, manager, organiser, older sister, tutor, coach, supervisor, joker, participant, seducer, thinker, star...why?
3. How is my favourite role linked to my personal values?
4. Why did I become a member of the organisation I'm working for?
5. In my organisation, what are the values that we transmit in our training? What are the values that I transmit? Are they the same as those of my organisation?
6. In my organisation, how would I describe the political, social, educational, cultural, professional, religious...objectives of the training?

How young people learn

This Chapter aims to provide the trainer or facilitator with a selection of methodologies and tools that promotes the central opportunities offered by Open Youth Work. The main points from the introduction of Open Youth Work were:

- Acquiring competencies;
- Promoting equality of opportunity;
- Promoting active participation;
- Empowering the youth.

ology chosen and the specific setting the trainer is operating in. The following 10 conditions list some of the important elements, which help young people in the learning process. It also highlights the conditions, which the trainer should consider when the actual training is in session.

Facilitation and facilitation skills

As the concept of Open Youth Work builds on co-operation among people, young to young or adult



CONDITION 1	Learning is facilitated in an atmosphere, which encourages young people to be active.
CONDITION 2	Learning is facilitated in an atmosphere which promotes and facilitates the young person's discovery of how ideas and concepts relate to his / her experience of life.
CONDITION 3	Learning is facilitated in an atmosphere in which it is okay to act differently, to be accepted as an individual.
CONDITION 4	Learning is facilitated in an atmosphere where it is acceptable to make mistakes and where mistakes are treated as an opportunity for learning.
CONDITION 5	Learning is facilitated in an atmosphere where everything is not black or white and there is room for doubt
CONDITION 6	Learning is facilitated in an atmosphere where the learner is involved in evaluation – not just producing results for another person as in drawing up examinations.
CONDITION 7	Learning is facilitated in an atmosphere where people are encouraged, respected and open-minded.
CONDITION 8	Learning is facilitated in an atmosphere in which people are encouraged to trust other people as well as themselves.
CONDITION 9	Learning is facilitated in an atmosphere in which people feel they are respected and accepted for who they are.
CONDITION 10	Learning is facilitated in an atmosphere, which permits confrontation and disagreement without loss of respect.

In any of the activities and processes that take place within the training of Open Youth Work, leaning is central. However, the leaning process is applied in different ways according to the method-

to young, we have chosen to focus on facilitation and facilitators instead of focusing on trainers and trainer skills. We have chosen this structure, because facilitation is a process of enabling people



to carry out their activities, tasks and using resources efficiently in order to reach a desired outcome. The process involves:

- Empowering the people, who are being facilitated;
- Working closely with the people you are empowering;
- Encouraging the people you work with by complimenting them;
- Sharing experiences, knowledge, approaches and opinions with community members;
- Using constructive criticism when discussing with community members.

We define facilitation as a Developmental Educational Process which encourages the participants to share ideas, resources, opinions, and to use constructive criticism in discussions in order to identify needs and find effective ways of satisfying those needs. The involved people participate actively in the educational process together with the facilitator. It means both participants and facilitator are actively involved in the learning environment, which they create together from their different backgrounds and experiences.

FACILITATORS encourage participants to discover their felt needs and how to derive them.

Individuals and facilitation

When individuals join groups “they are longing for belonging, yet they want to remain independent”. In general, individuals within a group have psychological needs such as:

- They need to feel secure and safe;
- They need to feel accepted and to belong;
- They often strive for recognition and esteem;
- They want to take on tasks and achieve goals;
- They want to be known;
- They want to take part in celebrations and achievements.

Limitations to facilitation

Facilitation should be considered as a fundamental

ingredient for development processes, however, it has some limitations which the facilitator should keep in mind:

- Members of the group may come with a hidden agenda and expect to use the facilitation platform for the wrong purposes, without informing the facilitator. Seminar members may not like the facilitator or just want to curb her or his efforts and success.
- Facilitating a heterogeneous group i.e. people from different disciplines, cultures, religions, tribes, nations and different ages groups is not easy.
 - Some members may concentrate on the facilitators weak areas only,
 - Participants with different educational or cultural backgrounds have different qualifications in terms of understanding the facilitator
 - Some facilitators may disturb the communication by sending the wrong signals or using gestures and body language, which make interpretation more complex.

Key questions to the facilitator

Before you go to any facilitation, ask yourself the following questions and put down your response. Do not rush, because this is the foundation of your facilitation.

STYLES AND PROCESS OF FACILITATION

- Which of the presses / styles do you apply often and why?
- Is there a style you do not apply at all and why?
- The style you apply frequently does it help the participants significantly? If yes in which way?
- Is there a possibility of widening your scope of facilitation styles? E.g. Ice breakers or warm-ups?
- Some participants may lag behind because of cultural / language barriers.



HOW DO YOU RATE YOURSELF AS A FACILITATOR?

It is of vital importance to know how you define yourself as a facilitator i.e. knowing your areas of weakness and strength when applying a specific skill. The following questions may assist you:

- How do you feel about this group?
- What is the group's main task?
- What is then, your focus on the group working methods?
- Is there any fundament in problem in working with the group?
- What is going well within the group?
- What is not going well within the group and why?
- How do you feel about the group's progress?
- What is the group's desired future?

FEELING ABOUT THE FACILITATION

As a facilitator, you will have to articulate your self with your feelings, fears, wishes, believes weaknesses and strengths about your facilitation. In order to be in a good position you will have to ask your self the following questions:

- How do you feel, when asked to facilitate?
- What are your reactions / words when you are faced with a facilitation work?
- How do you feel right before and after a facilitation work?
- Are you in a position to list down the reasons why you fear particular groups / settings / themes?
- Are you in position to describe a good environment for appropriate learning?
- How do you think facilitation contributes towards group success or failure?
- How does your working method reflect your beliefs, values and tradition of your people?

MOTIVATION AND BENEFITS

What motivates you in your work of facilitation?
 How do you benefit out of a facilitation work?
 In what ways do you think the people you work with benefit from your facilitation work?

- Are you sure your participants are comfortable with your facilitation?

IMPROVING YOUR FACILITATION SKILLS

What are your main strengths as facilitator, what areas do you think you need to develop?

- What measures have you taken so far to develop the weak areas?

Communicating with participants

It is of vital importance to ensure a two-ways transmission process of information during facilitation; i.e. from the sender to the receiver and vice versa. Note that the audience interpret messages in different ways depending on:

- the social status of people;
- age groups;
- sex and gender balance;
- educational background;
- ethnic group and background;
- the group's attitude towards the facilitation.

Verbal interaction

APPRECIATING THE PARTICIPANTS

Adults like being appreciated when they present their points. Facilitators have to learn how to appreciate, either by nodding heads, clapping of hands or giving statements which show appreciation e.g. "That was excellent, wow; that sounds good and..."

TONE OF VOICE

The facilitators have to maintain a level of tone favouring the situation. A wrong tone may lead to a negative impact or a wrong response, e.g. "I would like all of you to participate". A wrong tone may mean poor participation or no participation at all.



PITCH AND VOLUME

- each pitch and volume sends a different message
- a high pitch may mean fear, excitement or nervousness
- a high volume may mean anger, frustration or fear

the points home. It also assists to show change of the direction, attention or enthusiasm. Clever participants, by the virtue of following trainer's change of pitch and volume have managed to know areas where examination questions will be derived from.

NB: Alternating the pitch and the volume helps to drive

INTERPRETING

Community members have a tendency of presenting issues in an indirect manner and sometimes in riddles. The facilitator should be able to interpret the information and represent it in a clear and objective form without losing the meaning of the presenter.

LANGUAGE

A bad language from any facilitator is unacceptable. The language plays a very important role for participants to understand the information and the purpose. The facilitator's language must be sweet moulded from simple and clear words. Hash and long words should be avoided as much as possible. Abbreviations and acronyms when used should be defined and well explained.

WORDS AND VOCABULARY

Good facilitators are aware of every word they are about to put out of their mouths. Where the vocabulary is limited facilitators have to crave to increase it by reading more materials like news papers, bulletins, books and news letters. The use of a dictionary is inevitable.

SPEED OF TALKING

Some facilitators speak very fast without their knowledge, leaving the participants lagging behind, under confusion and stress. It is advised that the facilitators should check with the participant whether they can accommodate his / her speed.

Non verbal interaction

Non-verbal communication includes facial expression, tone of voice, gestures and eye contact. Even though much non-verbal communication is beyond our conscious control, try to be aware of it to avoid misunderstandings and conflicts.

AGE GROUPS

Every age group has its own way of communicating non-verbally. Facilitators have to be very careful the way the participants are communicating non verbal because this is a component of their dynamism. Failure to know this may mean failure to handle the group.

DRESSING

Proper dressing is of vital importance to the facilitators. Participants not only do they read the words the facilitator is writing but also his / her appearance and factual expressions. **To avoid to be a noise**, facilitators are encouraged to dress moderately as per the group being facilitated. Some participants may be sexually embarrassed just by observing a facilitator in tight clothes or short dresses. As a role model a facilitator has to be presentable in terms of dressing.

BODY LANGUAGE

When the facilitator comes in contact with a participant (in particular of opposite sex) or in the course of facilitation allows participants to come into contact care should be taken avoid embarrassment. Tight contacts may raise fear or different understanding. If such a situation arises unless corrected immediately, may hamper participation significantly. The facilitator should be able to send signals which provide the group with the sense of security and harmony.



MOVEMENTS
 May attract or obstruct participants from the presentation. The facilitator should ensure that his / her movements do not become **a noise and upset participant's concentration**. Movements during facilitation should harmonise with the presentation.

SEXUAL ORIENTATION AND ETHNIC GROUPS
 People of the same ethnic group, or race, may have in their tradition, means of communication non verbally. The facilitator should be comfortable with this in order to be able to cope with them. Facilitators are strongly discouraged to have sexual relationships with their participants.

BOUNDARIES
 Facilitators should know the extent of their involvement in terms of:

- social behaviour
- time management
- examples used during facilitation
- participants traditions may not necessary be accommodated

Norms for facilitation
 Norms and standards are set before starting the programme and they are normally set by the participants.

ATTITUDES AND VALUES

- The way the group interacts with each other should be modulated smoothly
- Criticisms that may lead to character assassination should be avoided or eliminated completely

APPEARANCE

- Clothes, hair styles, and make-up may cause deviation or mistrust to participants. Facilitators should be careful
- Attires encourage individualism, tribalism an even nationalism or feeling of depression or poor coherence

BEHAVIOUR

- Relating to each other – are the participants relating to each other well if not why?
- Acceptable level of physical contact too much may cause embarrassment
- Acceptable level of fun and playing, some jokes do not fit in some situations
- Language used and type of energisers used, abusing language is unacceptable

TASKS

- Distribution of tasks observe gender balance and academic level
- The level of the work
- The quality and quantity of the end product / results desired
- The way the task is being processed

EMOTIONAL

- Individuals feelings have to be understood and be nursed
- Groups feeling like wise should not be neglected.



Preparing, planning and designing a session

Consultation

When a facilitator is requested to facilitate a session or workshop, he or she should start immediately by sharing ideas and strategies with others who are participating in that consultancy. The consultancy will involve:

- Initial contact to verify availability of resources, their suitability and quality;

- Meetings with group representatives to explore their interests and expectations;
- Preparation of a proposal for group work so as to encourage maximum input;
- Concretization of the objectives and goals of the participants;
- Determination of the group's facility needs,;

THE CONSULTANCY CHECK LIST MAY INCLUDE

ABOUT THE GROUP

- What is their overall objective?
- What immediate tangibles will be involved?
- How many people will be involved?
- How is their group dynamics?
- How is their gender coherence?
- What is currently happening well?
- What is the relationship between the group and the organisation?

THE ORGANISATION

- What does the organisation need in relation to the group task?
- What is the difference between the group and the organisation?
- Is there a conflict between the two? If any the facilitator should try to reshape it?

LOCATION OF THE ORGANISATION / VENUE

The venue for the workshop / seminar should be conducive in following respects:

- Are there enough comfortable and movable chairs?
- Is it possible to make a better sitting configuration?
- Is there enough air and light?
- Is it adequately heated?
- Is it accessible to all participants?

EQUIPMENT

Check to ensure that the necessary equipment and other resources are available, such as flip charts, papers, marker pens, overhead projector, photocopying machines etc. If some are not available, arrange for their provision before arrival of the participants.

DURATION

How long will the group take to achieve the set objective? Experienced people should be able to assist in this situation.

PROCESS

The group need to be informed of the process to be followed during facilitation so that, they may tune their brains to the operation process.

TIMING

Always strive to set the schedule and ensure that it is followed with some flexibility as agreed upon by the participants when to do what and for how long?

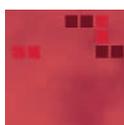
Reflection on acting ethically during training

Make sure that you act ethically by using the following elements in your training programme:

- Keep a diary about your training methods and how you integrate ethics in the training process. It will be interesting for you to discover your personal evolution;
- Prepare the training team for integrating ethics during training;
- Start by making an exercise to find out about the other trainers attitudes towards ethics;
- Make a list of ethical issues;
- Change the issues into statements;
- Discuss the statements with your trainer team.



METHODOLOGIES OF OPEN YOUTH WORK



⁴ Integrated Youth Development

The introduction of the manual stresses that in the understanding of *Open Youth Work*, we consider open as a keyword, which emphasises the principle of youth participation. This kind of youth work can take place everywhere, where young people meet and interact etc. *Open Youth Work* is not depending on buildings, equipment or other kind of facilities, however, it is largely depending on the personal efforts of young people and those who are guiding them.

Taking a participatory approach implies that young people are not only the target of our work, but the resources we count on. Our main task and challenge is to encourage young people to take control of their own actions and thereby empower them. In order to pursue our work with young people, we count on a set of methods, e.g. Peer Education, Group Work, Youth Participation, Games, Exercises and Role-plays. We work with these resources in order to help young people grow intellectually and emotionally. For example, the method of Peer Education is twofold. Firstly, it can be used to develop youth work and youth activities in general. Secondly, it can be used as a method of educating young people in subjects relevant to them and to train young people in training others.

Peer Education builds on active participation and whilst participating in a Peer Education group or programme young people will acquire various competencies and eventually be empowered to take important decisions regarding their own life as participants in the society.

It is important to understand that these methods are not to be considered fully isolated, but as the key to the door of what is really important. Group learning is a process based on the exchange of opinions and experiences, the discovery of new dimensions of reality, the common creation of alternatives and the awareness of critical issues. It is an appropriate way for young people to gain a deeper understanding of their experience, knowledge, potential and attitudes.

Action Planning

Together with a number of other methods, Action Planning is an important part of youth work, especially in connection with Open Youth Work and IYD⁴. This understanding of Youth Work has to be planned within a broader context in contrary to activities that are not seen as an integrated part of young people's development. Project work is one of the most essential working methods of youth work. However, it is important to be able to draw up and carry out projects in a qualified manner to ensure that the efforts made will have the expected result. Action Planning is a qualified way to draw up carry out and evaluate projects for and by young people.

Peer Education

Peer Education is a method, which builds on positive forces within peer groups. Through suitable training or support, Peer Education seeks to strengthen the natural process of exchanging values, attitudes and information among peers by making people active participants, rather than passive recipients of a message. The method of Peer Education can be used as a frame to help young people generate a deeper understanding of their own lives and to help them pass on their knowledge to other young people.

Why Peer Education?

Many young people communicate with each other in meaningful ways and have the advantage of being able to use a language that is often free from formal terms and professional jargon. Young people will more likely understand complicated health issues or other difficult messages if the messenger is young too. Young people often talk to each other about sensitive issues such as alcohol, drugs, stress and relationships. In theory, knowing this will make it easier to promote accurate, appropriate and helpful information about drugs and other youth related issues. Within both formal and infor-

A PEER EDUCATION GROUPS MUST CONTAIN THE FOLLOWING ELEMENTS:

- The youth want to participate in the current group.
- The subject or task must be of relevance to the youth
- The youth works as facilitators and not teachers for other youth.
- The youth have the right to express their own values, ethics, morals and opinions.
- Democracy and responsibility must be a part of the criteria of Peer group



mal educational systems, there is a tendency indicating that an adult will not gain the same amount of credibility regarding some youth-related issues as a young person.

Peer Education is goal-oriented; there is a purpose to every strategy. However, the details of who wants what, and from who, are not carved out in stone. This implies that the current development within *Peer Education* strategies could be seen as a set of activities or a method for promoting social integration set in motion by the society or adults.

As mentioned earlier, *Peer Education* is a dynamic

element in the development of young people's lives, but it is also an educational activity, which influences many aspects of their lives, depending on the variety of challenges being offered. However, all youth activities cannot be described as *Peer Education*. It has been pointed out that *Peer Education* must include a number of the following elements to be described as *Peer Education*.

The role of a peer educator

Peer Educators, should make sure that young individuals are organising, structuring and carrying out issues, questions, and problems, which are relevant to them.

THE FOLLOWING COMPETENCIES COVER THE CHARACTERISTICS OF A PEER EDUCATOR;

INTERESTED	e.g. genuinely interested in health issues
COMMITTED	e.g. concerned enough to allocate time
UP-DATED	e.g. aware of the interests, attitudes and feelings of young people today
TOLERANT	e.g. tolerant towards of people of different race, culture, age, sex and abilities
COMMITTED TO EQUAL OPPORTUNITIES	e.g. genuinely believe that all people should have equal rights and opportunities
RESPECTFUL OF OTHERS	e.g. respect others' right to have their own ideas and make their own choices
CONFIDENT	e.g. confident without being arrogant
GOOD AT FORMING RELATIONSHIPS	e.g. have already formed some good relationships
APPROACHABLE	e.g. others will talk to you about their feelings
SELF AWARE	e.g. can think about your own strengths and needs
OPEN-MINDED	e.g. able to ask for help and learn from mistakes
TRUSTWORTHY	e.g. can be relied on to keep an agreement
GOOD TEAM MEMBER	e.g. can work with others towards agreed goals



Keywords

Peer Educators often handle sensitive issues as crime activity, violence, sexuality etc. People often expect great results from *Peer Educators* even though they may not have enough knowledge or experience to deal with such matters. Therefore, it is important that Peer Educators have the necessary competencies and skills, which qualify them to understand young people.

with their involvement in *Peer Education* work. In the light of this, they can influence young people and their behaviour. We know from our experience in working with *Peer Education* development that adults do not gain the same amount of credibility in terms of educating the youth as a young person.. *Peer Educators* have to develop a code of ethics to ensure that their attitudes and social norms live up to some of the expectations from other young people.

A PEER EDUCATOR SHOULD HAVE THE ABILITY TO:

- Listen
- Be patient
- Be self-conscious
- Be persistent
- Appreciate the purpose of group work or counselling
- Be realistic
- Be honest
- Have a sense of humour
- Have factual knowledge
- Empathise with others

IT IS EXPECTED THAT A PEER EDUCATION GROUP IS ABLE TO GAIN AN UNDERSTANDING OF:

- Attitudes – perceptions about personal susceptibility.
- Skills – ability to negotiate.
- Behaviour – knowing how to behave within a group.
- Self-efficiency – degree of confidence, which means avoid getting into conflicts that are based on perceptions of personal skills, knowledge and decision making.
- Social norms – understanding of how peers should behave in order to avert conflicts.

Peer Educators as Role Models

Experience shows that *Peer Educators* are often regarded as role models for other young people. Not only because of their status within the Peer Group, but also because they have developed personal skills and competencies as individuals, which are essential when living in a modern society. *Peer Educators* are often interesting people, who are involved in different sorts of activities concurrent

All involved in *Peer Education* operate on the basis of their personal values. Our “world view” has been formed in a particular social, cultural or religious environment. It is essential that we try to analyse our “world view”, our values and beliefs and try to be open-minded to young people, and to the organisations behind us.

IMPLICIT VALUES IN THE WORK OF PEER EDUCATION

HONESTY	People need to understand exactly what is happening. The programme should be carried out in a spirit of “straight-forwardness”.
CONSISTENCY	<i>Peer Educators</i> should deal with young people fairly and evenly, in order to gain young peoples’ trust. Mutual respect should characterise all encounters and relations.
FLEXIBILITY	<i>Peer Educators</i> also need to be flexible and consistent as different people and situations need different responses.
FREEDOM OF CHOICE	It is the responsibility of <i>Peer Educators</i> to offer new experiences as well as learning and personal development opportunities etc. The participation of young people should be optional.
EQUALITY	The relation between <i>Peer Educators</i> and young people should be based on equality.
CONFIDENTIALITY	Important information given to the <i>Peer Educators</i> should be treated as confidential and can only be passed on to others if permission is given. However, no absolute guarantee of confidentiality can be given. Young people should be informed about boundaries and limitations concerning confidentiality (e.g. <i>Peer Educators</i> must report child sexual abuse).

Organisational support

A peer education programme or peer educators do not need a supporting organisation or be a part of one. Peer education is in fact a small organisation and it does not need to be a part of an overall structure. However, co-operating with a supporting organisation will assure the necessary support, but could also reduce the possibilities of development and freedom.

A GUIDELINE FOR ORGANISATIONS WORKING WITH PEER EDUCATION GROUPS

There should be clarity in terms of the overall responsibility for programmes, projects etc. There should be a clear agreement among the organisation and young people. Such an agreement should define the tasks clearly and name the support person of the organisation. The support, which will be offered, should be described at this stage and ground rules regarding contact and support should be agreed on.

The organisation should be ready to invest the same level of energy in e.g. Peer Educators in terms of training and support as in volunteers.

The organisation must be ready to accept the process of democracy, which is an important part of e.g. Peer Education and Open Youth Work. It should also try to focus on democratic rules among the youth. The organisation must be prepared to accept decisions that seem to be in opposition to what happens in the organisation.

If the organisation wants to recruit young people to work as Peer Educators, the process of recruiting should be designed in such a way, which makes it possible for young people to meet the required demands.

Peer groups need continuous access to information resources, which can support the work.

It might be expected that the co-ordinator, support person or another person from the organisation will be ready to offer advice, support and help at any given time. Support should be given in terms of giving encouragement, recognition and acknowledgement, which help young people learn from their mistakes. It is important that support is based on empathy, especially in this context, because volunteers are considered as individuals and every person needs different kinds of support. The figure of

“Getting it right” – Handout 9 - shows how different levels of support affect a given project.



DISCUSSION POINTER

What kind of mechanisms can be put in place by an organisation, youth club, youth initiative or trainer in order to support peer educators efficiently?

Challenges of peer education

In recent years, Peer Education has been a buzzword, especially used in the fight against HIV/AIDS. A number of organisations and clubs have embarked on programmes and lounged peer groups with the purpose of getting the message through to young people. Unfortunately, it is not always easy being a peer educator, and several peer educators have experienced discouraging incidents in terms of inadequate preparation, little awareness of tasks and lack of feedback and response. Some organisations, clubs or trainers

DISCUSSION POINTER

Zindi, from Soweto in South Africa, was 23 when she was diagnosed with HIV. After the shocking news she decided to dedicate her life to the struggle against the virus and the spread to young people. Together with another young person also infected by HIV she embarked on a peer education programme and went out to schools and youth clubs and presented herself as HIV positive. Zindi thought that by using her own example she could influence other young people to take HIV/AIDS seriously and make an impact. To her surprise it became a very painful experience when she was met with disgust and mistrust by the young people she visited. She did not have any experienced councillors to support her programme and initially she changed the focus. Now Zindi is working with children and has opened a number of kindergartens and support centres for children affected by HIV/AIDS.

- How would you react to a person introducing her/himself as HIV positive?
- Why do you think the young people reacted so hostile to Zindi?
- What could have been done to support Zindi in that situation?
- What do you think about the choice of Zindi - to shift the focus to children?



have only provided peer educators with factual information on chosen topics. However, they have failed to take into account the emotional factors.

For example, HIV/AIDS is not only about how to use a condom properly. It is also about emotions, sexuality, mourning over lost or sick family members etc. Young people, who have not been prepared for these emotional situations, might perceive the information or the role of a peer educator in a negative way. In relation to the emotional influence peer education have on young people, it cannot be stressed enough that debriefing after *every* session or group situation is necessary.

It can be a challenge for peers to control group situations and the dynamics that take place during discussions. This means that *Peer Educators* should be provided with the necessary tools that help them deal with group situations. It is also very important to make sure that the peer education group is stable and well functioning. The peers should also be able and willing to support one another before, during and after sessions. It can be very devastating for a young person to be undermined or laughed at by other peers.

How to develop peer education programmes

In order to design an actual programme, it is recommendable to go through the following steps;

Recruitment of peer educators:

As described in the introduction, one of the fundamental advantages of Peer Education is the perception that a peer educator is “one of us” and understands “our issues” which makes the target group of Peer Education more receptive to the message. In order to cultivate this sense of “straight talk” and shared experience, peer educators should ideally represent the individuals found in the target group and at the same time reflecting gender, ethnic and religious diversity. The most successful peer groups include youth with a range of backgrounds and experience. Assuring that some of the group member understand or come from these situations brings a richness of perspectives and role models to the target group.

Time and incentives:

When filling out the Action Plan, it is crucial to make a realistic time schedule and set realistic goals. Young people may be involved in other activities, which makes planning necessary.

FEEDBACK CHECKLIST

- Did the person comment on what the other person did well before saying what wasn't done well?
- Did the person give specific comments about what they observed or general negative criticisms like "You were hopeless"?
- Did the person give the feedback in a non-judgmental manner?
- Was the person honest and clear in his or her feedback? Did he or she give examples of things they did well or could improve on?
- Was the person given the opportunity to ask questions and challenge the feedback that was given?
- Was the feedback brief and to the point?
- Did the person giving feedback end the discussion in a fair and constructive way?
- Others you might want to add:

.....

.....

For many young people belonging to a group or becoming a leader can be a motivation to join youth groups. However, free food, excursions or other rewarding opportunities can also attract peer educators. In many communities, young people do not have access to the same amount of luxury as they have as volunteers and often small incentives can motivate young people to commit their time and energy to Peer Education.

Accessibility:

An important element when establishing a programme is the physical accessibility. Access to the programme should be possible by public transport or other means. Young people from different geographical backgrounds should be able to attend. If possible, the peer educators should be offered reimbursements for travel expenses to avoid financial obstacles. Moreover, the organisers should be aware of the fact that English may not be the participant’s main language, and some of them are illiterate. Efforts should be made to eliminate training materials and teaching strategies that rely solely on written information.

Community organising and collaborative efforts:

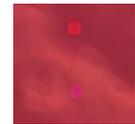
The process of developing or improving a peer programme effectively is considered hard work. Organisations and peer educators often feel overburdened by the magnitude of financial and practical support needed to organise a successful programme. Working together with other community organisations enhances the effectiveness of a programme. and sometimes provides the financial support to maintain programme activities. Establishing networks to other youth agencies within the community increase the possibility of sharing experiences and working towards common goals. This will make the work of the organisation or group more effective. Involving different institutions, e.g. media, in programme planning could create a strong motivation for the participating young people and the peers.

Involving families in the working process:

It is important to involve families already in the planning process of the programme, because families can offer important emotional and financial support to young people. Meeting with family members can prevent misunderstandings from happening and ensure that the work can be carried out successfully.

Assessing the need of Peer Education:

Before embarking on a peer education programme or choosing a specific subject it is advisable to assess the need of the chosen subject in the particular community or setting it is going to be implemented in.



DISCUSSION POINTER

Together with a few but highly committed young people, you have identified a need for a peer education programme on HIV/AIDS in your community. You are all eager to take up the challenge. Discuss the following question:

- How will you make sure that you and your peers possess the above outlined skills of peer educators?

How to develop a peer education group

As previously mentioned, there is no single formula for organising a peer education programme or group. However, a number of aspects must be explored and taken into consideration before choosing a particular strategy:

- What is the most relevant topic for the programme or group?
- What are the roles, interests and qualifications of peer educators?
- According to which context do peer educators operate?
- Why is Peer Education needed in the specific area?
- What is the perception of Peer Education?

Peer educators are not only passing on information, they are also training peers in new ways of living. In addition, Peer Educators should have an accurate and comprehensive base of factual information about HIV transmission, infection and prevention, but they may also be called upon to facilitate group discussions or role plays about sexuality, sexual orientation, relationships and alcohol etc. The training should provide peer educators with first-hand information on how to make and assert decisions based on essential values.



Peer education is about establishing healthy communication among peers within the group. The section on group work includes exercises on communication within groups. It also provides information on how to give feedback. The section on games and exercises provides examples of interactive and innovative techniques that are the foundation of peer education.

This section is not meant to discourage any potential peer educator or organiser from embarking on a peer education programme. It is no secret that the authors of this manual regard peer education as one of the most efficient and educational methods within the framework of Open Youth Work. However, it is important to take into consideration the challenges of peer education in order to achieve the best result. In the light of this, we recommend using a combination of peer education techniques and sessions from the sections of Youth Participation and Group Work.

Who am I? – My identity

“Because we know what we can become, we must know who we are. Who we are determines what we do” - by Lovemore Mbigi in his book “Ubuntu”

We all have dreams of achieving greatness or doing something important, but firstly, we must recognise, who we are at this point. We all possess strengths and weaknesses. This is why, we will help you build up your strengths and overcome your weaknesses. Keep in mind that we can only change

others by changing ourselves.

In the following, we have listed some key concepts in learning how to gain a deeper understanding of ourselves:

- We are all born with certain differences and personalities and are therefore motivated by different circumstances and opportunities.
- We are created with these differences in order to fulfil different functions.
- Different does not mean wrong; therefore, we should accept and respect others who are different to us.
- Every person possesses strengths and weaknesses. Our goal is to overcome or manage our weaknesses and build up our strengths.
- By gaining a deeper understanding of ourselves it will be easier to learn from mistakes.
- Being able to understand our surroundings and ourselves will provide us with first-hand experience in working with others and managing our own lives.

How to train a peer education group (Exercise)

After going through one or more of the exercises, the participants will learn the concept of peer education and the role of a peer educator. During peer education the focus should be on peer educators in order to prepare them the best way possible for a successful peer education programme.

OBJECTIVES:

- To get potential peer educators to think about the kinds of qualities and skills that are likely to contribute towards them being effective peer educators.



EXPECTED TIME:
45 - 60 MINUTES

MATERIALS:

- Large sheets of paper / flipchart
- Felt tip pens
- Blu-tac
- Small sheets of paper and pens
- Handout 1: **Personal growth.**
- Handout 2a and 2b: **Respect.**
- *Conditions which help young people learn.* – Page 12.

TIP: Participants should be encouraged to take responsibility for creating opportunities for themselves to practice the skills required for peer education. For example, participants should be encouraged to regularly ask the trainer whether there is an element of the next planned session, which he or she could present or facilitate.

Steps

1. Encourage the participants to form groups of two or three people. Ask them to exchange ideas about what they like about teachers or lecturers, and what irritates them as trainers on the receiving end.
2. In the large group, encourage each small group in turn to share the ideas they talked about. Put these on a large sheet of paper / flipchart, under two separate headings: *What I like about others who teach me*. Moreover: *What irritates me*. Ideas might include some of the following:
 - Someone who is open to other people's opinions and not always pushing their own views at you.
 - Someone who is genuinely interested in the trainers.
 - Someone who is trustworthy.
 - Someone who is up to date on their subject.
 - Someone who doesn't laugh at what you say and make you feel stupid.
 - Someone who doesn't lecture you in a patronising way.
 - Someone who gives everyone an opportunity to have their say and doesn't let the noisy people take over.
 - Someone who uses language that the group understands rather than jargon.
 - Someone who respects and doesn't discriminate people.
 - Someone who is enthusiastic and makes the training fun, not boring.
 - Someone who is honest and clear about what they expect from the trainer, rather than giving you muddled information.
 - Someone who isn't sexist or racist.

They may come up with ideas on how to resolve the disagreement about which column they should go in. If so it might be useful to let the group discuss these further until they

decide which column to put them in and / or agree to differ.

3. Ask the group to get back into their small groups again and encourage them to share ideas about what kind of qualities and skills they believe a good peer educator should demonstrate during their peer education activities.
4. In the large group encourage people to share their ideas and record these on a large sheet of paper or flipchart. If some of the qualities highlighted concern you or are in conflict with your organisation's goals, it's important that the group is made aware of this and a clear agreement is reached between the peer educators and you.



DISCUSSION POINTER

- Each person has many different qualities that he or she can bring to the peer educator role. It is however important for young people to continually try to become aware of those qualities that enable others to learn from them and those that might actually hinder other people from learning.
- The manner in which they approach other young people whilst facilitating a peer education activity will influence how seriously other young people take the messages they are trying to put across.
- Nobody gets it right all the time, but it's important for peer educators to be open to constructive feedback from others about their qualities and attitudes whilst in a teaching role.



Personal growth (Handout 1)

HOW CAN I GROW?

<p>RECOGNISE YOUR WEAKNESSES AND MAKE A PLAN TO OVERCOME THEM</p>	<p>My weaknesses are:</p>
<p>BE AWARE OF YOUR STRENGTHS</p>	<p>My strengths are:</p>
<p>GET RID OF BAD HABITS</p>	<p>My bad habits are:</p>
<p>ALLOW OTHERS TO HELP YOU GROW</p>	<p>The people I trust are:</p>
<p>GET RID OF BAD THOUGHTS AND ATTITUDES</p>	<p>The following are attitudes I must deal with are:</p>

Respect (Handout 2.a.)

Respecting others is very important for your personal growth. Respect involves a number of different facets. Mutual respect evolves from tolerance and the right way of living. Respect includes the following:

- Respect for life
- Respect for others
- Respect for nature
- Respect for foundational laws
- Respect for yourself



WORKING PAPER FOR DISCUSSION

<p>RESPECT FOR LIFE</p>	<p>What you do with your life is your decision, but you must accept responsibility. The important thing is that you live your life to the fullest and make the most of every opportunity. We need to recognise that life is a gift.</p>
<p>RESPECT FOR OTHERS</p>	<p>“Others” is used as a general word and includes the following people:</p> <ul style="list-style-type: none"> ■ Mother or father ■ Sister or brother ■ Relatives ■ Leaders ■ Friends ■ Unknown people ■ Older people ■ Teachers ■ Boss or superior ■ All human beings <p>This world would be a better place if we showed more respect for one another. All people are created equally and all jobs are equally important.</p>
<p>RESPECT FOR NATURE</p>	<p>It is our responsibility to protect and enjoy nature. Could you imagine a world without mountains, rivers, forests, deserts, flowers, lakes, seas, birds etc.?</p>
<p>RESPECT FOR FOUNDATIONAL LAWS (PRINCIPLES)</p>	<p>Foundational laws govern your life. You cannot break these laws; you can only break yourself against them. Respect them; uphold them – because they are equal to life.</p>
<p>RESPECT FOR YOURSELF</p>	<p>It’s very important for you to develop a respect for yourself. In fact, you can’t respect others unless you respect yourself. You have to learn to respect yourself by being honest to yourself, upholding foundational laws and by taking on values.</p>



Respect (Handout 2.b.)

Think of a time when someone was disrespectful to you!
How did you feel? Why?
Do you have a healthy respect for: <ul style="list-style-type: none"> <input type="checkbox"/> Life <input type="checkbox"/> Others <input type="checkbox"/> Nature <input type="checkbox"/> Foundational laws <input type="checkbox"/> Yourself
What causes you to lose respect for someone?
What causes you to lose respect for yourself?
How can you gain respect for yourself?

Think of a time when you did something courageous : <ul style="list-style-type: none"> <input type="checkbox"/> How did it make you feel?
Think of a time when you acted like a coward: <ul style="list-style-type: none"> <input type="checkbox"/> How did you feel?
Who do you respect most because of their courage?

What is Peer education? (Exercise)



OBJECTIVES:

- To get potential Peer Educators to think about what the word peer education means to them.



EXPECTED TIME:
45 - 60 MINUTES

MATERIALS:

- Large sheets of paper / flipchart
- Felt tip pens
- Blu-tac
- Handout 3: Definition of Peer Education.

Steps

1. Introduce the idea that peer education can mean different things to different people. The purpose of this session is to exchange ideas about what this definition means to the group. Use Definition of Peer Education Handout 3
2. Encourage participants to get into groups of three and discuss:
 - What does peer education mean to you?
 - Why do you want to be a Peer Educator?

Tell each group to think about how they are going to present their definitions or ideas to the rest of the group. For example, they might choose to:

- Draw symbols or words on a large sheet of paper and give a short presentation.
- Simply give verbal feedback.
- Think about another way of giving feedback by miming or making a short sketch.

3. In the large group, give each group the opportunity to give feedback on their ideas and questions. Allow time after each input for others to ask questions or clarify anything they are unsure of.
4. If you are working with a group or with participants that already know what kind of project they want to pursue, it could be a good idea to begin to discuss and agree a group definition of what

Peer Education is going to mean in the context of their project or idea.

5. Used Handout 3 as statements for discussion in order to provoke the discussion between the participants in their group work

DISCUSSION POINTER

- There is no single definition of what peer education is. Each definition needs to be considered in the context of the group and culture where the work is being done.
- There are important reasons for trying to define what peer education means e.g. it will help a group to stay on course with the aims of the project. A clear definition informs others that peer educators have thought about what they are doing and why. Having a clear definition at the beginning of any new project, helps when it comes to evaluating whether it has been successful or not.



Definition of peer education (Handout 3)

A YOUTH GROUP OR YOUTH ACTIVITY MUST CONTAIN THE FOLLOWING ELEMENTS TO BE DESCRIBED AS Peer Education:

- The youth want to participate in the current group.
- The subject or task must be of relevance to the youth.
- The youth are considered as facilitators and not teachers.
- The youth have the right to express their own values, ethics, morals and opinions.
- Democracy and responsibility must be criteria for establishing peer groups.

Peer education is about informing young people on how not to behave.	Peer education is about frightening people into behaving in a certain way.
Peer education is about creating opportunities for other young people to discuss their concerns about different kinds of issues.	Peer education is about giving other young people the opportunity to learn skills to make yes and no decisions rather than being influenced by peer group pressure.
Peer education is about giving young people first-hand information on a variety of issues, which gives them the capacity to make good choices.	Peer education is about informing young people on how to get help if they are facing problems.
Peer education is about making young people realise how the law affects them and breaks them if they violate the law.	Peer education is about trying to persuade a mate to stop behaving badly.

The role of a peer educator (Exercise)

OBJECTIVES:

- Participants will be able to identify the specific skills required for peer education and have gained a deeper understanding of their own skills and the skills that need to be developed in this area.



EXPECTED TIME:
20 MINUTES

MATERIALS:

- Large sheet of paper/ flipchart
- Markers

Steps

1. In groups of four, participants will discuss and agree responses to the questions:
 - What is peer education?
 - What is my role as a peer Educator?

- What are the main skills essential to this task? A reporter from each group will share these in plenary and discuss sample response. The trainer should highlight any elements of the following, which have not emerged (20 minutes):
 - Young people educating other young people in a participatory way.
 - To share experience, to encourage, to listen, to learn, to facilitate others to learn for themselves, to be friend.
 - Communication skills, presentation skills, planning skills, group facilitation, use of drama.
 Use the Peer Education frame on page 20 to 27, where you can find highlights for exercise.

2. Having completed the written exercise above each peer education grouping (a peer education grouping refers to young peer educators,

perhaps from a particular geographical area who will work together in the field) will get together and discuss the following questions. The trainer should emphasise the need for sensitivity in this exercise:

- Each individual's skills as perceived by everyone in the group.
- How best the grouping can operate in a Peer Education context given the strengths and weaknesses that exist in the group?
- What kind of skills development is required of the grouping in order for it to operate effectively with young people?

3. Each Peer Education grouping should make a short presentation on their findings.

DISCUSSION POINTER

- Why do you think Peer Education can be very effective?

Issues of peer education (Exercise)

OBJECTIVES:

- To get potential peer educators to discuss the issues they believe might be important for other young people to learn more about.

MATERIALS:

- Pens
- Large sheet of paper / flipchart
- Felt tip pens
- B1u-tac
- Handout 4: *Youth topics*.



EXPECTED TIME:
60 - 90 MINUTES

Steps

1. Give each participant the *Youth topics* questionnaire (Handout 4) and explain how he or she should complete it. The instructions are on the handout. Give participants time to complete it alone.
2. Ask participants to link up with two other people and exchange their answers. Ask them to mark the ones they all agreed on and the ones that

none of them agreed on.

3. In the large group, give participants opportunity to give feedback on what they have discussed. On the flipchart / large sheet of paper record a list of what participants agreed on and what they didn't agree on.
4. Try to get participants to expand on why some subjects seem to be more important than others. If there are subjects on the list that you know might be a problem to promote in the context of the relevant organisation, it could be the time to raise the issue and discuss it with the participants. They may decide that they would like to think about how to get the organisation to change its mind about certain topics, but it's important that they are clear about the organisational context and its strengths and boundaries.
5. Encourage the group to consider how they are going to find out what other young people would like to learn. For example, they could:
 - Do questionnaire asking specific questions.
 - Guess what others want to learn because they are also young.
6. Encourage the group to consider when they are going to carry out this piece of work in order to determine other people's learning needs. For example:
 - Try to encourage the group to reach an agreement on a way forward for choosing topics for the peer education project.



DISCUSSION POINTER

- When considering doing peer education it's important to think about the subject from a number of different angles.
- The age, of the young people that you are planning to do activities with will influence the kind of topics that peer educators will promote.
- The needs of the learners and the organisation that a peer project is based in will also influence decisions about which topics and issues might be given priority.



Youth topics (Handout 4)

Look at the list of issues below on the left and decide how important they are to you. In the col-

umn labelled *Me*, write down number 1, 2, or 3.

Where 1 = is very important 2 = is quite important 3 = is not very important

YOUTH TOPICS	Me
Learning about HIV/AIDS	
Talking about stress and what causes it	
Learning about the environment	
Learning about the dangers of alcohol	
Learning about bullying	
Finding out why parents get so anxious about young people	
Talking about racism and xenophobia	
Learning more about the different kinds of accidents that are caused as a result of drinking and taking drugs	
Learning about drugs	
Talking about relationship problems	
Finding out more about healthy eating	
Know your rights and responsibilities	

OTHER ISSUES YOU WOULD LIKE TO ADD:	

DEMOCRACY AND LEADERSHIP

Developing a youth participation environment in Open Youth Work is first of all based on an understanding and acceptance of the principles of democracy.

Why Democracy?

Two fundamental principles lie at the base of the idea of democracy and help explain the purpose:

1. The principle of individual autonomy; no one should be subjected to rules that have been imposed by others.
2. The principle of equality; everyone should have influence on the decisions that affect people in the society.

The governmental system, which is based on democracy, accepts both principles as fundamental. Other systems, such as oligarchies, plutocracies or dictatorships, normally violate both principles. They provide power to a certain sector of society and these people take decisions on behalf of the rest of the population. Neither equality nor individual autonomy is respected in such cases. The two principles above provide the moral justification for democracy, and both of them are in fact human rights principles. However, pragmatic reasons are often used to justify the actions of a democratic governmental system.

1. It is often claimed that a democratic system provides for a more efficient form of government, because the decisions are more likely to be respected by people. People do not usually break their “own” rules.
2. Acceptance by the population is also more likely to be achieved, because decisions have been reached as a result of building consensus among different factions. The rules would not be realistic if they were unacceptable to large sections of the population. Thus, there is a form of internal control on the type of the laws that a democratically accepted government ought to consider.

3. A democratic system is also supposed to foster more initiatives and be more responsive to changing conditions.

There are as many different forms of democracy as democratic nations in the world. No systems are exactly alike and no system can be pointed out as a “model” of democracy. The democracies can be presidential and parliamentary, federal, confederate or unitary in nature. Some democracies make constant use of referenda, some negotiate with outside organisations, some democracies use a proportional voting system. Some use a majority system or a combination of the two.

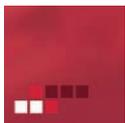
Each of these systems could claim to be “democratic”, because they are based on the two principles: equality of citizens and, to some degree, the right of personal autonomy. “Autonomy” in this context does not mean that every individual can *do exactly what she or he likes*, but the system should recognise that each individual is entitled to have their vote and opinion taken into account.

Challenges of democracy

At the beginning of the twenty-first century, there has been some concern about the status of democracy. This is based on the low level of citizen participation in elections, which indicates a lack of interest and involvement in the democratic processes and activities.

This is a serious problem, but other surveys indicate that participation in different forms is actually on the increase, e.g. among pressure groups, civic initiatives, consultative organs and so on. These forms of participation are just as essential to democracy building as voter turnout at elections, if not more so. Elections make sure that people’s interests will be carried out accurately, and that the government will be held responsible for its actions.





Two other problems are connected to the notion of representative democracy and minority interests. The first problem is that minority interests are often not represented through the electoral system. This may happen if they are too few to reach the minimum level necessary for any representation or it may more commonly happen, because electoral systems use a “winner-takes-it-all” system. The second problem is that even if their numbers are represented in the legislative body, they will have a minority of representatives, who will not be able to get the necessary number of votes to defeat the majority representatives. This is why democracy is often referred to as “rule of the majority”. Democracy alone cannot be relied upon to solve the second problem. The majority often authorise decisions that are detrimental to the minority, and “following the will of most people”

is no justification for such actions. The basic interests of minorities as well as majorities can only be safeguarded through adherence to human rights principles, reinforced by an effective legal mechanism – whatever the will of the majority may be.

Freedom and human rights are the most important elements in the understanding and practice of democracy. In the light of this, every individual, woman and man, youth and child should have full political rights without being discriminated against on the basis of class, gender, religion or race. The concept of democracy and related elements is based on some norms, illustrating how to behave and relate to issues, such as: discrimination, xenophobia, racism, disabled and handicapped people, homophobia or discrimination due to sexual orientation.

DISCUSSION POINTER

- Discuss the two fundamental principles of democracy as referred to above in regards to the system of governance in your country of origin.
- Which specific measures have been taken in regards to include young people in the decision-making processes? (ex. youth parliaments, youth councillors etc)
- How are minorities represented in the legislature/parliament? And how else can minorities influence government decisions?

Leadership

It has been emphasised that Open Youth Work is based on teamwork. However, in most cases it is necessary to have a leader, who can support and guide the team in the right direction.

People often take on different and dynamic roles, which can change as the team develops or the situ-

WORK FUNCTIONS OF LEADERS AND MANAGERS

AN ORGANISER	has capacity to understand, plan and co-ordinate efforts and resources to meet the objectives
A STRATEGIST	is able to set clear long-term and short-term objectives, keeping the goals in mind as well as the fundamental purpose of the project.
A MOTIVATOR	possesses skills and attitudes enabling her / him to motivate and commit people, (workers, volunteers and young people) to participate in everyday work or in projects.
AN ACTIVIST	is able to spot initiatives and transform ideas into meaningful social actions with clear values evolving over time.
A VISIONARY	someone who is able to imagine social innovation and change
A COMMUNITY WORKER	has particular concern for the affairs of the community or / and organisation she / he are involved in
A SOCIAL WORKER	cares for people and i.e. gives them the motivation and confidence to shape their own future.
A TEACHER AND A LEARNER	is capable of empowering people but also knows how to learn from the experiences and pass it on to the organisation, initiatives, projects or community.

ation changes. In this context, we think of leadership as a role that can be taken on by several people with individual characteristics.

Leaders are often expected to be good managers and managers are often required to provide for leadership. Leadership and management contain many similar elements. However, the two forms of leading others also differ in some ways and have different tasks. One way to express the distinction between the two forms is by using the statement that “Managers do things right, whilst leaders do the right thing”. Alternatively, it is sometimes said that leaders are responsible for effectiveness and managers are responsible for efficiency. The main focus of the position as a leader is to identify new issues and directions whereas method invocation and application specification are tasks required by the manager. For example, the leader is a person, who takes the initiative to develop a strategic plan, introduce new concepts, encourage discussions and criticism of the performance and formulate policies of the organisation. The manager should also be keen on ensuring that the agreed policies will be adhered to.

It is clear that the two elements – leadership and management – cannot be separated easily. Some people in responsible positions have stronger leadership competencies than management competencies and vice versa. The approach to improve leadership starts by clarifying a particular purpose and uniting people through mutual commitment. Studies of leadership have suggested that the degree of task achievement depends on the attention given by the leader both to the needs of individuals and to the needs of the team as a whole.

The concept of leadership in Open Youth Work

The style of leadership can be described in three ways:

- Authoritarian leaders give orders, make the necessary decisions and want to control everything.

- Democratic leaders seek consensus and delegate responsibilities to members.
- Laissez-faire leaders are lead by the group and do not like to make decisions.

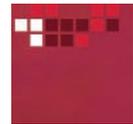
The Authoritarian and the Laissez-faire leaders do not fit into the principles of Open Youth Work. Looking at the core values of Open Youth Work, it is obvious that these two forms of leadership do not contain the amount of flexibility or support required to improve the opportunities for young people e.g. in terms of youth work or youth-related initiatives.

The key aspects of leadership in Open Youth Work are shown in the wheel of tasks and expectations to a leader: See figure on the following page.

A leader of Open Youth Work has to be aware of the main purpose of Open Youth Work, and consider how to connect it to important elements and objectives of Open Youth Work. This means:

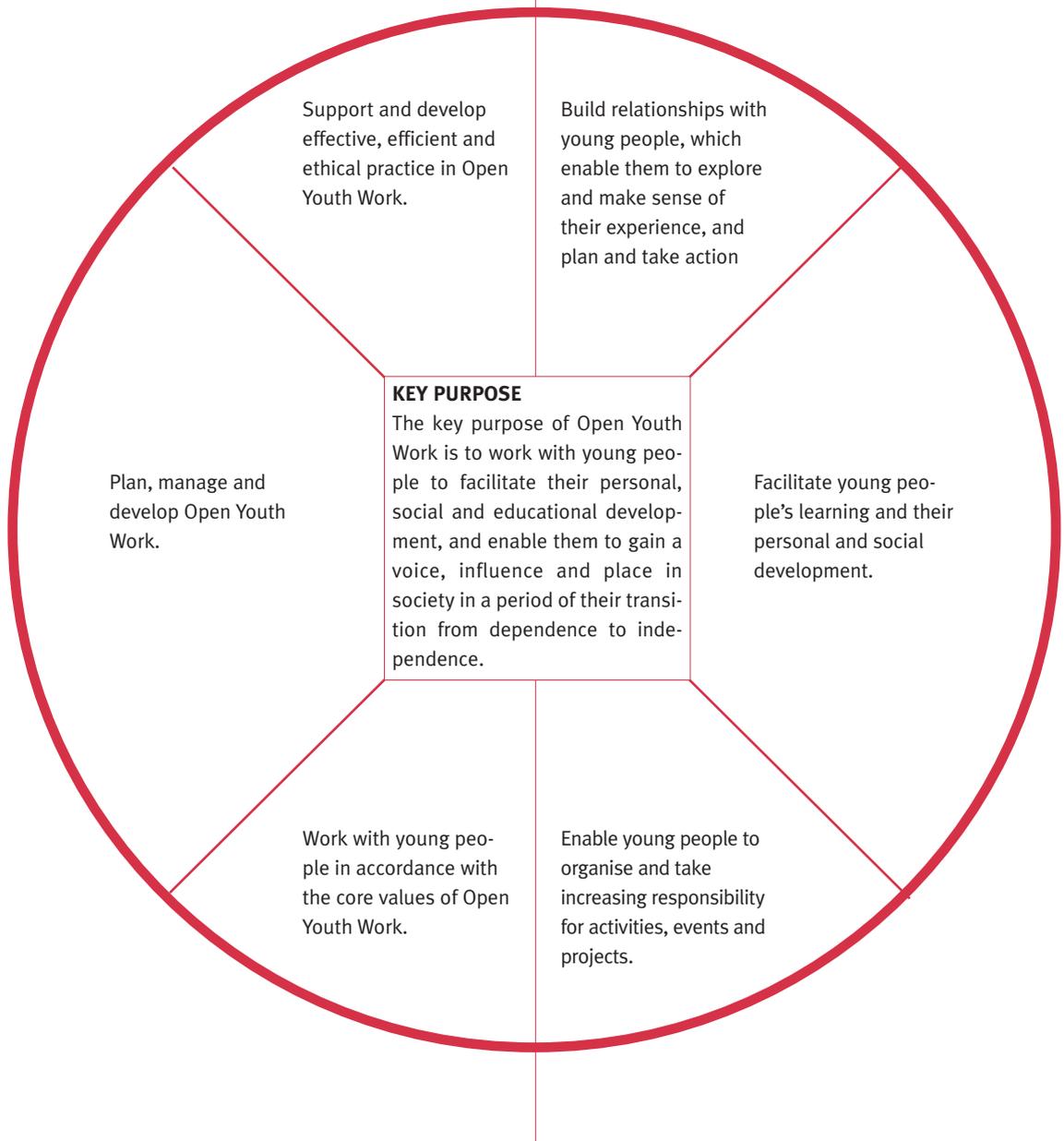
- helping youth leaders to understand the need for democratic leadership;
- helping youth leaders to identify their own style of leadership and embrace a democratic style of leadership;
- helping youth leaders to identify attitudes, which could pose obstacles to good leadership;
- helping youth leaders to examine key functions of various portfolios within youth groups etc.

Democratic leadership requires that the leader is able to lead other people in a democratic way. It is also important to become a role model and encourage other people to participate and take responsibility for their own lives. In addition, the democratic leader should initiate strategies to improve the participation of the team and accept people’s initiatives. The group or team should also be encouraged by the leader to resolve conflicts and consider difficulties as challenges.





WHEEL OF TASKS AND EXPECTATIONS



QUESTIONS FOR REFLECTION

- Are there other reasons for leaders in organisations?
- How does a leader build democracy?
- Does someone have to have progressive politics to be a good leader?

How to work as a democratic leader

In the following, we have offered some practical advice on how to work as a democratic leader:

Encourage commitment, encourage leaders

Young people become committed when you allow them to. They'll turn into leaders when you encourage, support and trust them. It is important that they feel they can contribute something.

Give young people responsibility

If you want teenagers to become committed leaders, you must give them freedom and responsibility. Let them plan and carry out aspects of your youth programme. Let them do it their own way, even if you don't agree with them. The youth will more likely be committed and motivated to carry out their own ideas.

Supply resources

If you want young leaders to succeed in taking responsibility, you should try to make available whatever resources they need to feel good about what they do.

Be concrete and specific

Everyone gets overwhelmed when they are given a job without being instructed. In the light of this, the responsibilities should be described as specifically as possible.

Be realistic: Human beings have personal limits. Some group members simply don't want to take responsibility. Many young people would make good leaders, but some don't want to lead. They may have joined youth groups for other reasons. No general rule applies to anyone. Try to be sensitive towards the abilities and limits of each group member and keep in mind that teenagers aren't adults. Watch out for signs of burn out, such as apathy and fatigue.

Support your leaders

When you give young people responsibility, give them whatever support they need and always be available. Group members will lead a programme when they know adults believe in them and support them. If teenagers fail in doing something, adults should convince them to try again.

Enlist adults who'll support your philosophy

Sometimes conflicts among adults arise when they don't agree on the amount of responsibility, which young people should have. When adults undermine the ability of group members to take responsibilities, it will send out the wrong message to young people.

Letting go means letting young people grow:

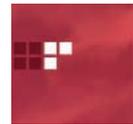
Transforming teenagers into leaders means giving up some control and responsibility. Giving up control helps young people grow, even through failure.

It will take some time and work

Developing youth leadership isn't the most efficient way to get a job done. Giving a group member a job will probably take a lot more time and energy than doing it yourself. However, it is more important to pass on the responsibility to young people than to be efficient. Let teenagers struggle with planning programmes and give them time to work as a team.

You'll probably receive criticism

When programmes do not work out smoothly, someone from the organisation will inevitably lodge a complaint. These people do not have much insight into the lives of teens. According to some organisations young people should sit in straight rows and be quiet all the time. If you believe in democratic youth leadership, be prepared to defend this opinion.





You'll need to think in long-term perspectives

Developing youth leadership doesn't happen overnight. This means that you should be creative and try to come up with long-term solutions. View all the ups and downs, successes and failures in order to learn from mistakes and achieve your ultimate goal.

Learn from mistakes

Help young people think through and evaluate what has happened to them. Help them realise and learn from their experiences. Someone who lies should be asked, "how would you handle this situation differently next time?"

Conclusion

These are only some ideas about leadership in progressive organisations. There are many other elements we could say about leadership especially when it comes to more specialised leadership. But the general principles touched on in here can be used as guides for most types of leadership especially if we use the principles flexibly and not as hard and fast rules.

DISCUSSION POINTER

- What is ambition and is it a bad thing?
- What skills should leaders try to learn/master?
- How do members ensure good leadership?
- Do you feel any "ownership" of the rules in your organisation, club or group?

The role of members

Being a good leader is not easy. However, if group members realise and understand the purposes, they could also contribute to youth work.

Members need to:

- Give support to a leader even when he or she makes mistakes. Members should be honest and even critical, but leaders should be able to count on the loyalty and trust of members;

- Report problems and difficulties, but keep the leaders well-informed.

EXERCISE

- Relate who your favourite leader is/was and the lessons you have learnt from them about leadership.
- List the attributes you think a leader should have.
- Why do we need leaders?
- Leadership is the ability to control the direction of a group – the ability to influence others.

It is always a good idea to analyse your own reactions and behaviour, because we often act quite automatically, without thinking of more long-term consequences or how other people perceive our verbal or non-verbal communication. It will be possible for other people to gain a deeper understanding of your reactions, if you give them the space and possibilities to take part in the decision-making process.

10 COMMITMENTS FOR DEMOCRATIC BEHAVIOR

- Always respect other people and their interest.
- Say it as it is – people understand a good and reasonable explanation.
- Other people's argument is as good as yours.
- Every time you lift you finger (your moral forefinger – "cut" it of.
- Other people have their right to try – never say "We have done it before, and you know ..."
- Look at your own and the organizations rules instead of saying: "We have always done it in this way!"
- Deal with other as you want to be dealt with.
- Information must be accessible and systematic. Information is necessary for all to be able to participate and decided.
- Everything is possible (democracy and influence) – if you have will and dare.
- Never judge "cheat" because of your own motives and interests.

Organisational structure

An organisation must be structured (built or organised) in such a way that it provides a proper environment for young people. We must ensure that

our organisation has a proper constitution, which ensures that:

- Leaders will be elected and re-elected from time to time;

- That both leadership and membership work well with executives and the secretariat etc.;
- That the organisations take measures to employ and improve the skills of staff, members and leaders.



EXERCISE (20-25 minutes)

- Arrange participants in groups and ask them to discuss how they see their own organisation in the light of the three models (10-15 minutes).
- Discuss which organisation model each group would prefer to be a member of?
- Which advantages did they see beside the mentioned advantages?
- Which disadvantages did they see beside the mentioned disadvantage?



EXPECTED TIME:
20-25 MINUTES

YOUTH PARTICIPATION



⁵ *The concept Child covers all children and youth up to the age of 18*

⁶ *Only USA and Somalia has not ratified the Convention on the Rights of the Child*

⁷ *P.19 "National Youth Policy", South Africa 1997, the National Youth Commission*

⁸ *Article three, "The South African Children's Charter", 1995 National Children's Rights Committee*

Active participation is considered one of the most central opportunities of Open Youth Work development. One reason for including participation in Open Youth Work is that it is an effective strategy of youth development and programming, as it will be explained later. Another is that the United Nations Convention on the Rights of the Child (in article 12) outlines "participation" as one of four main principles:

1. Non-discrimination (article 2)
2. Best interest of the child (article 3)
3. Right to survival, life and development (article 6)
4. Views of the Child Participation (article 12)

The Convention on the Rights of the Child⁵ (CRC) plays an important role in Youth Work and provides a unique framework for rights based on youth development. Particularly in article 12, the Convention indicates a shift in the perception of children and youth as being merely passive recipients, who must be provided for, to a recognition of children and youth as rights holders, who can play an active role in the society. The CRC was adopted by the United Nations in 1989, and is to date the most ratified United Nation Convention in the World⁶. A very good example of child participation is South Africa's children and youth who were in the forefront of the struggle against Apartheid.

Regional charters like the European charter and the African Charter have followed the example of CRC in the section of Rights and Welfare of the Child. Furthermore, the prescriptions in the Convention have been incorporated in several national constitutions and are now considered as legal obligations for state parties to follow.

Young people's right for participation in decisions should be present at home, in schools, institutions, youth groups and neighbourhoods etc. The informal participation in decisions can be realised by e.g. involving young people in decisions concerning how education should be organised and carried out.

Many young people are active in their daily lives through e.g. student boards, school boards, resident associations, youth accommodation board, youth organisation boards and elected assemblies. Moreover, when it comes to youth organisations, many young people are involved in important activities, e.g. taking decisions and responsibilities. In the light of this, it is essential that youth organisations and associations are participating in the development and training process of young people's experiences to qualify them to make decisions and take responsibility.

In South Africa, both the CRC and the African charter have been adopted as well as a South African Children's Charter and a National Youth Policy drawn up by children and youth. Two out of 5 prime goals of the National Youth Policy strive to promote youth participation by:

"Recognise and promote the participation and contribution of young women and men in the reconstruction and development of South Africa" (Goal B)

"Enable young men and women to initiate actions which promote their own development and that of their communities and broader society" (Goal C)

Article 3 in The South African Charter states that:

"All children have the right to express their own opinions and the right to be heard in all matters that affect their rights, protection and welfare"

and

"All children have the right to participate in the government of the country and special attention should be given to consultations with children on their rights and situations"

SUGGESTION

Explore what national and local policies states about youth and child participation in your own country and local area.

Participation has become a buzz word that stakeholders from governments, donors, NGOs and other institutions have adopted in their strategies and programming. However, despite the worldwide recognition of children and youth rights and the important notion of participation, many young people still feel marginalised in society and do not have access to a platform to express their opinions. Some are even regarded as a problem or a threat to their local communities, others again find themselves in a situation where they are forced by circumstances to work full-time for their families etc. and do not have enough spare time to involve themselves in other activities.

Youth Work challenges negative attitudes towards young people by empowering them to shape and develop their own experiences and to participate in decision-making on matters of interest. Open Youth Work encourages youth leaders, volunteers and young people to participate in making collective decisions and influencing subsequent outcomes. In any youth group or project, all members should have opportunities to take initiatives and share responsibilities on matters such as:

- Policy-making;
- Planning and implementing programmes and activities;
- Management and organisation of facilities;
- Making decisions on aspects of finances of the unit etc.

Irrespectively of ethnicity, gender or disability, they should be able to participate in youth projects on the basis of equality. In addition, Youth Work ensures equality of opportunity and encourages challenges, support, stimuli and facilitation.

PARTICIPATION IS

"A process and a way of thinking and working which facilitates decision-making by young people and promotes personal and social development and responsible citizenship"

The role of youth leaders and volunteers

Open Youth Work operates on the premise that youth leaders and volunteers recognise young people as knowledgeable, competent, thoughtful, committed, innovative and creative individuals, who are both allies and agents in working for development. The challenge for youth leaders and volunteers is both to be *willing* and *able* to work with young people in a more equitable way, which will open up possibilities for participation.

"Being *willing*" means that youth leaders and volunteers should let go of the strong control normally exerted over young people and ask themselves what they can do to motivate young people to participate fully in activities.

"Being *able*" requires that youth leaders and volunteers understand how the concept of partnership changes in working with youth of different ages and stages of development. They also need to recognise how such partnerships depend on both young peoples' interests, sense of their own capabilities and cultural backgrounds.

Participation should be a long-term process, which is continually reviewed and adapted to meet changing needs. Where participation is viewed as a long-term process, rather than a single event, the results are more likely to be long lasting. Participation can take many different forms and contains different degrees of involvement, which can be likened to the steps of a ladder, ranging from the superficial involvement of young people up to an equal partnership in youth programmes.

SUGGESTION

Fill out the youth leaders attitude frame (Handout 6) before embarking on the next section.





Youth participation as a strategy

In the introduction we emphasised that participation is not only a legal right prescribed in a convention or a policy document; it can also be a successful strategy for efficient youth programming. Many youth leaders and volunteers complain about lack of interest, few members in youth groups and lack of manpower to implement activities. Participants are often facing these challenges in accordance with youth work:

- The activities are not relevant for young people;
- The environment is not conducive for young people;
- The value of the contributions from young people is not recognised.

By incorporating participation as a central element in clubs or any other youth initiative, some of these obstacles can be diminished. When young people

participate in all or most parts of the planning, implementation and evaluation process there is a greater change that the activities will correspond to the actual needs of young people.

Participation in an Open Youth Work context help young people develop the abilities to:

- make informed choices;
- understand the consequences of actions;
- identify own needs and wants;
- develop self-confidence;
- solve conflicts;
- communicate and negotiate;
- become active participants.

Strategies to encourage youth participation

The following key points are strategies that encourage youth participation within any given youth initiative.

KEY POINTS	ENCOURAGE
Promote democracy in the group	<ul style="list-style-type: none"> ■ Individuals have the right to express opinions ■ Respect the rights of other people ■ Decisions concerning the group must be made by the group ■ Accept compromises
Equality	<ul style="list-style-type: none"> ■ Ensure equal access for participation in the decision making process
Volunteerism	<ul style="list-style-type: none"> ■ Participation should not be forced, but should be on a voluntary basis ■ Encourage involvement
Support	<ul style="list-style-type: none"> ■ Give Youth the needed support and guidance ■ Youth leaders and volunteers should allow young people to make mistakes – they will gain experience ■ Give youth insight information
Reflection	<ul style="list-style-type: none"> ■ Make time and space for conversation

Forms of youth participation

Before embarking on any strategy of participation, it is essential to reflect on how young people are viewed and utilised in a group, project or organisation. The following chart gives a few suggestions on

how to involve young people, without using a participatory strategy. Participation as a conscious strategy occurs when the present roles have been established and new ones have been developed or decided on.



YOUNG PEOPLE'S INVOLVEMENT AND ROLES

YOUNG PEOPLE INVOLVED AS	ROLES OF YOUNG PEOPLE
Active participant	<ul style="list-style-type: none"> ■ Recipient of services, who participates in activities
Worker	<ul style="list-style-type: none"> ■ Volunteer or paid employee doing public work
Learner	<ul style="list-style-type: none"> ■ Apprentice using learning by doing principles
Organisational leader	<ul style="list-style-type: none"> ■ Advisor, planner, organiser, decision-maker, fundraiser, board member.
Community leader	<ul style="list-style-type: none"> ■ Advocate, activist, educator, public speaker

It is important to establish the role of the young people in the planning process or as participants in the organisation at an early stage. The role of young people and the participation level should be discussed and negotiated.

The ladder of participation (Handout 5) is another way of illustrating young people's participation level. Each step represents another level of participation that highlights the importance of making participation a part of the decision-making process. Making the decision-making process transparent and clear to everybody will make it easier to discuss the ladder and the level of participation. Youth participation builds on the premises that it is an advantage for programmes and activities to involve young people in the development, implementation and decision-making process. (For a more elaborate explanation of the decision-making process, see the Democracy and Leadership section page 39 to 45).

Obstacles to youth participation

It has proven more difficult than originally anticipated to introduce participation as a strategy or working method. For example, a large number of youth clubs or youth organisations are controlled by small elite groups or by an executive committee. The majority of youth members are not participat-

ing in the decision-making process, either by choice or they are simply ignored.

A few years ago representatives from youth clubs affiliated to Southern African Association of Youth Clubs were asked to analyse "*Why young people do not participate in decision-making when they are joining clubs?*" followed by "*How participation can be encouraged?*". The answers show that the stated obstacles to youth participation are largely a matter of perception in terms of trusting the ability of young people, and of structure in terms of providing space for young people's participation.

WHY YOUNG PEOPLE DO NOT PARTICIPATE IN THE DECISION-MAKING PROCESS WITHIN GROUPS?

- The members do not hold any power
- Lack of delegation and trust
- Lack of human and financial resources
- Lack of leadership
- Focus on structures and procedures instead of people

Allowing young people to participate and making decisions also implies that youth leaders and adults have to give up some level of control and power. This strategy can cause conflicts amongst stakeholders and should be taken into consideration when implementing programmes that build on youth participation.



HOW TO ENCOURAGE PARTICIPATION?

- Focus on the ability of the individual
- Show willingness to share power
- Risk and trust - sharing the power is both risky and demands trust in young people
- Delegate responsibility
- Combine responsibility with personal interests
- Support and encourage each other
- Do not force a process
- Establish continuity in activities
- Encourage transparent decision-making
- Make clear and useful portfolios
- Goal; everybody is important and useful

Gender and culture

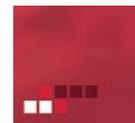
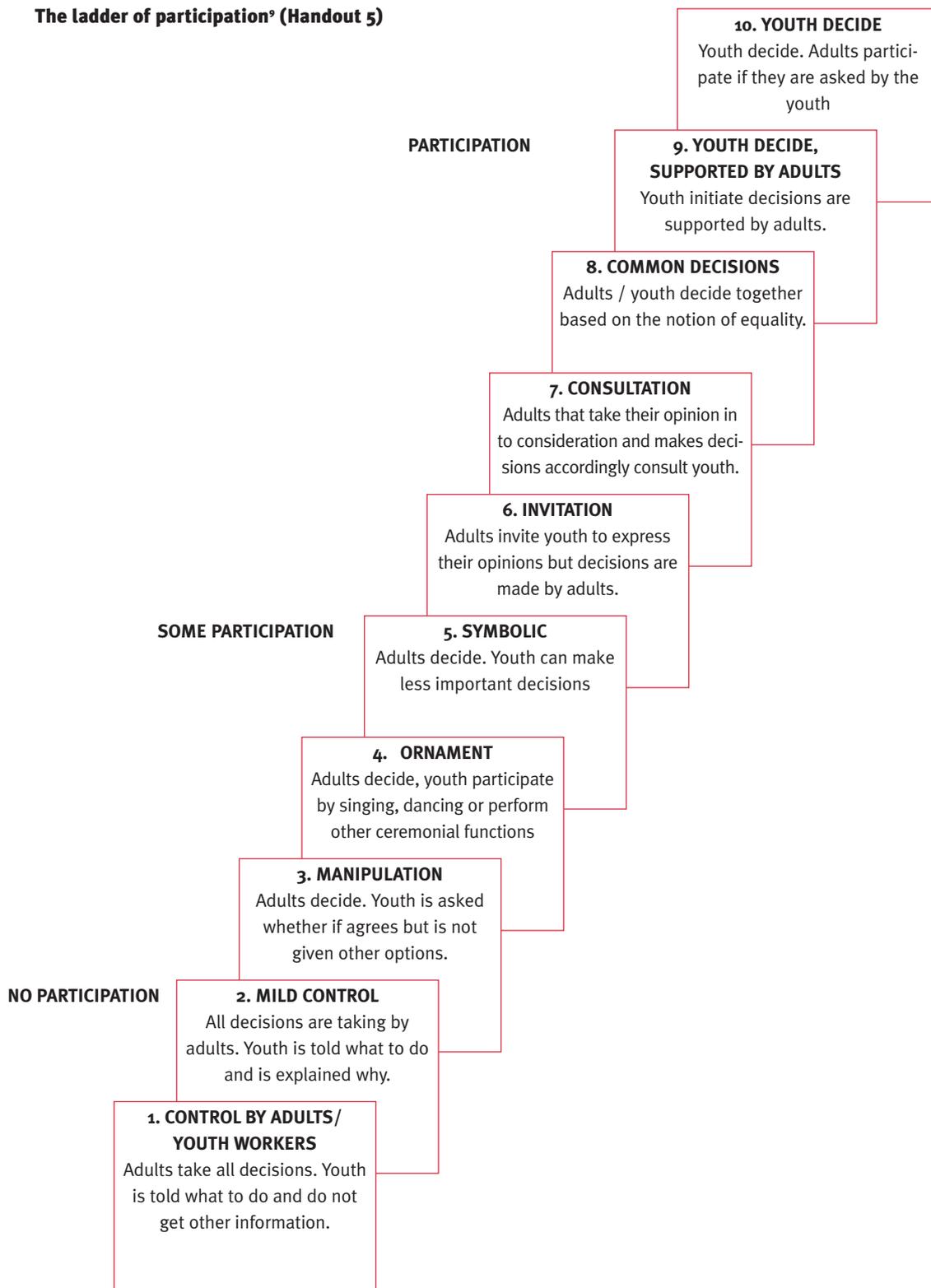
Gender is yet another important issue in the context of youth participation. In many societies girls and young women have traditionally undertaken a more submissive role and kept a low profile, excluding them from decision-making. In fact, this tradition is gradually changing, as girls and women participate with boys and young men on more equal terms. Youth development is considered a pioneer in the process of equal participation. Nevertheless, the roles of men and women within youth initiatives still need to be evaluated. In most cases, the woman works as a secretary, whereas the man will get the job as a chairperson. In the light of this, gender-based stereotypes are important obstacles to youth participation (see the Gender section for further elaboration).

Giving more power and equal rights to the Youth could pose a threat to the present power balance in organisations and local communities. It is, therefore, advisable to be open and honest about the objectives of youth participation. Get local authorities, whether official or traditional, involved in the process and explain the advantages of youth participation.

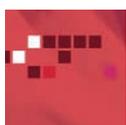
The following exercises will provide the trainer with

a model of participation and opportunities to discuss the preferred design of youth participation within any given youth initiative.

The ladder of participation⁹ (Handout 5)



⁹ The ladder of Participation was originally developed by Roger Heart. This version is from "Børn og unge i bistanden - en håndbog om rettighedsbaseret udviklingsarbejde for og med børn og unge" Dansk Ungdoms Fællesråd, 2000", a handbook based on rights and development work carried out for and by children and young people.



A Model for Participation (Exercise)

OBJECTIVES:

- Participants will explore and have challenged attitudes towards youth participation in youth work.
- Participants will explore the benefits of participation by reflecting on their own experience.
- Participants will assess their own level of participation in their own local youth project.



EXPECTED TIME:

1½-2 HOURS

MATERIALS:

- Flipcharts, markers, slips of paper, Blu-tac and pens.
- Handout 6: Youth Workers Attitude frame.
- Handout 7: A model for participation.

Steps

1. The trainers give a few possible definitions of youth participation, e.g.:
 - “Youth participation means young people taking responsibility for programmes or actions”;
 - “Youth participation involves young people by giving them authority in youth clubs or other kind of youth projects.”

The trainers hand out slips of paper and ask each participant to complete a sentence beginning with the words “youth participation ...”. There are no exact definitions. Participants put their slip of paper into the middle of the room and take a slip written by someone else. Participants are then arranged into groups of three and they discuss each statement for 5 minutes to see if they agree or disagree with it.
2. The group is then given a sheet of flipchart paper and pens and asked to agree on a statement beginning with the words “youth participation ...”. This exercise should take 10 minutes. Sheets are then pinned to the wall and a brief discussion should be held involving the entire group. (25 minutes).
3. The group is arranged into pairs. Each partici-

pant should think of a situation where he/she has responsibility or influence, e.g. at the club or at home with the family and share this experience with the partner.

The following discussion guidelines should be written on a flipchart sheet. Each pair should briefly discuss together their responses in relation to the following:

- How did you get this responsibility? For example, was it given gradually, suddenly and was it requested or imposed?
- What kind of support or help did you receive or would have liked?
- Did you gain something from this responsibility, e.g. personal growth? How?

The pairs are combined into groups of four and given flipchart paper and pens. They are asked to brainstorm possible advantages and disadvantages of working with young people. This exercise should take about 10 minutes. The groups should be asked to pin up their sheets onto the wall, and a discussion should highlight the fact that participation increases the scope for learning and self-development. (35 minutes).

4. The trainers’ hand out copies of *Youth leaders*

Attitude Questionnaire (Handout 6.) and allocate 10 minutes for their completion. The trainers should explain that the results will be shared with the group later. (10 minutes).

Tip: There are no right or wrong answers to the statements explored in this exercise. However, if participants consistently express attitudes, which seem to favour a non-participative approach to e.g. Open Youth Work, it will be necessary to extend the feedback session to allow time to discuss their responses in depth.

5. The trainers distribute a copy of *A model for participation* (Handout 7), which illustrates various approaches to working with young people. The model is explained and the groups are invited to try to identify where their particular youth group would locate themselves on the continuum between “led” and “self-managing”.

To help the participants assess their own level of participation, the individuals should spend three or four minutes on deciding what role they would play in the context of the following scenario: *“Your youth group has won an award of \$ 1.000 which can be used in any way”* The trainers facilitate group discussion and chart up peoples’ responses into the six categories of the model.

The following indicators will help this exercise:

Tokenism: In the medium ranges, the approaches may be “tokenism” – you pre-decide on allocation but consult with a couple of members, probably those who will sympathise with your decisions.

Consultation: You decide in what area the money may be spent and try to “sell” the idea.

Representation: You communicate ideas to a committee, which may contain some elected or selected young people.

Participation: All young people who will be affected by the decision should be involved in deciding how the money is to be allocated.

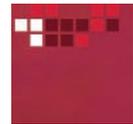
Afterwards, the values of the model should be discussed by the entire group. (25 minutes).

DISCUSSION POINTER:

Participation is not an “activity” which can be programmed; rather it is a style of working with young people based on a relationship of mutual trust. It needs to be worked at and developed over time. Haphazard attempts to offload responsibility onto young people without careful preparation inevitably end in apathy and confusion. Do you agree on this?

TIP:

The trainers should remember to share with participants the result of the attitudes frame (Handout 6) before ending the session.





Youth leaders Attitudes Frame (Handout 6)

Please complete this questionnaire by filling in the appropriate boxes. It is designed to help clarify your attitudes towards youth work and youth projects. There are no right or wrong answers.

	Totally agree	Agree	Disagree	Totally disagree
Youth clubs and youth projects are made for the purpose of getting young people actively involved.				
A volunteer or youth leader's role is to give clear guidance to young people.				
Young people should have more influence in youth clubs or youth projects.				
Giving young people responsibility is risky and often not worth it.				
The most effective youth projects originate from young peoples' ideas.				
Most young people need to be told what is right and wrong.				
Giving young people more influence will only cause the youth leader trouble.				
It is not fair to pass on responsibilities to young people in the youth clubs or youth projects.				
Most young people would rather be led by others than lead a group themselves.				

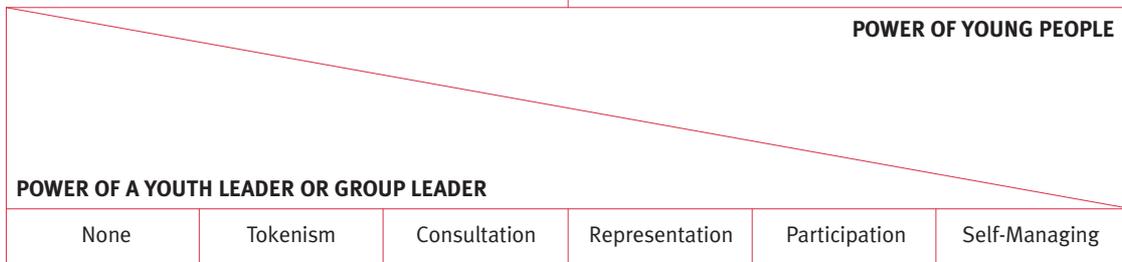
A model for participation (Handout 7)

The model below illustrates various approaches to working with and among young people. In the left-hand side of the model participation is weak or not existent; the youth leader or group leader makes

all the decisions, does all the organising, provides a service, which she or he thinks is the most appropriate. Moving towards the right-hand side of the model the approach becomes more democratic.



NONE:	The youth worker has unchallenged and complete authority.
TOKENISM:	Youth workers set the agenda and make decisions. One or two young people may be consulted but without necessarily taking heed of their views.
CONSULTATION:	Youth workers consult young people but set parameters.
REPRESENTATION:	A select number of young people are put forward as representing their peers, usually via committee system but with varying degrees of accountability.
PARTICIPATION:	Young people set the agenda, decide on issues and activities, have joint accountability with youth workers.
SELF-MANAGEMENT:	Young people manage own group with little or no adult guidance.



EXERCISE

Please reflect on the following:

- How is your organisation structured?
- Does the structure of your organisation promote/enhance youth participation?
- Identify the level of youth participation in your organisation using the model for youth participation.
- Which level of youth participation would you like to achieve in your organisation/ programme?
- What activities / strategies can you use to achieve your target youth participation level?



Strategies for participation (Exercise)

OBJECTIVES:

- To give participants the opportunity to identify (through role-play) issues that are likely to occur when facilitating participative work with young people.
- To give participants a framework for examining their role.



EXPECTED TIME:
2-2½ HOURS

MATERIALS:

- Flipchart, sheets of paper and pens.
- Handout 8: *Role of volunteer and Youth worker*
- Handout 9: *Getting it right*.

Steps

1. Arrange participants in 4 or 5 groups and let them discuss the four bullet points out in Handout 8 - *Role of Volunteers and Youth leaders*. Spend about 10 minutes and make time for an open discussion.
2. The trainer arranges participants into pairs. Each pair is handed a copy of the Handout 11 or cut the “cards” and give one to each pair. One person in each pair is assigned the role as volunteer or youth leader and the other is assigned one of the five roles. The pairs are given a couple of minutes to reflect on their roles. Before starting the role-play, the “young person” should describe some details about themselves to the “volunteer or youth leader”. Ten minutes should then be allocated for the role-play. After the role-play, people should describe to each other how they are differing

from the role they performed. The pairs should write any important issues on a flipchart, which have crossed their minds. When all pairs have completed the task, at least four of them should identify the issues in relation to what would hinder or help youth participation in the scenario described in the role-play. (50 minutes).

3. Distribute Handout 9 – *Getting it right* – and explain the characteristics of each section of the diagram. Discuss this with participants. (20 minutes).
4. Arrange participants in groups of 4 to 5 and invite them to chart up strategies, which help increase young people’s involvement and participation in youth work. (35 minutes).

DISCUSSION POINTER

“For many people involved in youth work, letting go of power to empower young people is more a question of having a change of heart than a change of youth work strategy”.

What do you think?

TIP:

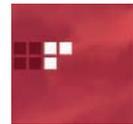
It is a good idea for you as the educator to reflect on whether or not you are getting it right in relation to your approach to participation.

Role of volunteers and youth leaders (Handout 8)

As a volunteer or youth leader, you are concerned that a group of young people taking on an initiative might fail in doing the right thing. Without discouraging anybody, try to check out the following:

- Are you ready to make the required commitment?

- Will you need help from others? Is it available?
- What are the advantages of passing on the responsibility to young people? Try to come up with possible drawbacks?
- Address the financial aspects of your plan.



	<p>You and four of your friends want to arrange an awareness meeting on drugs for local young people. Approach your volunteer or youth leader for help</p>
<p>You and your friends want to design a poster on AIDS awareness. You want the poster to be printed professionally for it to be distributed to youth clubs and projects. Approach your volunteer or youth leader for help.</p>	<p>You and your friends are concerned that the local county council has not allocated any land in your area for local authority housing. You could never afford to buy a house in a private estate and it is clear that private developers are purchasing all the surrounding land. You want to arrange a protest against this as you hope to be able to live in the area when you start your own family. Approach your volunteer or youth leader for help.</p>
<p>You and your friends are concerned about the amount of litter being dropped in the vicinity of your youth project. You would like to run an anti-litter campaign and would like to be allowed to go into a local primary school to speak to all the children, as you believe many of them are responsible for the litter. Approach your volunteer or youth leader for help.</p>	<p>You and your friends would like to invite an HIV-positive person to come to your club and try to break down prejudices against AIDS shown by club members. Approach your volunteer or youth leader for help.</p>



Getting it right (Handout 9)

HIGH SUPPORT AND HIGH CHALLENGE

Volunteer or youth worker offers lots of support.
Young people do things for themselves.
Projects happen and young people learn and develop.

HIGH SUPPORT

HIGH SUPPORT AND LOW CHALLENGE

Volunteer or youth worker offers lots of support.
Young people do little for themselves.
Projects happen but young people do not develop.

HIGH CHALLENGE

LOW CHALLENGE

Volunteer or youth worker offers little support.
Young people do things for themselves.
Projects begin but young people often become disheartened.

LOW SUPPORT AND HIGH CHALLENGE

Volunteer or youth worker offers little support.
Young people do very little for themselves.
Nothing gets done and no one can learn anything.

LOW SUPPORT AND LOW CHALLENGE

LOW SUPPORT

Evaluating Youth participation

Participatory programmes should be continuously reviewed, developed and improved.

Evaluation does not need to be carried out by experts or outsiders. From the beginning, it is important to determine the goals of the programme and how to

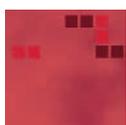
measure these goals. Young people should be involved in the monitoring and evaluation of projects. Youth leaders and volunteers need to review all their actions regularly. This may be done informally through holding discussions and then giving feedback to the organisation concerned. Below you see some of the questions in relation to evaluation of activities.



TIP FOR EVALUATING YOUTH INVOLVEMENT:

- Have young people been involved in deciding the measure for the evaluation?
- Can young people benefit from the evaluation and how?
- What have been the risks and costs for young people of their involvement?
- Has the young people's privacy and confidentiality been respected at all times?
- Do the young people involved know that they are free to refuse or withdraw at any stage and this will not be held against them?
- If certain young people have been excluded from participation, can their exclusion be justified?
- Have the young people concerned and / or their carers, helped to plan, implement, analyse and evaluate the activity?
- Are the young people concerned aware of the purpose and nature of their participation, methods, timing, benefits, consequences and outcomes?
- What have Youth Workers learned from the participation of young people?
- Will the young people be informed of the main findings?
- Aside from the effects of the activity on the participants, how might the conclusions affect other young people?

GENDER ISSUES IN YOUTH WORK



¹⁰ Ingrid Ramberg in
“Violence against young
women in Europe”
– Council of Europe 2001.

¹¹ Extract from
“Trafficking in women, a
comprehensive
European strategy”,
information sheets,
European Commission.

“It ought to be a beautiful position of life, to be young and to have a life ahead of your which you can plan and dream. It ought, furthermore, to be equally beautiful whether you are a young woman or a young man. In reality, however, many young people are deprived of their rights to make plans and have dreams, as well as of their rights to security and dignity in life. In reality, it also makes a substantial difference if you are born a girl or a boy. Young women run a much higher risk of having their fundamental rights as human beings violated.”¹⁰

The term “gender” refers to the socially constructed roles of women and men, which are attributed to them on the basis of their sex. In the light of this, gender roles depend on a particular socio-economic, political and cultural context, which are affected by other factors including race, ethnicity, class, sexual orientation and age. Gender roles are learned within and between cultures. Unlike a person’s biological sex, gender roles can change.

Domestic violence

The most common form of violence against women is domestic violence. Domestic violence has been considered a private affair for many years, in which the state and the judicial system have no business interfering. Yet domestic violence is not only a violation of the physical and psychological well-being of the women concerned, which also means a direct attack on their human rights, it is also a criminal offence. Statistics show that a woman is more likely to be beaten, attacked and even killed by her partner or former partner than by any other person.

- Between 20% and 50% of women are victims of domestic violence.
- Domestic violence takes many forms; physical, sexual, psychological and structural.
- Domestic violence affects all sectors of the society and all age groups.
- At least one woman in five (in some countries

one in three) is subjected to sexual assault at some stage in her life. The age of the victims ranges from two months to 90 years.

- 98% of the aggressors are male, and 50% are married men or living in a de facto marriage or as a couple.
- 70% of rapes are premeditated and only 30% of aggressors are mentally unbalanced.
- There is an increase in the phenomenon of multiple rapes.
- Figures show an increasing number of cases of assault against very young girls.

“Statistics are grim, no matter which part of the world one focuses on. No country or region is exempt from domestic abuse”. So says a UNICEF report on domestic violence against women and girls, published in 2000, in a first attempt to establish the global dimensions of this phenomenon.

Trafficking in women and girls

Trafficking in women and girls is increasingly focused on as a major international problem which often places its victims in conditions amounting to slavery. In particular, young women and girls are lured, abducted or sold into forced prostitution and other forms of sexual servitude. The process is made even easier by globalisation and modern technologies.

Statistics on the exact number of victims are elusive and unreliable due to the clandestine nature of the human trafficking problem. However, the underlying causes of trafficking are well-known and include poverty, unemployment and a lack of education, all of which force people to take risks to improve their quality of life. One worrying trend in industrial countries is *“the use of cheap and undeclared labour forces as well as the exploitation of women and children in prostitution and pornography”*.¹¹

Trafficking in human beings is hardly a new phe-

nomenon, but selling naïve and desperate young women into sexual bondage has become one of the fastest-growing criminal activities in the global economy.¹²

Focus on gender-related work and youth participation

There are many reasons why it is important to have a specific focus on gender-related work and youth participation. One of the most important reasons for this is that the participation pattern of women and girls must be observed to avoid the consequences of having young men and boys as the most dominant participants, who set the agenda, even though young women and girls constitute half or perhaps even more of the population. Therefore, it is necessary in Open Youth Work to create possibilities and a conducive environment for young women and girls. In some cases, it could be necessary to establish activities or possibilities only for young women and girls, even though resistance could arise against such efforts.

Open Youth Work is designed to promote equality of opportunity by challenging social norms and stereotypes of gender, culture, and religion that can pose obstacles to youth empowerment. When designing a youth programme, one has to take into account how these factors could affect the level of participation of individuals. The following exercise helps the participants explore gender stereotypes within youth work.

Comment

The authors of Youth on Track has experienced that some youth group members believe that gender stereotyping does not exist within their group. However, after identifying and exploring various gender-related roles and responsibilities, they understood that the concept of stereotyping is often established in the upbringing, e.g. female secretaries and male chairpersons.

People are often subject to unconscious gender stereotyping, which can influence youth programmes and activities. In an Open Youth Work context, promoting gender equality is of utmost importance and it must be taken into consideration in any activity planned and carried out.

In principle, youth programmes should be designed to offer males and females the same opportunities or platforms in order to participate equally, keeping in mind the various socio-cultural contexts that exist. In some cases, it could be necessary to take an initiative to establish activities only for one gender group.

A gender-based analysis has to consider the real-life conditions of both men and women, which means that it should reflect the various needs, interests and conditions of both genders. In addition, it also has to assess the possible effects of youth participation in relation to the programme and activities.

Before making a gender analysis, it is useful to reflect on how gender implication can affect a particular project or programme. Below is a checklist for building gender equality into project design and implementation¹³

Preparation:

- Which population groups are served by the project (women only, men only, men and women or other groups)?
- What information is already available about the population groups and women in particular?
- Has information been collected on women and men's work in the household and community? Is the information adequate for the purpose of the project?
- Have people, whose lives have been affected by the project, been consulted; what attention has been given to women during this process?



¹² Extract from "Trafficking in women, a comprehensive European strategy", information sheets, European Commission.

¹³ Taken from- CEDPA/ Gender and development manual pg66-67 - Original Source: S. Urdang. Course Material. Gender and development training workshop. (1993). United Nations Development Programme.



- Are women involved at all levels in the planning and implementation of the project?

Objectives;

- What are the objectives of the project?
- Are both women and men's opinions and roles reflected in the definition of objectives?
- How do the objectives address the needs and concerns of women and men?
- How will the inclusion of women help to achieve the objectives?

Activities:

- What programmes, activities and services does the project need to ensure that gender needs and concerns will be addressed?
- Will the activities and services include women's participation?
- How will the activities and services benefit women?
- How will the project affect women's workload?
- Will their workload increase/decrease as a result of innovation or changes (mechanisation, new agricultural inputs and cropping patterns, withdrawals of labour by other household members, changes in distance to workplace or water supply etc.)?
- If the workload is decreased, does this involve a loss of income for women?

Institutional framework:

- Does the executing agency demonstrate gender equality?
- Does the executing agency have adequate power to obtain resources from other institutions to enhance women's participation in the project activities?
- Can the executing agency support and protect women if the project proves to have a harmful or negative impact on them?

Monitoring and evaluation:

- Are the data on women and men separately collected?

- Does the project include an information system, which detects and evaluates the effects reached by women and men separately?

The analysis does not determine questions of enquiry; it simply analyses the potential impact of a particular activity. In each particular context, it is the analysts (the community group doing the analysis), who decides whether the potential influences of a particular project are desirable. Consider the effects on those who do not participate in the project. Will they also benefit, or will they lose? What adjustments can be made to prevent a negative result from those who cannot participate?

Below is shown an example of a common situation for many youth leaders; a young woman has a lot of responsibilities due to the social situation of her family.

A case study

Lindiwe is a 24-year-old woman. She had a baby when she was 19 years old and still attending school. Unfortunately, she had to leave school prematurely in order to take care of the baby. She is unemployed and lives in a squatter camp with her sick mother and unemployed father. Her sister still attends school and her older brother sometimes gets some piecework.

Sometimes Lindiwe gives sexual favors to men in order to support her child. The father of her child does not give her any financial support. Lindiwe has a boyfriend who runs a small business. He is a reliable and helpful person, but he also has a family of his own to provide for and cannot give her the financial support she needs. He advised her to visit a youth center, where she could talk to a youth leader about starting her own business.

Lindiwe went to the youth center and talked to a

youth leader about the possibility of starting a catering project. The youth leader advised her to get some of her friends to join her, and she decided to register them for training in a national programme on young women's development. Lindiwe convinced some of her friends to start a business. Most of them are drop-outs, but they are hard-working people, who are willing to learn and adopt new ideas.

Before starting their own business, they have to contribute some money to the project, which means that they need to apply for a loan. The loan must be repaid within 12 months. They also need to attend training lessons.

Lindiwe and her friends all have household responsibilities. Apart from taking care of her baby, Lindiwe also does the cooking, cleaning, washing and ironing for the whole family. She is also responsible for taking care of her sick mother, while her sister is in school and her brother is looking for jobs.



GROUP WORK



¹⁴ From: "T-Kit on Training Essentials" – Council of Europe and European Commission, Oct. 2002

Within the concept of Open Youth Work, planning, implementing and training are considered fundamental activities. The activities involve a high degree of co-operation among people. Working in groups is often a central method to develop the competencies of young people during youth work programs and training processes. Through working in groups everyone will improve their abilities to compromise, negotiate and stand up for what they believe in. Group work has its strengths and challenges. The purpose of this section is to illustrate general processes taking place within groups and how to facilitate and control these processes during training. The theory and exercises are also utmost relevant for the training of peer educators and other youth work activities. The section of Games, Role-Plays and Exercises also offers valuable input to group work.

The advantages of working together include:

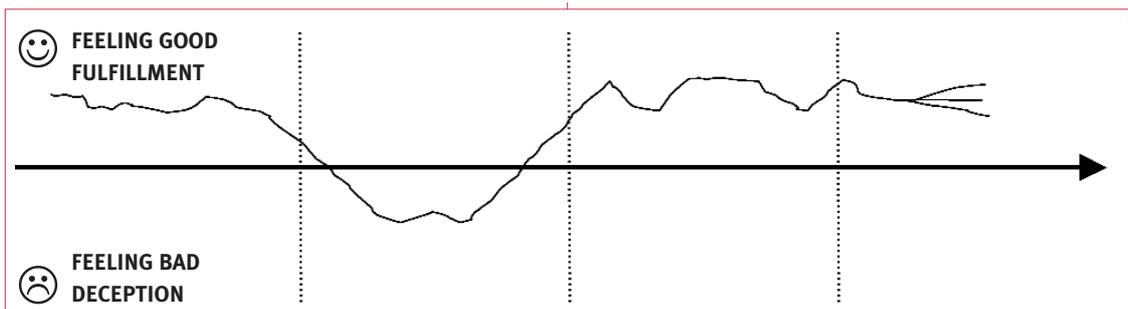
- Learning together means sharing experiences
- By sharing experiences people learn from each other, e.g. adopt new attitudes and ideas, be more tolerant etc.
- Being able to communicate with people from different backgrounds.
- Meeting new people and creating new networks.

It is necessary to ensure that *all* the participants are staying overnight at the same place to enable everybody to participate equally. However, if it is not possible to conduct training and be accommodated the same place this should not pose an obstacle to carrying out the training programme.

Stages of group development

All training groups are unique. People from different organisations have different cultural, social, political and educational backgrounds. They arrive with their professional and personal expectations,

TYPICAL EMOTIONAL 'FEVER CURVE' AND STAGES OF GROUP DEVELOPMENT IN A TRAINING ¹⁴



STAGE 1	STAGE 2	STAGE 3	STAGE 4
ARRIVAL DEFREEZE ORIENTATION	FERMENTATION AND CLEARING	LEARNING/WORKING MOTIVATION AND PRODUCTIVITY	DEPARTURE AND TRANSFER (AND SOME- TIMES MOURNING)
Participants are nervous and curious, arrive as individuals or subgroups, carrying degrees of personal 'luggage'.	Individuals or subgroups start to know each other, the training frame and the trainers. First power struggles, the roles of the individual participants become defined; sometimes-explicit behavioural and communication rules are needed.	Group starts to work on the training subjects, a group 'culture' has been established, participants can be highly motivated and sometimes need to be reined in.	Participants are proud of the learning process and results, they also know that the end of the training is near and that they leave the group to become individuals again, which brings mixed emotions.

e.g. values and prejudices, as well as personal luggage, which keeps them connected to their 'normal' world. These aspects will influence the group, the training process and the dynamics and evolution of group life. Even though all groups are unique, each group will most likely go through typical stages of group development.

Managing the training process

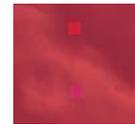
Staying connected to the group, the learning process and personal experience is crucial, though it is often difficult to step back in certain situations. The following reflection points are intended as an aid for monitoring the ongoing processes during training.

Group dynamics

In terms of optimum participation, it is important to control the group size and to use a range of methods suited for working with different group sizes. The box below gives a general overview of this point. It will show that no groups are static, but developing and in a permanent flow.

GENERAL OBSERVATIONS:

- What is developing in the group? Which of these processes should I leave alone, support or slow down?
- What or whom struck me as needing a closer look during the next session?
- In relation to course objectives and team planning, what changes are necessary to the topic and the methodology?



FOCUSING ON THE SESSION:

- What is my most intense feeling after this session? How did it develop? What could it mean?
- Which thought occupies me most after this session? What is the connection to the subject and the process? Does it include a new subject?

FOCUSING ON THE DISCUSSIONS:

- Which interactions were special? Which thoughts and problems appeared and disappeared without being completely developed? What connection is suggested to the next subject or linking introduction?

FOCUSING ON THE PARTICIPANTS:

Who attracted my special attention? What consideration should I give this? What different relationship do I have with the participants and how is this visible for me? What open or hidden messages have I received and how should I interpret them?

SIZE	COMMUNICATION WITHIN THE GROUP	GROUP STRUCTURE/METHODS
3-6 PEOPLE:	Everyone speaks	Buzz groups like method 66 (6 people talk about a subject for 6 min.)
7-10 PEOPLE:	Almost everyone communicates. The quiet people communicate less. One or two may not communicate at all.	Working groups, small thematic workshops
11-18 PEOPLE:	5 or 6 people communicate a lot, 3 or 4 others join in occasionally.	Workshop, plenary session
19-30 PEOPLE:	3 or 4 people potentially dominate	Plenary session (presentations (results, film), short theoretical input, evaluations) working groups
30+ PEOPLE:	Minimum participation	(The bigger the group, the shorter the plenary meetings)



Focusing on the programme

There may be a gap between the logical flow of the prepared programme and the actual needs of the participants. If a specific topic cannot be carried out, the group has to come up with suggestions on what to do next, e.g.:

- introduce a meditative element;
- create movement/action;
- put focus on experiential methods;
- Interact through a game or an exercise;
- make time to review the work to date;
- carry out activities which connect theory to practice:
- develop other elements of the topic, or a new subject.

In-depth focus on the group (for team meetings):

- Which stage of group development are we in now?
- Who are facing difficulties at the moment?
- Who could make contact with me easily and for whom did it seem more difficult?
- Which participants have been the most reluctant?
- How comfortable do people seem to be with their roles?
- What biases and prejudices have I already formed?

- How closely do the hypotheses about problems in the group correspond to reality?

Facilitation

Checklist for qualified facilitation

Use the following checklist to ensure that your facilitation is creating a learning climate:

- Is the atmosphere of the sessions friendly, safe, comfortable and encouraging?
- Have you made plans to combat anxieties that the participants might feel?
- Does the session allow the participants to feel acknowledged?
- Will participants be “rewarded” for their contributions?
- Do you make it clear that you are open to help individuals, who are facing difficulties during sessions?
- Are the first few minutes attention grabbing?
- Are you ensuring that you are not lecturing the participants?
- Have you built regular feedback opportunities into the sessions?

A FACILITATOR’S APPROACH AND ROLE MAY BE ONE OR A COMBINATION OF THE FOLLOWING:

LEADER	Gives people information and instructions on how to do things
EXPLORER	Ask questions, encourages people to express their experiences and ideas
DEPUTISER	Assigns tasks, roles and functions to individuals
INCLUDER	Takes part in discussions, shares personal experiences and encourages others to do likewise
INTERPRETER	Helps people find the words to express what they mean, without appearing too dominant
ASSESSER	Gives people the credit they need, providing a statement of value in relation to what they have said or done.
SHARER	Encourages the sharing of past experiences, with a question such as “has anyone else had a similar experience?”
QUESTIONER	Asks participants how they are feeling about something

Styles of facilitation

The style of facilitation should depend on the task or activity, the people involved, time available and the needs of group members, etc.

Facilitators Feedback Checklist

Drawing out feedback from a group is a key to good facilitation. However, giving feedback and encouraging others to do the same can be tricky. Here are a few questions to help you gauge and improve your own feedback:

- Do you help the group explore alternatives without providing the answers?
- Do you always highlight good points before giving any other comments?
- Do all participants receive feedback during each session?
- When guiding, do you comment on the performance and not the person?
- Do you create an atmosphere, where participants can give constructive feedback to each other?
- At the end of a discussion, do you summarise in a positive and constructive way?

Feedback must be designed to give motivation to the participants.

Group-team interaction and decision-making

Empowerment doesn't only mean that participants should gain from different learning experiences and new forms of knowledge, but it also means that

MAJORITY DECISION-MAKING

A vote is taken and the majority choice becomes the decision. A normally efficient form and one we have been thoroughly socialised to accept. That said, there might be hidden subgroup votes (gender, culture, social or educational status), and in a group that has engaged in teamwork and participative processes, a straight vote may be crude. The majority has to consider how to incorporate the needs of the minority, or run the risk of people opting out or becoming disillusioned.

they should learn from active participation in the decision-making process. Group decision-making is a complex and at times infuriating process, and trainers need to consider the way they want decisions to be made, and even what constitutes a decision. The chart below details different decision-making modes, which can be employed in the training process, depending on the nature and needs of the group.



CONSENSUS (OR COLLECTIVE) DECISION-MAKING

This form is based on an agreement to reach an agreement, supported by the group as a whole, on all decisions. This mode is highly participatory, drawing on the collective wisdom of the group and encouraging each group member to take responsibility for all decisions made. It can be a painstaking process, but with practice, groups find their own rhythm. The pressure to reach consensus can cause some participants to compromise for fear of holding up the group as a whole, and it can also provide ample space for a range of blocking roles.

INDIVIDUAL DECISION-MAKING

One person decides on the behalf of the whole group. This style is acceptable for emergency decisions and certain routine ones; otherwise, it is detrimental to the development of participation and responsibility sharing in the group.



Gender roles (exercise)

OBJECTIVES:

- Participants will explore and have challenged attitudes towards gender roles for themselves.
- Participants will assess their own attitudes of gender equality.

MATERIALS:

- Pens and paper.
- Flipchart paper



EXPECTED TIME:
1½ HOURS

Steps

1. The participants write their comments to the following questions:
 - a. Because I am a woman, I have to
 - b. Because I am a man, I have to
2. Divide the participants into two groups of either men or women. Give the groups time to discuss and write down the outcomes on a flip chart paper:
 - a. The female group: Because I am a woman, I have to
 - b. The male group: Because I am a man, I have to ...
3. The groups present the outcomes in plenary. Facilitate a discussion based on the outcomes related to the experience of the participants.

DISCUSSION POINTER

Gender roles and stereotypes are socially and culturally constructed in our childhood. If not challenged and reflected upon we will continue to perceive gender roles within our childhood context. That impact our own self-perception but also the way we unconsciously view and relate to the opposite sex in our personal as well as our professional lives.

We often label people based upon their gender. In the workplace as well as in youth clubs, women may be labeled as emotional, less competent than men, not to be taken seriously etc. We then behave towards people according to these labels. Labeling can affect an individual's ability to perform his or her work effectively.

Participation within a Group (Exercise)

OBJECTIVES:

- Participants will have concrete experiences of some methods, which can be used to improve levels of participation in discussion in any youth work / youth project setting.
- Participants will have the opportunity to critically assess these methods.

MATERIALS:

- Pens and paper.
- Handout 10: Participation Methods Evaluation sheet.



EXPECTED TIME:
1½ HOURS

Steps

The trainer explain to the group that he or she intends to work through four different methods of participation, spending just a little time on each one. After each method, time is given to note down first impressions on the Participation Methods Evaluation Sheet (Handout 10), concentrating on the methods used and not on the content of any discussion, which might have occurred as part of the exercise.

Small Groups - The trainers arrange everyone into groups of 3 to 4 and set them a simple task such as. "At what age should young people be educated on HIV / AIDS?" Someone from each group is asked to briefly sum up the conclusions of their discussion with everyone else. Each group may then briefly comment on each other's views. After about 5 minutes, the trainer stops the exercise and refers participants to their evaluation sheets, making it clear that they should be working in small groups, as teamwork is considered as more essential than the actual subject of the discussion. (20 minutes).

Working alone - The trainer assigns everyone a task such as: "Everyone should come up with some reasons why sex education should or

should not be a part of the school curriculum”.

Each person is then asked to tell the group what they have come up with. Participants are allowed to briefly comment on each other’s choices and explain their own. The trainer then refers participants to their evaluation sheets, giving them a few minutes to note down their first impressions. (20 minutes).

Single sex groups: The trainer arranges the participants into small, single sex groups with an instruction e.g.; “Consider whether or not boys and girls have separate sex education needs”.

Someone from each group is asked to briefly sum up their group’s conclusion, and this is to be followed by a discussion between the groups. The trainer should again refer participants to

their evaluation sheets, as above. (25 minutes).

Large group: The trainer assigns the large group a task e.g.: “The group has to think of a sensible AIDS awareness slogan for the youth service”.

10 minutes is allocated for this. The trainer should again refer participants to their evaluation sheets as above.

A large group discussion should now be facilitated, concentrating on what the participants noted down on their evaluation sheets in each of the three main categories. 15 minutes will be needed for this discussion. The participants can then be asked how each of the methods could be used in different youth work settings to improve the level of participation of young people. (30 minutes).



DISCUSSION POINTER

If young people begin, however, to demand a share in the process itself and take responsibility, adults begin to feel uncomfortable! Is this true in your experience?



Participation Methods Evaluation Sheet (Handout 10)

METHOD	LIKES OR DISLIKES	ADVANTAGES	DISADVANTAGES
<p>SMALL GROUPS</p>			
<p>WORKING ALONE</p>			
<p>SINGLE SEX GROUPS</p>			
<p>LARGE GROUPS</p>			

Getting the ground rules established (Exercise)

OBJECTIVES:

- To provide participants with knowledge about how to facilitate group activities.

MATERIALS:

- Large sheets of paper or flipchart
- Felt tip pens
- Blu-tac
- Handout 11: Being in a group situation



EXPECTED TIME:
45-60 MINUTES

Steps

1. Write the words “being in groups” on a large sheet of paper / flipchart, and ask people to think about a group situation they have been in, e.g. a family group, hobby group, classroom group. Ask people to think about why they would feel a group was a good one and / or an irritating one to be in.
2. Encourage participants to get into twos or threes and give them “Being in a group situation”

(Handout 11). Ask them to put words or symbols on a large sheet of paper relating to how they would feel in that situation.

3. Get the groups to either stick the large sheets of paper on the wall or scatter them around the floor. Encourage people to walk round and look at what other groups have written.
4. Give participants the opportunity to comment or ask each other questions. The aim of this activity is to raise awareness about how people can feel valued or devalued in group situations.

Putting ideas into action:

5. In the large group, encourage people to brainstorm ideas about the kind of ground rules they would like to discuss with the learners.
6. It's important that the issues of confidentiality and discrimination are fully explored and an agreement is reached about what the ground rules are likely to be.



DISCUSSION POINTER

Points to think about emphasising to the group at the end of the session:

- People can get very hurt in groups; therefore, it's important that everyone works at being a better member of whatever group they are in.
- It's important when planning peer education events that you think about the people in the group as well as the equipment and materials that you need.
- It's important to think about the age, gender and ethnic mix, as well as considering any special needs your groups may have.



Being in a group situation (Handout 11)

For reflection on situations where participants feel a group was a positive experience or a negative one. The ideas might include:

How would you feel if you were in a group and...

- Somebody starts giggling at you when you ask a question.

- Other people interrupt you when you are trying to bring up an important point.
- Everyone listens very carefully to each other.
- Somebody gives you credit for the point you have made.
- Somebody yells that you haven't got a clue what's coming out of your mouth, so why don't you just keep it buttoned?

GOOD GROUPS	IRRITATING GROUPS
Everyone gets influence	Somebody won't stop talking
People listen to what you have to say	People laugh at other people's ideas
People respect your views	Where people are dominant and controlling

Giving constructive feedback to other participants (Exercise)



OBJECTIVES:

- To get potential volunteers / peer educators thinking about how they give feedback to each other.



EXPECTED TIME:
45-60 MINUTES

MATERIALS:

- Large sheet of paper / flipchart
- Felt-tip pens
- Small paper / pens,
- Blue-tac
- Handout 12: Practising giving people feedback

Steps

1. The trainer may want to do a quick brainstorming session here about what makes getting feedback from others a good or bad experience and list these on a large sheet of paper/flipchart.
2. Ask participants to get into groups of three and give each group a copy of "Practising giving people feedback" (Handout 12) scenario A, B and C. Explain that each person needs to have a go at playing each of the 3 roles. The trainer will stop people at specific times. When the trainer stop them, it is important to allow time for the observer to give feedback to the person they have been observing before asking them to change roles.
3. In the large group give people an opportunity to comment on the exercise and how important they felt it was.

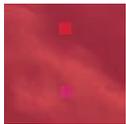
Putting ideas into action

4. Either alone or in the groups of three, encourages people to design their own feedback checklist based on what's been put on the large sheet of paper, and their experiences of giving and receiving feedback.
5. Encourage people to put these in a place where everybody can see them. Give people time to read each other's checklists and make any comments.

The feedback checklist (Handout 12) can be used as an extra check on how people are giving feedback to each other.

DISCUSSION POINTER

- Feedback from others is important. Without such information we have no way of knowing either how well we are doing or, alternatively, the areas we need to improve on.
- Feedback should be given in a way that leaves both parties with their self-respect intact. It should be clear, direct and constructive.



Practising giving people feedback (Handout 12)

Person A

Imagine that you have observed one of your friends leading a peer education activity about drugs. She omitted to negotiate any ground rules, and frequently allowed one or two people to talk at the expense of others. She demonstrated extensive knowledge about different drug names and her answers to people's questions were clear and factually correct. She also spoke very clearly, but often looked down at the floor instead of looking at the young people. Your task is to give her some constructive feedback on her performance.

What would you say to her?

Person B

Imagine that you have just been running a peer education activity about drugs. You have asked one of your friends, who is also a peer educator to observe how you lead the activity and give you feedback on your performance. You are now in a situation where you are about to receive your feedback.

How do you think you would react on the feedback?

Person C

Your job is to observe how one peer educator is giving constructive feedback to another one by using the checklist below. At the end of your observation, you will need to comment on how well they gave feedback to each other.

What would you say to the 2 peer educators?

FEEDBACK CHECKLIST

Did the person comment on what the other person did well before saying what went wrong?
Did the person give specific comments or general negative criticism such as: <i>"You were hopeless"</i> ?
Was the person honest and clear in her or his feedback? Did she or he come up with positive things or alternatives to things that could be improved?
Did the person give the opportunity to ask questions or challenge the feedback that was given?
Was the feedback brief and to the point?
Did the person give feedback at the end of the discussion in a fair and constructive way?
Other things you might want to add:

GAMES, ROLE-PLAYS AND EXERCISES AS LEARNING TOOLS

The purpose of using exercises, games and role-plays

In this section, the activities (games, role-plays or exercises) have been developed as tools to be used within a group learning process. How you decide to use them will depend on the age, abilities and interests of the young people and on the space and time you have available. The games, role-plays and exercises are training aids designed to enhance, illustrate, or reinforce key points in a session. They can be used to present or support the participant's learning, and they offer a different approach to lecturing and teaching.

The principles of learning such as repetition, reinforcement, association and use of the senses are incorporated into the use of these activities. The acquisition of knowledge, attitudes or skills can be accelerated through the selective utilisation of an appropriate activity. Therefore, they are considered as part of a learning experience.

The games, role-plays and exercises are different from most learning tools, and they are not necessarily more efficient than other tools. They have unique features, making them appropriate for other objectives, and they can be used to supplement existing material. However, if the activities are used incorrectly, they will have a negative effect on your session. An excessive use of games and exercises may be considered distracting and could create the impression that you are not well-prepared.

The activities can help break down artificial barriers among participants and provide ways of extending links between the training elements and the context of the training programme. As the activities promote learning in a non-learning-planned way, they are often accepted by young people. The activities help participants to:

- *Feel motivated to learn* because they have fun
- *Develop knowledge, skills, attitudes and values.*

Games provide a safe environment in which young people can experiment with new life styles.

- *Change.* The activities can make people feel free or give them opportunities to change themselves or their relationships with others.
- *Get involved.* The activities should encourage all group members to participate.
- *Take responsibility.* The participants contribute their own experiences and skills, each group uses the game individually.
- *Encourage self-reliance and improve self-confidence.* The activities provide a structure that can be used to reduce dependency on the leader. The participants are forced to accept some responsibility for making their part of the activities work.
- *Feel solidarity with others.* The activities encourage the group to stick together in the work and develop a sense of group-identity and –solidarity.

Trainers or facilitators are responsible for managing the content, process and environment of a training situation. Once you have decided to use games, role-plays and exercises in your session you need to ensure that:

- The activities could not pose any danger to the participants.
- They should not be used without a clear purpose or as a means to kill time, impress or to put down participants.

Games and exercises

It is not complicated to use games and exercises. The games should be fun and all participants should be able to participate. The games can break down barriers among people, but should not be used by individuals who suffer from physical or mental constraints. The enclosed exercises are slightly different, because they are meant to emphasise a specific element and should therefore





be considered as an integrated method within the training programme. This section will be followed-up by a catalogue of games and exercises.

Role-play

A role-play is a short drama acted out by the participants. Although people draw on their own life experiences, the drama will mostly be improvised. It aims to promote circumstances or events, which are unfamiliar to the participants.

- Role-plays can improve the understanding of a situation and encourage empathy towards other people.
- The value of role-plays is that they imitate real life, they may raise questions.

Role-plays should be acted out with sensibility. People should not feel exposed or marginalised. It is also important to be aware of stereotyping. Role-plays draw out what participants think about other people through their “ability” to play or imitate them. This is also what makes these activities great fun! It is always educational to make people aware of the need for constant, critical reviewing of information, by asking “Do you think that the people you imitated are really like that?” Then ask the participants from where they have got this perception of the particular character.

Types of role-plays

Interactive

An example of one type of role-play is the Gender-based role-play. A person is instructed to act according to the label pasted on the forehead of the role-players. Another role-play is based on interaction; a situation is developing while the players are acting out their roles.

Illustration

Role-playing can also be used to inform people about important issues, e.g. health issues or how to use condoms. Especially in a situation

where language can be a challenge, performing a role-play could be a valuable way of passing on information. Moreover, role-plays can be used to sparkle a debate on sensitive issues.

Presentations

Role-play is a creative way of presenting a specific group assignment to the rest of the participants and it is great fun too!

General tips on running activities

If it is possible, it is always a good idea to facilitate an activity together with someone else. First, because it will be more interesting to look at for the rest of the participants. Second, because the facilitators will be able to support each other if things do not work out as planned.

Managing time

- Make a long-term activity plan and remember to leave time for discussion.

Create a non-threatening environment

- people must feel free to interact and share with each other. Be genuine, friendly, encouraging and humorous. Do not use language that some participants do not understand.

Set ground rules

- it is important that everyone understands the ground rules for participatory, experiential activities, e.g. everyone should take their share of the responsibility. No one should feel pressured to say anything they do not feel comfortable with. These ground rules should be discussed and agreed on before starting the programme.

Give clear instructions

- always make sure that everyone has understood the instructions and knows what they have to do. Give the group the opportunity to clarify things. If people do not ask questions, it

could be a sign of general confusion, “but I am afraid to ask, because everyone else seems to understand”.

Facilitating discussions

– discussion is central in the process. Pay special attention to ensure everyone in the group can participate if they wish to. Use words, expressions and language common to the group and explain words which are unfamiliar to them.

Debriefing and evaluation

– give the participants plenty of time to complete the activity. Discuss what people have learnt and how they see it in relation to their own lives, their community or in an intercultural context. Without reflection, people do not learn much from their experiences. We suggest that you try to go through the debriefing and evaluation process by asking the participants these questions:

- What happened during the activity and how did they feel?
- What did they learn about themselves?
- What did they learn about the issues addressed in the activity?
- How can they move forward and use what they have learned?

Reviewing

– it is important to review the work and the training periodically. You may find that the group finds the reviewing part boring, especially if there has been plenty of discussion already. Remember that reviewing doesn't have to be carried out through discussion; you can also use other methods including body language, drawings, sculpting etc.

When things don't go the way you have expected them to

Activities rarely go exactly the way you expect them

to, or the way they are presented and described.

This is both the reward and the challenge of working with participatory activities. You have to be responsive to what is happening and to think creatively.

Timing – it may be that everyone is very involved and that you are running out of time. You should consult with the participants on whether to stop immediately, in 5 minutes or how they think the problem should be resolved.

Flagging energy – sometimes, especially with longer sessions, it may be necessary for you to use an energiser or to suggest a short break.

Difficult discussions – sometimes discussions get “stuck”. You will have to identify the cause. This could be due to many factors, e.g. maybe the topic has been exhausting or too difficult to handle emotionally. You will have to decide whether to ask a question, change track or move on to the next subject. Unless the situation demands it, try to avoid providing the answers to participant's questions or problems. The group should learn to come up with answers through listening to each other and sharing.

Feedback – is a comment on something someone has said or done. It may be positive or critical. Giving and receiving feedback is a skill and you will need to help the group members learn how to do it. Too often, feedback is received as destructive criticism even though this was not the intention of the speaker.

Receiving feedback could be difficult especially when there is disagreement. Your role is to help people learn from their experiences and to help them feel motivated. Encourage people to listen carefully to the feedback without immediately defending themselves or their positions. It is your role as facilitator to find ways of ensuring people give feedback in a supportive way e.g. by:





- Ensuring participants give feedback with a positive statement
- Respecting the other person and not make any derogatory remarks
- Focusing on the behavior not on the person
- Giving a reason for what they are saying
- Taking responsibility for what they say

Resistance from the participants - being involved in participatory activities is sometimes very demanding, and the variety of techniques, for instance, discussion, drawings, role-plays or music will never suit all participants at the same time. If the participants are confident and able to explain why they do not like a particular activity, then you could accommodate their needs by entering a meaningful dialogue and negotiation with them.

Resistance from participants can take several forms. An insecure young person may disturb by scraping her or his chair, humming or talking with the neighbor. More subtle ways of disrupting the session could be asking irrelevant questions or making a joke out of everything.

Try to avoid resistance by e.g.:

- be aware of sensitive emotions which could be triggered by a particular activity or by a particular part in a role-play or simulation;
- make sure everyone knows that they are not under any pressure to say or reveal anything about themselves that they do not feel comfortable with;
- allow participants to warm up before any activity and to relax afterwards;
- remember to offer enough time for debriefing and discussion so everyone feels that their opinion and participation is valued.

Strategies to solve conflicts during activities

Conflicts may happen in groups. This is normal and your role is to help participants deal with

them. Conflicts may develop if participants feel insecure dealing with questions related to emotions and values or if they have completely different values or approaches to the issue. Try to stay cool and avoid getting involved in conflicts with individuals.

You can find out more on the subject about dealing with conflicts in the section of "*Group Work and Dealing with Conflicts*". In this section, we have focused on the facilitators responsibilities and given some practical advice on what to do:

- Remember that conflicts can be helpful and creative if managed properly.
- Make enough time for the debriefing and discussion.
- Help clarify people's positions, opinions and interests:
- Ease tensions within the group e.g. ask everyone to sit down or to talk for three minutes in small subgroups or say something to put the situation into perspective.
- Encourage everybody to listen to each other.
- Point out what unites people rather than what separates them.
- Search for consensus.
- Look for solutions which may resolve the problem without "recreating" the conflict.

Conflicts that have arisen within the group and the experience of how to handle these situations can also be used to resolve conflicts in the wider world and vice versa.

Icebreakers

Icebreakers and warm-up games can be used to underline your issue. They can also be used to catch the attention of the group and to break the ice, if people do not know one another. Moreover, some icebreakers and games can be used as energisers.

First Name Introductions

Aim: To introduce participants to each other.

Time: 5 – 10 minutes

Needs: None

Activity

Tell the group to sit down in a circle. The participants are asked to introduce themselves by saying their names and adding the name of some food that begins with the same letter as their name, (or you can mention a part of the body instead) For example, the first person, who is called Robin might say;

■ “I am Robin Radish”

Then the next person has to introduce herself by e.g. saying;

■ “This is Robin Radish and I am Cathy Cauliflower”

The third person names Robin Radish, Cathy Cauliflower and then her- / himself. This continues until the whole circle has been introduced. It is a great way for people to remember first names.

Two True, One False

Participants introduce themselves by giving one incorrect and two correct pieces of information about their backgrounds, likes and dislikes etc. – the group has to guess which statements are true and which are false. This works out best when people know each other a little bit.

Loo Roll

Materials: A roll of 100 papers (it could be toilet paper)
Bring in a roll of 100 papers. Pass it around to the group members and tell them that each person should take some pieces. Then tell them that the number of sheets they have got is the number of things they have to tell about themselves. They can use the first piece to introduce their names. For example, if someone has taken four sheets of 100 papers they have to give their name and tell the group three other things about themselves and so on.

Ball throwing

Materials: A Ball

Ask everyone to stand in a circle and give everyone an opportunity to introduce their names. Then throw a ball to someone while saying the name of the person. If you get it wrong, then that person throws it back saying “I’m not x, I’m y” etc.

Many Balls

Aim: To introduce people to each other and to have fun

Time: 10-20 minutes

Materials: A number of balls

Stand in a circle and throw a ball to a person, who will throw the ball to another person etc. until everybody in the circle has received the ball and passed it on to someone new.

The participants have to remember to whom they have thrown the ball, and after having done this, the exercise will be repeated by throwing several balls from and to the same people.

The exercise can be varied with the number of balls, different speed etc.

Get into line¹⁵

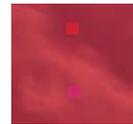
Aim: To help participants learn taking responsibility within the group.

Time: 15-20 minutes

Group size: not important

Tell the group to line up according to their heights, the shortest person is placed at the front and the tallest at the back. They are not allowed to talk but may communicate by using sounds, sign language and body language.

Keep in mind that people should be standing in the correct order.



¹⁵ Reference: “Compass”
A Manual on Human Rights Education with young people by the Council of Europe



Repeat the exercise by getting people to line up according to other criteria. For instance, their ages, the month of their birthdays, shoe sizes, etc.

Debriefing and evaluation

Afterwards help the group analyse how they worked together and what made their group work well.

Try to ask these questions:

- What problems did you meet while trying to get organised?
- Was it necessary to be a leader? Did anyone serve as a leader? How were they chosen?
- How did the group solve potential problems?
- How could these problems be solved more efficiently next time?

Energisers

Depending on your target group, energisers can be useful to:

- Set the mood or create an atmosphere
- Wake people up before or during an activity
- Introduce a topic in a light-hearted way

Mosquito catch it!

Aim: To catch the attention of the participants after a long session.

Time: 10 – 15 minutes

Needs: An open area

This game should be played outside or in a room with a lot of open space. Pick out one person to be the caller (leader) of the game. Stand in a circle shoulder against shoulder. The caller has to be in the middle of the circle. The caller leads the following chant:

Caller mosquito mosquito

Group catch it!

Caller mosquito mosquito

Group catch it!

Caller mosquito mosquito

Group catch it!

Caller PRRR PHA!

Group catch it

Repeat (add variations)

Every time the caller says **PRRR PHA!** the group has to turn around and look backwards until the caller says **PRRR PHA!** again. If the caller does not say **PRRR PHA!**, everyone has to stay put until the caller says **PRRR PHA!** once more.

The caller can repeat the chant and add other words to the chant to make it more interesting – but the participants must only change direction when they hear **PRRR PHA!** If a person does not turn around when the caller says **PRRR PHA!** Then the person is out of the game. She or he has to enter the circle to be the police and catch other people, who make mistakes.

Crowd Scene

Aim: To energise the group

Time: 5 minutes

Needs: A large open space

Divide the participants into two teams – Team A and Team B. Send away Team A to a place where they can't listen and see Team B. Team B decides what particular situation they would like to represent, e.g. waiting in a long queue for a bus, being in a cinema, watching a football match etc. Then Team B begins to mime their situation. Team A has to guess where they are together with Team B. When Team A has guessed the right answer, Team B will be sent away, and Team A now has to come up with a new situation.

Fruit salad / fruit bowl

Aim: To “re-activate” or “wake up” participants after a long session

Time: 10 – 20 minutes

Needs: Chairs etc.

Group size: Any

This game should be played outside or in a room with a lot of open space. Pick out one person to be the caller (leader) of the game. Stand in a circle shoulder against shoulder. The caller has to be in the middle of the circle. Pick out 3 to 4 fruits, depending on the group size. Each person is assigned to a fruit, until everyone is part of a group of fruits e.g. ‘apples’ ‘oranges’ etc. In the end you have 5 “apples”, 5 “lemons”, 5 “bananas” and 5 “peaches”.

The caller has a choice to call out one of the fruits or to say “*fruit salad*”. When the caller says the name of one fruit, then all members of that fruit group have to change places. While they change, the caller has to try to take the space of one of the players. The last person standing in the circle becomes the caller for the next round. If a “*fruit salad*” is called, everyone has to change places. And the last person without a place in the circle has to call for the next round.

Variation

Instead of standing in a circle you may sit down on chairs. The number of chairs must be **one** less than the total number of participants e.g. 20 participants – 19 chairs. This way it will be easier to see a person without a place in the circle.

Follow the Leader

Aim: To energise the group

Time: 5 – 10 minutes

Needs: A large open space

Send one person out of the room for 2 – 3 minutes. Choose a leader while she or he is out of the room. Everyone else stands in the middle of the space.

Explain to the group that they must imitate whatever the leader is doing. So the leader starts off by making some gesture such as scratching their head and everyone does the same. The leader then chooses another gesture and again everyone initiates this etc. It is important that the group moves around a bit and tries not to make it too obvious, who the leader is.

Invite the person who was sent out of the room and ask the person to stand in the centre of the group. The person has to observe everyone in order to find out, who the leader is. Once the leader has been identified, the game is over.

*The People Machine*¹⁶

Aim: can be used as energiser

Time: 15 - 20 minutes

Group size: 6 or more

Let the participants form a circle. Tell them that they have to construct a huge mechanical machine together by making a chain of their bodies. Ask one person to start. She or he chooses a simple repetitive movement, such as moving one arm up and down rhythmically. At the same time, they make a distinctive sound, for instance, a long whistle.

Ask a second person to join in, and stand close to, or just touch the first. They choose their own action and noise. For example, they may bob up and down and make a “chkk...chkk” sound, keeping their own time and rhythm. Call for more volunteers to join in, one at a time.. They can place themselves anywhere in the chain they want as long as they add their own movement and sound. At the end the entire group will be interconnected and moving in many interrelated ways and making many different sounds.

When everyone is involved and the machine is running smoothly you can “conduct” everyone to make the machine go louder or quieter, faster or slower.



¹⁶ Reference: “Compass”
A Manual on Human
Rights Education with
young people by the
Council of Europe



If you use *The People Machine* as an exercise, remember to spend some time on **Debriefing and Evaluation**, before you continue with sessions or anything else.

Ask the participants:

What similarities do they see between “the machine” and an effective learning group?
What skills did they need? e.g. - listening and responding skills? - Co-operation? - What else?

Radio cars

Aim: used as energiser and to experience co-ordination and trust.

Time: 10 – 15 minutes

Materials: Scarf or another material that can be used for blindfolding.

Divide the participants into pairs, blindfold one from each pair and choose one of the blindfolded participants to be the catcher.

The partner should now guide the catcher in order to capture the other blindfolded participants who in return should be guided in the direction away from the catcher. When all pairs are caught, the exercise is completed.

Games and Exercises

In the following, we have given some examples of Games and Exercises, which can be used in connection with different topics and sessions. You can use Games and Exercises to emphasise the key elements of the session, but you can also use them to make participants reflect on a particular training topic. The games can also be used just for fun.

Me Too

Aim: Share an unique experience

Time: 30 – 45 minutes

Group size: 10 – 12 participants

Needs: Chairs to all participants

Form a circle in which everybody sits on a chair. Ask each person to think of some personal facts or a characteristic that they believe is unique to them and that they have not shared with anybody else in the group. Ask one person to start by revealing her or his unique feature, for example “I have visited (Name of an African country)”. If nobody shares this characteristic, the next person has to reveal her or his unique characteristic. If somebody else shares the same characteristic they must jump up and shout “Me too” and sit on the callers lap. If several people share the same characteristics, they sit on each other’s laps on the top of the caller. Then everybody goes back to sit on their original places and the “caller” must again try to come up with a characteristic, which is unique to them. If the caller succeeds in doing this, the next person in the circle will be the caller. The first round is completed when everybody has revealed something, which differentiates them from the others.

Now the second round begins. Explain that his round involves searching for characteristics, which are shared by everybody else within the group. Remove one chair and tell the caller to stand in the middle of the circle. The group must think of something, which they share with the rest of the group. For example they could reveal, “I like music”. All those who have this in common, have to stand up and move to another chair while they are shouting “Me too”. The person who stands in the middle also has to find a chair. The person, who will be left in the middle has to be the next caller.

Debriefing and evaluation

Talk about the game and how the players felt and then ask:

- What did you find the easiest? Finding characteristics, which differentiate us from the others, or things we share?

- In real life when do we like or appreciate a feeling of being unique and different and when do we like to feel similar to others?
- Think about the characteristics you had chosen, the things, which separated you in this group. Could it be that you would have these characteristics in common with other people or other groups?
- The things, which people shared within this group, would they be common to everyone in the world?

Tips for the facilitator

This activity must be carried out quickly in order to create a creative and spontaneous atmosphere. It is important that the number of participants does not exceed 10 or 12 to keep the game going. If you are working with large numbers you may have to create two or three sub groups. It's recommendable to join the group just like another participant.

Expectations

Aim: To let the participants express personal feelings and expectations for the outcome of the programme.

Time: 20 – 30 minutes depending on group size

Materials: Large sheets of paper and pens (Marker).

Group size: 4 – 6 in each group

Divide the participants into groups and ask them to discuss their expectations for the programme and ask them to come up with 3 expectations per group (spend 5-6 minutes). Then ask one person from each group to sum up the results on behalf of the group.

Debriefing – At last, ask for additional expectations, which were not mentioned in the presentations (spend 10 minutes). Be prepared to respond if the group's expectation is different from the objective of the session or the training programme. At this

point, you may want to present your session objectives and highlight expectations that most likely will be met and expectations which will not be met. (Spend 5-10 minutes)

Go on, I'm listening

Aim: To focus on listening skills and to develop logical thinking and confidence in expressing an opinion.

Time: 35 – 40 minutes

Group size: Any

Ask the whole group what makes a good listener. Tell people to get into groups of three people; one person has to be the speaker; one has to be the listener and one the watchdog. Tell the speakers that they have 5 minutes to tell the listener their personal view on an issue, (that could be any topic that requires description, analysis and an opinion). The listener has to listen carefully and make sure that they understand what the issue is about, why the speaker is interested in it and how they view this.

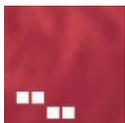
The watchdog observes the listeners active listening skills. They are not allowed to participate in the discussion but should observe the discussion carefully, withholding any suggestions for improvement until time is up. After 5 minutes tell the participants to complete the discussion, and ask the watchdog to give feedback. Give everyone a chance to be the speaker, listener and watchdog.

Debriefing and evaluation

Discuss the activity and ask these questions:

- Did the speakers convey their ideas and feelings about the topic successfully? Did they find it helpful to speak to someone who was using active listening skills?
- How did they feel about being a listener? Was it difficult to listen without interrupting in order to make a comment?





Tips for the facilitator

The group may initially come up with some of the following points. Hopefully by the end of the activity, they will be able to list them all – and add some more. A good listener:

- Shows respect, maintains eye contact with the speaker and doesn't fidget.
- Signals that he or she is paying attention and listens by nodding occasionally or saying “go on, I'm listening”.
- Does not interrupt.
- Does not take over to break the silence but gives the speaker time to think.
- Does not distract the speaker by commenting or disagreeing with him or her.
- Uses rhetorical questions to encourage the speaker to continue speaking or to elaborate.
- Summarises or restates the speaker's remarks from time to time to show that they have been respected and understood.
- Responds to the feelings that may lie behind the speaker's words to show that they have understood how the speaker feels.

Fist and Palm

Aim: To develop co-operation.
Time: 30 - 40 minutes
Group size: 8 people or more
Materials: A large sheet of paper (flip-chart), pens (Marker), tape or pins.

Write the score sheet on a flipchart (see frame below the frame). Ask people to get into pairs; one is A, the other is B. They must put their hands behind their backs and count together 1, 2, 3 – on the count of 3, they must show their hands simultaneously and each bring forward either a fist or a palm.

Tell each of the pairs to keep the score. Play 10 rounds. At the end, list on a flipchart both the individual and combined scores of each pair.

EXAMPLE OF SCORE SHEET:

A	B	A	B
Fist	Palm	4	0
Palm	Palm	3	3
Fist	Fist	0	0
Palm	Fist	0	4

Debriefing and evaluation

Ask the participants:

- Who got the highest score out of all the pairs? How did you play to win?
- Who has the lowest score? How do you feel? What happened?
- Did any pairs make any agreements about how to co-operate? If so, did anyone break the agreement? Why? How did your partner feel?
- Compare the combined scores in those groups where people competed and where they co-operated. Did the people, who co-operated experience any advantages? If so, what kind?

Similar or Diverse

Aim: To realise similarities or discover diversity
Time: 20 – 30 minutes
Group size: 10 people or more
Materials: Paper sheet, pen (marker) one per participant

Ask each participant to fill in the answers to the following questions:

- I was born in:
- I hate to do:
- My favourite music is:
- My religion is:
- My favourite sport is:

Then each participant tries to find someone else who has the same answers to all the questions. If you can't do it, try to find someone with whom you share most answers – or are you unique?

Debriefing and evaluation

Start by asking if people enjoyed this activity and why?

Then continue by talking about what people have learned:

- How many people have found someone else with all five – four – three – two – one characteristic in common?
- What kinds of diversities do we find within the group, e.g. in terms of religion, taste in music, sports etc.?
- Do you find it possible to work in a group with many different personalities? why/why not? how are you going to be able to work together?

Alignment

Aim: used to introduce issues on discrimination and communication.

Time: 10 – 15 minutes

Group size: 6 – 7 people in each group

Split into groups and ask each group to line up according to the various criteria suggested below. They must be silent while they are carrying out these tasks, but can use miming to communicate if necessary.

In the following we have listed some criteria that you might want to use:

- height
- alphabetic order of first names
- date of birth

The first group, who lines up successfully according to the criteria you have chosen have won the competition.

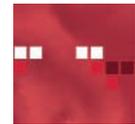
My culture your culture

Aim: To elaborate on the acquaintance between the participants, and to help each other to recognise stereotypes.

Time: 1½- 2 hour

Group size: 3 in each group

Materials: Large sheets of paper and pens (Marker)



The group is divided into multicultural pairs or groups of three. The members of each subgroup should know as little as possible about the other people's culture. The pairs have a conversation of 40 minutes, the groups of three a conversation of one hour. A representative of each subgroup prepares a short summary of the conclusions for the whole group.

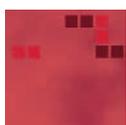
A tells B what A thinks she or he knows or what she or he supposes about the country of B. Think for example about situations, landscapes, climates, products, welfare, faith, languages, populations, arts, habits etc. B can ask A questions (only for clarification) about what A says, but as long as A is talking B cannot correct this person. B can make notes of items to get back to later on. This phase shouldn't take more than 5 minutes.

B corrects A or tries to come up with as many answers as possible about the country. Do not spend more than 10 minutes on this part.

Now the roles will be reversed; B talks about A's culture (spend about 5 minutes).

A corrects B who has to come up with some answers about the country. Spend no more than 10 minutes. If you work in groups of three, repeat the procedure again by letting A talk about the country of C and letting C respond.

In this phase A, B and C have to tell what they appreciate the most about their own culture and what they like the least about it. They can sum up several things. The rest can add some other questions to gain a deeper understanding. Spend about 10 minutes per person.



Now every subgroup chooses a spokes person, who has to report to the whole group.

Discussion pointer

- Emphasise the danger of sticking to stereotypes and general ideas of people and cultures.
- How should people relate to one another individually?

Gender Role-play

Aim: To gain a deeper understanding of gender-related issues.

Time: 20 – 30 minutes

Group size: 1 group of 7 to 9 participants (volunteers) – the rest should be observers

Materials: Nametags, chairs in a circle

Step one; Instructions to the trainer:

Prepare 9 or less nametags with common gender stereotypes like: Pretty face, Submissive girl, Boasting male, Self-righteous, Gay

Paste the nametags on the foreheads of the volunteers. They are not allowed to see their own tag. The rest of the participants are instructed to observe the role play in silence. They are only allowed to comment on the role-play after the volunteers have had a chance to answer the suggested line of questions at the bottom of the exercise.

Step two; Instructions to the volunteers:

You represent the chief officers and heads of departments of a medium sized organisation. You should behave towards each other as directed by the nametags, but don't read aloud what is written on anybody's nametags.

Step three; pose the following questions to the volunteers in the role-play:

- How did the meeting go?
- How did you feel about your role?

CASE

There is growing concern within your organisation about the lack of promotion of women. Informal data collected by an employee committee has indicated that women feel shut out of the decision-making process in several departments. As a result, the board has asked you, the chief officers and head of departments, to convene and determine if indeed there is a problem and develop a series of recommendations. You have 15 minutes to discuss this problem.

- How effective were you? What influenced your effectiveness?
- What would you like to change about your role?
- What did the observers notice?
- What happens when people label you? How does it affect your self-esteem?
- What happens to people when you label them?

Step four: Give the rest of the group a chance to comment

In general for Games and Exercises

Note:

ME Too / My Story / Similar or Diverse are based on: "Education Pack" by the Council of Europe

Go on, I'm listening / Fist and Palm are based on:

"Compass" A Manual on Human Rights Education with young people by the Council of Europe

Expectations / Moving Debate / Alignment are

based on: "The Development Education Toolkit".

First encounters (Exercise)



OBJECTIVES:

- Participants will begin the process of getting to know each other.
- Participants will be encouraged to participate in and commit themselves to the agreed programme.
- Participants understand to share responsibility for creating and maintaining a favourable learning environment for themselves and others.
- Participants will have written up and agreed ground rules and a learning contract for the workshop.

MATERIALS:

- Tape, flipchart and markers
- If possible: large wall chart.
- Handout 13: *Presentations*
- *Use some of the Games and Icebreakers*



EXPECTED TIME:
2 – 3 HOURS

DISCUSSION POINTER

- *“Everyone needs to be needed”*. **What do you think?**
- Have you learned anything new about yourself from this session?

TIP:

At the end of the first session the trainers should distribute some of the Games and Icebreakers to participants as a resource, which they can use in the course of subsequent sessions to prepare for doing some icebreakers with the group.



Presentations (Handout 13)

How to get started?

Whether you are planning a series of workshop or just a short presentation, it is important to include a range of activities that will help the participants feel engaged and focused. It might seem obvious, but it is important to keep in mind that every presentation should have a structure from the beginning to the end. A successful presentation should include the following:

1. **Icebreakers.** Try to create a relaxed, fun and engaging atmosphere. Point out what you want to achieve and establish the ground rules or a code of conduct for the session.
2. **Activities and fun.** Motivate people to learn about the topic and help them define possible problems. The final goal is to make participants relate to their own experiences.
3. **Discussion and debriefing.** This is a crucial stage to develop attitudes, exchange ideas, experience and knowledge.
4. **Resolutions.** The purpose is to gain a deeper understanding and lay a stronger foundation for taking action.
5. **Conclusion.** The experience should be completed by reviewing and assessing the session with the participants.

“I Am from the Democratic Republic of Congo” will help you remember the sequence.

In an intercultural environment, the first barrier to break down could be the confusion about differences among people. This could be done by saying a few words in the local language or to do something that

will make the participants loosen up. It would also be advisable to do a short presentation of your background; informing about your age, family situation, and showing pictures, which is something everybody can relate to.

RUNNING A YOUTH GROUP

If you are responsible for leading a youth group, you've got to know how to run activities, projects, initiatives etc. We are going to assume that you already have some sort of organisational base¹⁸, a place to meet, maybe in a church, in a house or a social club etc.

Before starting a youth group, it is important to deal with some questions that highlight the most important factors in terms of running a youth programme.

THE SEVEN QUESTIONS

- "Who are our members, and what are their needs and interests?"
- "What programme of activities should we be offering them?"
- "How should our youth group be organised?"
- "What preparation is necessary before we can get going?"
- "How can we run our programme smoothly and effectively?"
- "How can we measure our success?"
- "How can we ensure strong team spirit and enthusiastic participation?"

"Who are our members and what are their needs and interests?"

These are the most difficult and at the same time the most important questions. Do not try to please everybody, because it is not possible. You have a limited amount of money, limited time, limited people, limited equipment and a limited venue etc.

If you do not have a group of youngsters, you have to settle for a certain area from which you will draw your members. You will also have to define an age range. If you make the age range too broad you will end up getting frustrated, because you will have to come up with a lot of activities, where you should take into account: the space, time, leadership, equipment and your financial situation. Even if you don't have equipment and money it is necessary for you to define such range from the resources you may have or know it is possible to get.

How do you get to know what young people want?

If you want to know what young people want, you should simply ask them about it, e.g; *"What sort of activities, services, and learning opportunities would you like your youth group to cater for?"* This process could be carried out by letting each person write her or his own list of expectations and afterwards complete a group list based on the individual lists.

Making a list of possibilities would give the young people a chance to choose their "top five favourite activities". This has the advantage of introducing a number of possibilities that the young people may have never heard of. But of course, the danger is that you could receive less spontaneous answers.

However, the best solution would be to combine the above-mentioned methods:

"Let the young people make their lists first, build up a group list on a board, flipchart or piece of paper and then let the young people check through a comprehensive list of possibilities, from which they could add any that might appeal to them to the list they have already made."

It is important you make sure that it is democratically done, that your brainstorming group is a fair sample of the sort of young people who will attend your group and that the session is not dominated by one or two people including yourself.

Try to make sure that you cover a balanced range of possibilities and that your list is not too heavily focused on one area, like sport or studies. Be sure to give the young people some spare time, where they can talk about themselves, their relationships, beliefs, and problems. This will also create an unique possibility for them to develop friendships. In addition, it is important that you make activities for both genders

Once you have a good list of possibilities, the next



¹⁸The session is developed from papers about *Running a Youth Group* by SAAYC.



job is to develop from this a programme of activities that will meet the development needs of young people. There are many things that will force you to cut items out of your ideal list - limitations of venue, for a start. Time: how many days a week do you want to run your activities or how many days a week are you able to do by yourself? Do you have responsible volunteers who are able to be present at all these times or to assist you to run all the activities? What equipment do you need? If you don't have it can borrow it? Probably the best way to plan a programme of activities is to take the most popular items from your **youth needs list** and to arrange them in the form of a weekly schedule, showing for each time what activities you will have, when and where.

You also need to plan who will be the responsible leader (and back-up person), who will run each activity and what special requirements for equipment, materials or transport the activity implies. Remember, if you are too ambitious, then it is very difficult to find the space, the time, the leaders, the instructor, the equipment, materials etc. and you cannot run the activity, no matter how much you may want to. Therefore, be realistic - and flexible - do not cram too much in at first. It is better to run a few activities really well than to do everything and mess it up.

As you plan the programme, you must also think through the question *"Do we have a plan B, if something goes wrong?"* For example, if it pours down with rain and your outdoor events have to be cancelled. Alternatively, if the equipment breaks down, you will have to think of a solution.

"How should our group be organised?"

This means who should be responsible for what? In addition, how do we find the people to do the jobs? When you work on your activity programme, people with a natural interest in certain topics will emerge and people with useful skills and leadership quali-

ties will start to show themselves. You will also begin to discover, incidentally, the people who are big talkers, or woolly thinkers, those who are impractical, those who are often negative and those who pick fights with others. Do not just reject these people - they may have excellent qualities and may just need a bit of maturing. Perhaps that is the most important thing a youth group can do for them!

What is important is not to create a lot of impressive sounding positions just because you have heard some other organisation has them. "Life Presidents", e.g. they are often dictators at the head of dead or dying committees. Make your key positions functional - that means, linked to a clear job of work. Yes, you will probably need a **chairman** and a **secretary** - perhaps combined with a **treasurer**. But do not create a **deputy chairman** for the sake of the position. Give the deputy another job as well - perhaps the responsibility for buying, issuing, storing and repairing equipment.

What probably makes sense is to have people who are in charge of a group of similar activities, with a team of leaders under each of them who are responsible for helping the facilitator of those activities each day. Without being silly, the more young people you involve in leadership positions, the better. People grow by taking responsibility.

"What kind of preparation is necessary before you can get going? And how can you run activities as smoothly and effectively as possible?"

Most of the questions are covered through the key decisions under programme planning, but there are other things to decide too. Will you have membership fees? If so, how much? What will your basic rules and regulations be - your member's code of conduct? (Probably you had to have official regulations if you have membership fees?) What happens if someone breaks the rules? Will you handle disci-

plinary enquiries or do you have sanctions?

How are you going to get sponsorship for equipment and other things you need? Will you approach companies? Embassies? Trust Funds? Service Clubs? The Media? Etc.

How are you going to publicise the group and its programme to the community? Will you use the schools? The churches? House to house handbills and posters? The local press? Will you have a launch function?

How do you plan to limit entry to members and keep "gatecrashers" out? Will there be some kind of identifying badge or card?

How will you record attendance? Who will keep the financial records? And how?

Once you actually get going, you will inevitably strike problems you never ever thought of - such as bullying younger members. And if you have a room or indoor place – who is responsible for taking equipment out of the storeroom, setting it up, checking it and returning it? Who is responsible for dealing with members who are unhappy, angry, rebellious, frightened, drunk, and high on drugs?

As you see there is a number of situations and cases you had to know happens or may be happens. It is certain that you will not have thought of everything before you actually get started - but careful planning will certainly make things easier, and make it easier for you to handle unexpected situations. Keep on the good work.

"How can we measure our success?"

Basically, this is a matter of setting standards and objectives before you start. If you decided some objectives for your work the first six months, you could indicate the following:

- How many paid members do you want to enrol?
- What level of attendance do you consider satisfactory?
- What drop-out rate do you expect during the year?



You can have objectives for almost everything - but do not try to have too many. Rather choose a few key objectives that show how well you are doing. Things like paid-up membership, attendance, low equipment loss - and a small number of complaints and disciplinary problems. Are your leaders and members growing in their ability to care, to share, to take responsibility, to work as teams, and to tell the truth? Are they serving their community? Are individual members beginning to achieve in their schoolwork? Alternatively, in sport and cultural activities? Are they increasingly able to make realistic career choices - to go out and get good jobs? Handle human relationships? Adjust to life? **That's what it's all about.**

Remember - it is important to give members an opportunity from time to time to tell what they think of the youth programmes. It could be in members meetings or group discussion. Do not be afraid of feedback - it is essential.

"How can we build team spirit and enthusiastic participation?"

Team spirit grows when you regularly make time for meetings, and lead them in such a way that people are encouraged to talk frankly. Moreover, team spirit grows when you recognise team effort by consciously thanking those who have worked hard and creating incentives and rewards for special efforts.

How to use the Handout 15

Handout 15 is a resume of the text explaining the 7 key questions for establishing initiatives for young people.



The 7 key questions (Handout 14)

Who are our members and what are their needs and interests?

- Examine the reasons for starting a group
- Learn about the area from which you draw your members
- Define an age range for membership
- Ask your members what activities they would like to be involved in

What programme of activities should we offer?

- Do not try to please everybody
- Consider the required resources, such as time, money, people and equipment
- Schedule time for activities
- Who would serve the different functions needed to make the activities successful
- Is your programme well-planned?
- Do you have contingency plans?

How should the group be organised?

- Who is responsible for what?
- Look for useful skills and leadership qualities
- Manage your key leadership positions well
- Make a team of leaders
- Create a democratic structure

What preparation is necessary before we get going?

- What kind of membership fee structure would you choose?
- Basic rules and regulations, code of conduct
- Disciplinary procedures
- Sponsorship for equipment etc.
- Publishing the programmes – where and how?
- Identifying badge or card for members – how would you handle “gatecrashers?”
- Recording of members’ attendance
- Who keeps financial records and how?

How can you run the programme smoothly and efficiently?

- How will problems among members be handled?
- What happens when people do not fulfill their tasks and duties?
- Who will control and be responsible for maintenance and servicing of equipment?

How can the success be measured?

- Set standards and targets before you start working.
- Criteria for improvement of achievement could be; personal growth of members in terms of education, career, community involvement, integrity etc.
- Feedback from members is essential
- Evaluate your project regularly

How can you encourage a strong team spirit and enthusiastic participation?

- Make time for regular meetings and motivate members to talk freely and honestly
- Recognise and acknowledge teams and individual efforts
- Create incentives and rewards for special efforts

APPENDIX – GLOSSARY OF TERMS

Approach: to come closer to sh / sth in quality, level or quantity

Code of Conduct: a “prevailing standard of moral and social behaviour”

Conduct: behaviour

Context: social and geographical environment in which the project will take place. The context is one of the main parameters in drawing up the project.

Contingency: an event that may or may not occur.

Correlation: to have a mutual relationship or connection, in which one thing affects or depends on another.

Democracy: describes a system of making rules for a group of people. It comes from the word demos - meaning people – and kratos - meaning power. Accordingly, democracy is often defined as “the rule of the people”; in other words, a system of making rules which the people who are to obey them put together.

Development: both means the improved material well-being (welfare) of people and the process by which this improved well-being is achieved. The concept of development also includes an element of equality – that material benefits from the development process are fairly distributed, especially to benefit those most in need.

Development objective: an aim of development that must be worked towards over a period of time. It may be not possible to reach or achieve, but it identifies the direction of a project’s development.

Dictatorship: rule in which one person is possessing absolute power.

Diversity: the state of being varied.

Elaborate: very detailed and complicated form of matrix

that describes or explains the objectives and activities in greater details than most other methods.

Empowerment: is an important element of development, being the process by which people take action in order to overcome obstacles. Empowerment also means the collective action by the oppressed and deprived to overcome structural inequality that has previously put them in a disadvantaged position.

Equality of opportunity: means that everybody should have an equal chance and equal access to privileges within the society. In other words, equality of opportunity means that there is no structural discrimination against any individual or social group.

Ethics: values and morals

Gender: means the attribution of male and female labels to social roles. These arise from sexual difference, although a process of socialisation acquires these attributes

Gender analyses: is the close examination of a problem or situation in order to identify the gender-related issues.

Gender equality: means an equal level of empowerment, participation and visibility of both sexes in all spheres of public and private life. Gender equality is not to be thought of as the opposite of gender difference but rather of gender inequality. It aims to promote the full participation of women and men in the society. Gender equality, like human rights, must be constantly fought for, protected and encouraged.

Gender equity: means fairness and justice in the distribution of benefits and responsibilities among men and women. Gender equity is not as well defined as gender equality, because its meaning depends on the definition of fairness and justice.

Gender role:: roles which are classified by sex; however, this classification is social and not biological. For exam-





ple, if child rearing is classified as a female role, it is a female gender role and not a female sex role; men can actually participate in child rearing too.

Handouts: instruction papers designed to be handed out e.g. to participants in a workshop.

Implementation: to carry out an activity and put it into practice.

Immediate objectives: these are the goals put into an operational form. Projects always have several immediate objectives, which must be practical, measurable, realistic, flexible and limited in time. You should always be able to fulfil the immediate objectives.

Inadequate: not good enough for a particular purpose, e.g. being unable to make adequate social adjustments.

Innovative: introducing or using new ideas, techniques etc.

Intercultural learning: exists between or relating to two or more cultures – a process among cultures. Culture is a shared knowledge, and at the same time, it is individually exercised, however, it is difficult to locate the frontier between both. We situate ourselves continuously on the continuum between cultural and individual behaviour. Our identity is a patchwork of many different “cultures” (age, gender, nationality, profession, social class etc.). We all need the same things in life (food, relationships, education, housing etc.) but we satisfy these needs in different ways.

Integrity: consistent behaviour irrespective of circumstance

Monitoring: this takes place throughout the whole duration of the project. It is based on the principle of checking whether the action plan still reflects reality and whether the planned objectives and activities are still consistent with the needs, context, target group and available resources.

Participation: participation is defined as taking part or to have a share in an activity or event.

Progressive organisations: branches, committees and other structures, which want to achieve a common goal.

Resources: all the available and necessary means for completing the project (equipment, finance, staffing and so on).

Sex: refers to being male or female in terms of biological characteristics

Women’s human rights: is used to emphasise the point that women’s rights are human rights, rights to which women are entitled simply because they are human beings. This idea integrates the topic of women into the human rights movement, and integrates human rights principles into the women’s movement at the same time.

Youth: in modern society today it is widely recognised that there is a period or phase in the circle of life between childhood and adulthood that can be distinguished as youth. The move from childhood to adulthood is a time in life when most people are going through dramatic changes. In most European countries, youth is politically defined to be between the ages of 14 to 20/26. In most African countries, youth is defined from 12 up to the age of 35.

Youth participation: Young people have the power to make and implement decisions together and share responsibility for the outcomes.

Youth Work: the act of working with young people.

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Open Youth Work is a method that organisations can use in the work with young people. It is an active way of learning where young people are in learning by doing processes based on real life situation. It takes place in a youth club environment but it does not require buildings, equipment of other kind of facilities. It only requires abilities and creativity of the trainers and participants. It can be used as an efficient tool in the fight against HIV and AIDS.

This Youth On Track training manual provides youth leaders, trainers and facilitators with methods to:

- Train other young people and youth leaders ; and
- Strengthen existing youth development activities and develop new initiatives.

This manual describes the following key elements of Youth Work:

- Democratic leadership
- Youth participation
- Group work
- Games, role plays and exercises
- How to run a youth group.

