

A youth participation best practice toolkit

Part two: Tools, methods, tips, exercises and suggested training workshops for youth participation programmes and projects aimed at the social and civic empowerment of vulnerable youth



Save the Children

Chapter 1

Introduction to Education for Youth Empowerment (EYE) and this toolkit	4
More resources.	5

Chapter 2

Youth organising and mobilising.	6
1. Different age groups, different capacities 7	
1.1 Capacities of different age groups.	7
1.2 Exercise: Who is a child? Who is a youth? Who is an adult?	8
2. Setting up youth groups	9
2.1. Tools and methods	9
3. Enhancing gender equality	10
3.1 Methods	10
4. Identification of potential youth group participants, reaching out and selecting members	11
4.1 Example: One way organisations can reach out.	11
4.2 Example: Another way organisations can reach out to vulnerable youth	12
5. Access to information	12
6. Formal and non-formal structures	12
6.1 Example: Forming a new youth group in Bangladesh using fairly formal structures	13
7. Creating an enabling environment in the local community	14
7.1 Methods	14
7.2 Example: Creating a Community Watch Group in Bangladesh	14
8. Adult support and facilitation	16
8.1 Tools and methods: How to become a facilitator	16
8.2 Tips for recruitment of facilitators.	16
8.3 Tips for good facilitation.	17
8.4 Tip: Facilitator-youth ratio.	20
9. Mitigation of risks	20
9.1 Tools and methods	20
9.2 Tip: Languages may discriminate and words may have negative connotations	20

Chapter 3

Building social and civic empowerment skills and knowledge	21
1. Social empowerment skills and knowledge	21
1.1 Sample training module: Social and civic empowerment skills	22
1.2 Exercise: Setting personal goals	24
1.3 Exercise: Building self-esteem.	25
1.4 Exercise: Mood greetings	25
1.5 Exercise: Practicing interpersonal skills	26
1.6 Exercise: Listening makes you a better communicator	26
1.7 Game: Listening, concentrating and passing on messages	28
1.8 Exercise: Multiple-choice on child rights	29
1.9 Exercise: Translating the UN Convention on the Rights of the Child into youth-friendly language.	31
1.10 Exercise: Why participation?	31
2. Civic empowerment skills.	32
2.1 Exercise for adults and youth: Rights holders and duty bearers	32
2.2 Exercise: What is democracy?	36
2.3 Exercise: Non-discrimination	37

Chapter 4

Youth leading.	40
1. Building leadership skills	40
1.1 Exercise: Leadership qualities	41
1.2. Exercise: Different leadership styles.	42
1.3 Exercise: Creative thinking	44
2. Individual and collective leadership	45
2.1 Exercise: Team building 1.	45
2.2 Exercise: Team building 2.	46
3. Access to information	46
4. Adult support and facilitation	46

Chapter 5

Youth networking	47
1. Building networking skills	47
1.1 Sample training module – networking skills	48
1.2 Exercise: How big is your network?	49
2. The benefits of networking.	51
2.1 Exercise: Why should we network?	51

3. Mapping and networking with peers, the community and services	52
3.1 Mapping	52
3.2 Networking	52
3.3 Simple analysis tool for finding the right network match	52
4. Reaching out to networks	53
5. Organising and planning in different networks	53
5.1 Tools and methods to communicate, plan, organise and share knowledge in networks.	53
6. Adult support and facilitation	54

Chapter 6

Youth communicating and sharing knowledge	55
1. Building communication skills	55
1.1 Sample training manual: Basic communication for adolescents – introduction	56
1.2 Sample training manual: Basic communication for adolescents – programme	56
1.3 Sample training manual: Basic communication for adolescents – facilitator's manual	57
2. Youth-friendly communication tools	67
2.1 Tools and methods	67
3. Sharing and dissemination of knowledge with other youth	74
3.1 Exercise: How do you learn?	74
3.2 Learning and sharing tools and methods	75
4. Sharing and dissemination of knowledge to parents, caregivers, employers, the community and civil society	75
5. Adult support and facilitation	76
5.1 Exercise: What is considered learning in your country?	76
5.2 Communication for adults	77
5.3 Sample programme: Basic communication training for adults.	78
5.4 Knowledge management for adults.	78
5.5 Sample programme: Knowledge management for adults	79

Chapter 7

Youth advocating	80
1. The importance of building advocacy skills	80
Exercise 1.1: The land of your dreams	81
2. Planning rights based advocacy campaigns in groups and networks	82
2.1 Stages of the advocacy process	82
2.2 Tip: A good advocate	83
3. Analyses, research and survey tools and skills	84
3.1 Tools and methods	84
4. Mapping and establishing connections with policy- and decision makers at local, regional and national level	88
4.1 Local level mapping	88
4.2 Mapping of networks beyond the local level	88
5. Adult support and facilitation	89
5.1 Exercise: Behaviour change	90
5.2 Exercise: What works and what does not work?	91
5.3 Exercise: Target group analysis	92

Chapter 8

Measuring youth participation and empowerment	93
1. Monitoring and evaluation	93
1.1 Tools and methods	93
2. How to measure youth participation	95
2.1 Understanding change	95
2.2 Different types of indicators	95
2.3 Tools and methods to develop or select indicators	95
2.4 Tip: A good indicator is	96
2.5 Tip: Remember that	96
2.6 Exercise: Questions to ask when refining indicators	97
2.7 Tools and methods to measure the outcome and level of youth participation	98
2.8 Exercise: Genuine or token participation?	99

Chapter I:

Introduction to Education for Youth Empowerment (EYE) and this toolkit



This is **Part two** of Save the Children's *A youth participation best practice toolkit*.

Part one of the toolkit describes what to consider when designing youth participation programmes and projects aiming at the social and civic empowerment of vulnerable youth. *Part one* also contains the overall introduction to the toolkit.

Part two contains:

- Tools and methods
- Exercises
- Tips
- Suggested training workshops

Not all chapters and sections contain all four categories because the content depends on the topic. But everything is designed to underpin the development of youth participation programmes and projects aiming at the social and civic empowerment of vulnerable youth.

Some tools, methods and exercises might overlap or they may be used for different purposes. You may also be familiar with tools, methods, tips, exercises and training workshops not included in this toolkit. It's all up to you – adding your imagination and your own ideas will only make the social and civic empowerment stronger and the process more fun.

The Education for Youth Empowerment (EYE) programme targets a relatively wide age group, 12 – 24 year olds, in various countries. This toolkit is rather generic so you always have to consider if tips, tools, methods and exercises are appropriate in your specific context, culture and age group before applying them. Even when found appropriate, you can never just copy. You always have to adapt them to your specific target group and context.

Intended users of the toolkit

- Field facilitators and programme staff who are directly involved in the implementation of youth social and civic empowerment programmes, as well as youth who are already empowered and act as peer facilitators for other youth. This compilation of best practices, tools, methods, tips, exercises and suggested training workshops can be used to develop and improve programmes for youth.

Other possible users

- Programme staff engaged in designing and planning of and fundraising for youth participation and youth social and civic empowerment programmes. Inspiration can be found for writing project documents and developing budgets. The toolkit can also be used as a checklist to ensure that important parts of the empowerment process are not left out in the programme design and budget.

- Policy makers and relevant government departments that work in cooperation with Save the Children, partner organisations and other civil society organisations engaging in youth empowerment. The toolkit can teach more about and improve understanding of how social and civic empowerment can positively develop their country.

While large parts of *Part one* are based on best practices from Save the Children's Education for Youth Empowerment (EYE) programme in Bangladesh, most training manuals, tool and method descriptions and guidelines in Bangladesh are only available in Bangla. Because translating everything into English would be very costly and time consuming, *Part two* derives to some extent solely from observations and discussions with Save the Children, partner staff, youth and community representatives in Bangladesh.

Many of the tools, methods and tips are adapted to 12 – 24 year olds from the *Child labour to children in charge. A handbook on child-led organisation and advocacy on child labour* written by Lotte Ladegaard. Some exercises are adapted from other Save the Children sources.

The remaining exercises and suggested training workshops are adapted from training manuals previously developed by Lotte Ladegaard, or they were developed by Lotte Ladegaard especially for this toolkit.

More resources

Often, no single manual exists that provides all the information necessary to put together an exhaustive training manual because training has to be tailored specifically to the context and the age group, as well as include the newest possible information and approaches. This toolkit and many other materials can provide inspiration.

Two good online libraries are available at Save the Children and can provide additional background information, tools, training materials, reports and surveys:

www.resourcecentre.savethechildren.se
www.onenet.savethechildren.net

The first site listed is open to all users while the second one is available for Save the Children staff only.

Entering the terms “training child rights,” “training life skills,” “life skills exercises,” and “training advocacy” into a search engine like www.google.com retrieves valuable materials that can be combined into your own manual.

Chapter 2:

Youth organising and mobilising





1. Different age groups, different capacities

When working with youth it helps to bear in mind how youth develop to aid in tailoring activities specifically to them. Keep in mind that the characteristics of the different age groups overlap as youth mature differently, and that cognitive, physical and psychological developmental processes take time and intersect. Girls, for instance generally mature faster than boys. Children with stunted growth or who are malnourished mature slower than children who are well nourished.

The developmental milestones mentioned below are derived and combined from different sources and adapted to the context of youth participation and youth empowerment.

1.1 Capacities of different age groups

Age 9–15: Able to understand other people's perspectives. Can form close friendships and share intimate thoughts and feelings, though possessiveness and jealousy often occur.

Distinguish between certain friends and the group. Groups are based on shared interests and beliefs. Expect to agree on everything. Differences in opinion are rare, which means joint agreements and team spirit are popular.

Personal qualities define leadership in this age group. The one who takes the lead becomes the leader.

Age 12–18: Able to judge what is good for society after the age of 12. Able to take legal and moral perspectives into consideration. Become independent. Relationships are flexible and change often. Individual differences and opinions are recognised, but uniting for a common goal is possible. It is also understood that a leader's role is more than just a matter of taking leadership. Have an understanding of good and bad leadership and may question leaders. Youth groups thrive well during this stage.

Age 18–25: In many cultures and countries the age of majority is 18. The UN Convention on the Rights of the Child defines this age as the end of childhood.

Although usually physically fully grown at this age, many do not consider themselves adults until age 25 or older, depending on the country and the culture. Adult roles and responsibilities, however, are generally taken on. Career goals are identified and preparations made to achieve them. Pursue a trade, work or higher education.

Normally able to understand abstract concepts, although this can vary from culture to culture. Awareness of consequences and personal limitations grows. Decision-making skills develop and are tested.

Most move into adult relationships with their parents and one's peers become less important as a determinant of behaviour. Empathy and intimacy skills develop. Many settle into relationships and start families of their own.

1.2 Exercise: Who is a child? Who is a youth? Who is an adult?

Aim: To sharpen awareness of the capacities and needs of different age groups in their own society and culture

Participants: Up to 25

Age range: 12 years and up

Duration: 1.5 hours

Explain: Different age groups have different capacities, life styles, interests, obligations, responsibilities and expectations and demands from parents, the community, educational institutions, employers, law-enforcement agencies and other stakeholders.

Tailoring a group to participants involves clearly describing the definition of youth in your own context and your own project. The simple analysis below can aid in laying the foundation for this definition.

Ask: Please write down any words that come to mind when I say:

- 1) Child
- 2) Youth
- 3) Adult

Divide the participants into groups.

Ask each group to come up with one answer to these questions:

1. What is most important for a child in your community?
2. What is most important for a young person in your community?
3. What is most important for an adult in your community?

Ask each group to present their ideas. Encourage discussion.

Sum up: Now you have an analysis of who different groups of people are and what is important to them.

Ask:

1. Which group do you belong to?
2. What is most important for you?

2. Setting up youth groups

2.1. Tools and methods

Never expect youth to talk and talk for hours on end. As a facilitator you want to introduce a large variety of different tools, methods and games to spice up the day. This is especially true when a newly established youth group is in the process of setting up its first youth participatory activities with youth not yet used to speaking up or coming up with their own suggestions.

Some of the tools and methods facilitators of youth groups can use include:

Clapping to show appreciation when someone comes up with a good idea or has done something good. Appreciation makes people feel good, motivates them and encourages further participation.

Drawing, which many youth enjoy, though not everyone. Drawing can be used as a relaxation exercise without a predefined task or as a way of getting to know the youth and their problems. Ask them to draw about their everyday life, their education, their work space, what makes them happy and their dreams.

If drawings with a purpose are used, make sure there is enough time to talk about them and to deal with the emotions they may produce.

Flip charts and poster paper are good for keeping track of what you need to remember and to ensure that all ideas are included. Most of us cannot retain extensive amounts of detailed information for long. Writing down or drawing essential decisions or ideas on a flip chart or poster paper and posting them on your youth group wall means everyone can refresh their memory any time.

Games and play are essential when you want to make space for participation. Playing naturally makes most people relax. You get to know one another and, at times, come up with new ideas. Playing helps people develop their ways of thinking and their imaginations. Many forms of play and games contain elements of learning and life skills. Asking the group what's to be learned from a game or play may stimulate their analytical skills, team spirit and self-esteem.

Group work is a way of providing space for more voices to be heard than in a plenary session. Some youth are unwilling to speak out in a large group. Or they never get the chance. In a smaller group they may feel safe and valued and thus come up with brand new ideas.

While youth – like adults – often have favourite people they would prefer to work with, it may make sense to form new groups by drawing lots or by giving each participant a number from one to four and then putting all the number ones in one group, all the twos in another and so forth, or by forming groups according to what people like, their capacities or other qualities that make sense in the given situation.

Helping youth form groups ensures that the youth who are new or who do not have close friendships with anyone in the big group are included in an unoffending way.

Home visits are important for motivating youth and their parents, caregivers and spouses. Home visits help establish an informal relationship and build trust with parents, guardians and other important adults.

You also learn about the youth's social status, family life and living conditions.

In-depth interviews may be used for issues that cannot be discussed in a group or if you want to get to know a young woman or man better. In-depth interviews require being well prepared. If you lack experience as a researcher or facilitator, drawing or writing down the questions you want is helpful to avoid forgetting anything. You may also want to take notes for later reference, but ask permission first.

Even if you have prepared questions in advance, always be open to new and unforeseen information that you may have to explore further before returning to the original questions.

Strict privacy and confidentiality must always be maintained unless the youth gives you permission or requests that you share some or all of the information with others.

Microphones are one way of giving everyone a chance to talk without interruptions. Introduce an object to represent your microphone – a pen, a marker or a little stick – and hand it over to the person who is going to talk. No one else is allowed to talk when someone has the microphone. When one person has finished expressing his or her views, the microphone is passed on to the next person who would like to speak.

The microphone should never just be passed around the circle as this can be intimidating and make some people worry so much about their impending turn that they are unable to listen to what the others are saying. A person should never be forced to take the microphone, but rather independently choose to have the microphone. The point of the microphone is the listening and not so much the talking.

Office visits to the adult partner organisation, apart from ensuring two-way access for youth and their adult organisation, also create trust between youth and adults. Office visits can involve an official invitation, be part of a training session or just happen informally and spontaneously.

Serving a snack or lunch is a way of compensating for any loss of income. Eating together can also create a sense of closeness.

The youth should be allowed to move freely and be introduced to all staff members to let them feel accepted and welcome.

Open discussions are very good when you want to establish contact with youth not yet part of a group. Gestures, eye contact and smiles can act as an initial icebreaker. Play and games also work well as an icebreaker during open discussions. When the youth start asking questions or request something you can introduce yourself. Pay complete attention to the discussion and do not take notes until afterwards.

Informal discussions build rapport, perhaps gradually allowing you to discuss their life style, problems, livelihood, coping mechanisms, hazards and risks, values, relationships, dreams and visions. Open discussions also allow room for the youth to reflect on how they perceive their own situation, position, expectations and roles.

3. Enhancing gender equality

3.1 Methods

While young women tend to benefit greatly from social empowerment in all spheres of their lives, retention of young women, especially young married women, requires a special effort in many cultures. Methods for retaining young women are, for example:

- Motivation sessions for young women to engage and empower them.
- Motivation sessions for the husband and the husband's family.
- Parental education and motivation sessions for the young woman's own family to hinder marriage until a later age.
- Motivation of all youth group members to make them aware of the importance of retaining young women.
- Modules, training, guidelines and other materials targeting especially young women on topics such as women's health, hygiene, nutrition and other issues considered important for women in the community.
- Advocacy targeting male members of the community elite and local government.
- Self-employment programmes with a focus on young women's cooperatives. Women who are able to generate income generally have more freedom than other women.
- Community trade fairs, product sales and marketing initiatives organised by groups with a focus on products by young women to make being a youth group member attractive.
- Special efforts to protect young women in educational institutions and work places.

4. Identification of potential youth group participants, reaching out and selecting members

4.1 Example: One way organisations can reach out

“Before our organisation became known, we chalked out our areas to community organisers. They made a door to door survey with a focus on youth.

Then we built rapport with employers and the community: Teachers, parents, government officials. Many were afraid. People thought we were government representatives.

We praised the employers to create trust: ‘The youth will die if you don’t give them jobs.’ This was to motivate them without pressure. They needed thorough motivation to let their young employees participate in groups.

Afterwards we invited them all, including local government officials, to a workshop about our aims, where we listened to their needs. Then they believed us. When they were all willing to offer support the youth took over and initiated their activities.”

Partner organisation staff, Bangladesh



4.2 Example: Another way organisations can reach out to vulnerable youth

1. Mix with local people.
2. Explain why you have come in an uncomplicated manner in keeping with the local language and culture.
3. Identify local people who are positive and potential collaborators.
4. Take the first steps to establish a Community Watch Group as described in *7.2 Example: Creating a Community Watch Group in Bangladesh*. Then start to involve other people. The watch group may help convince community members who are in doubt about the value of having a youth group in their area.
5. When people accept the idea start talking to individual youth and identifying any existing youth groups, e.g. a football club. Here you identify youth with leadership qualities.
6. Those leaders may help identify and attract other youth.
7. Find a space for meetings.
8. Initiate a youth-to-youth approach to all activities with adults in the background. This will help you create trust.
9. Build capacity via life skills, leadership training and rights awareness to make the youth vocal.
10. Some youth will come forward unabashedly and the others will automatically look to these youth, so outspoken people can talk on behalf of everyone.
11. Support the youth if there are any problems. Also help consider whether the approach is satisfactory. In addition to providing suggestions, help plan and address issues.
12. It is important to monitor and evaluate the outcome of activities concurrently. Shift direction if needed. Keep your eyes open, be flexible and have a plan B.
13. Ensure that the Community Watch Group is active at all times to work in supporting the youth. Influential locals can help solve most local problems.
14. Remain aware of what is going on in the youth group at all times to ensure that the youth are kept busy and not stuck with a problem they cannot solve. Otherwise the youth may drop out of the group.

Partner organisation staff, Bangladesh

5. Access to information

If there is a public library, a school library or libraries for other civil society organisations in your community help create access to them. You can also help the youth establish a youth group library with relevant materials. Books can be collected from educational institutions, civil society organisations, local administrations and generous people in the community.

Make print-outs available of relevant reports from the authorities and civil society and of the UN Convention on the Rights of the Child in your own language and labour laws and policies, including the minimum wages for specific kinds of work for specific age groups, youth policies, education policies and other relevant materials. Also direct youth groups members towards relevant radio and TV programmes, community meetings and other events.

Then invite resource persons who can share their knowledge with the youth on issues they want to learn more about.

If you have access to the internet, introduce the youth to relevant web pages, Google, Facebook, Twitter and other social networks. Help them search on their own till they feel confident. Agree on certain hours where group members are allowed to use the computer.

6. Formal and non-formal structures

Non-formal structures establish themselves, but formal structures require more official processes for them to take shape. The following example from Bangladesh shows how a partner organisation formed a new youth group using fairly fixed structures:

6.1 Example: Forming a new youth group in Bangladesh using fairly formal structures

1. If there is no existing youth group in an area the implementing partner organisation may decide on the initial aim or reason why a youth group should be established. It depends on the area and the context, but the initial aim or reason should preferably be something with quick results so the youth understand the value of being united and working in a team. Quick results also increase community support.
2. New goals may be suggested by youth group members. The facilitator asks who is interested in them. The goal is ultimately decided by the majority. Do not push the youth, only facilitate. The goal should be their idea. This process increases the youth's ability to take decisions in a democratic process.
3. Form a group with the youth interested in working to reach the goal.
4. The group should practice its analytical skills by defining the main problems and gaps to increase the likelihood of success.
5. Then the youth have to learn and practice various suitable social and civic skills to solve those problems.
6. Incorporate entertaining activities so the process does not become too boring or serious.
7. To ensure that people are engaged according to their own interests, and to make certain that everybody learns as much as possible a certain division of responsibilities within the group will be needed. This can be done by having various committees or sub-groups.
8. Establish sub-groups according to interests. One of these groups should focus on monitoring to ensure that the aims are achieved and followed up. These sub-groups also usually need adult facilitation, especially in groups with youth who are engaged in social and civic empowerment activities for the first time.

Examples of sub-groups according to interests are, but not limited to:

- **Monitoring.** This one is a must. Otherwise the youth group members will not know the results of their activities. The monitoring group also has to ensure that needed follow-up happens. Youth who are familiar with monitoring are often very critical and good at organising and analysing.
- **Networking** to ensure that links are established locally to relevant adult and youth organisations, but perhaps also regionally and nationally. The ability to network is an important employability and advocacy skill.
- **Media** are important because engagement of positive-minded journalists help youth achieve their goals. Engagement with media and monitoring of media also facilitates the youth's critical and analytical skills.
- **Cultural activities** are often a part of youth-friendly advocacy and communication tools. When youth engage in them, they build important life skills such as self-esteem, self-confidence, overcoming shyness, creativity, team building, planning, leadership and the ability to create and spread messages in different ways according to the target group. But cultural activities can also just be for relaxation and fun.
- **Peer training group.** Training sessions can easily be carried out by peers who have participated in training of trainers' modules. Having youth train other youth is fun, less expensive than hiring someone from the outside and often has a greater impact since youth tend to listen more to other youth than to adults. Finally, having training skills is great self-empowerment.
- **Job placement committees** communicate and network with employers and with the youth searching for jobs.

Each group and sub-group should be organised according to the youths' needs and requirements, but facilitators probably have to assist the process and come up with suggestions if the youth have never been organised before.

7. Creating an enabling environment in the local community

7.1 Methods

When they begin a new project in a new area, many organisations go from door to door to establish initial contact with youth and their parents. Organisations also usually map existing youth groups to avoid overlap and to establish cooperation.

They subsequently invite people to parents' meetings and encourage parental participation in activities, sports and games, in addition to providing parenting education and motivation. Motivating arguments for letting their youth participate are, for example that there will be less fighting at home when youth learn to take responsibility for others and to talk politely. When they are members of youth groups, youth are much safer than on the street and they learn how to become good future leaders.

Potential members of a Community Watch Group, Market Committees and youth volunteer groups also have to be sought out personally and to be convinced and motivated to join by taking the what's-in-it-for-me factor into consideration.

Community Watch Groups who were consulted during the course of the research done to make this toolkit explained that their main motivation for becoming members was that they should do it for society, that everybody needed to make an effort in order for society to make progress and that they were educated, which meant they had a responsibility.

The number of regular meetings in the Community Watch Group, Market Committees and youth volunteer groups depends on the project and the context. In some places they meet monthly or every three months. Emergency meetings can also be organised if necessary. The main issue is to ensure continuous engagement. All groups need continuous follow-up to ensure that they remain active.

The creation of a strong watch group takes time, especially if your organisation is new to the area, if the community is very different culturally from the facilitator's and your organisation's, or if the community has already been exposed to civil society organisations that failed to do good for the community.

If your organisation already has developed methods to create community support in your context you may of course apply these.

7.2 Example: Creating a Community Watch Group in Bangladesh

1. Civil society organisation staff initially went to the headmaster of the local school to invite him to a meeting. During the meeting the organisation talked about the purpose of the group.

2. Meetings with teachers followed.



>>> 7.2 Example:

3. Teachers selected representatives.

4. Subsequent parent meetings led to the selection of parent representatives based on the criteria that they had to be vocal and articulate.

5. Employers also were invited to meetings and they selected their own representatives.

6. The same applied to youth group members.

7. The organisation sought out influential religious leaders, members of the Market Committee and other employers' associations, local leaders and representatives of local authorities. The most positive-minded individuals were invited to become members of the Community Watch Group along with representatives from the youth group, parents, teachers and employers.

8. Orientation meetings for the Community Watch Group were organised to ensure that the mind-set and understanding of the members' role were consistent for all watch group members.

8. Adult support and facilitation

8.1 Tools and methods: How to become a facilitator

There are different ways of improving your facilitation skills. For example:

Learning by doing. You can practice basic facilitation skills at home and with your friends. For example, if you are in a group where a couple of people are dominating the conversation wait for a pause and then, in a friendly way, invite a quiet group member to talk. For instance, “Lily, what do you think about this issue?”

Networking is a way of sharing experiences with and learning from others. Meet regularly with other facilitators who work with youth. Start by letting people explain what they are doing at present, move on to address issues and problems experienced by the participants and then brainstorm about solutions.

Observing other facilitators at work or when you attend workshops may help you become a better facilitator. Keep yourself firmly focused on the processes the facilitator applies rather than getting involved in the content of the workshop or work. Try observing different kinds of meetings. Watch the chairperson and the participants. Who speaks and when? What happens when someone speaks and no one takes any notice?

Posting an experienced facilitator with a new facilitator and vice versa for a week or two may make much more sense than having formal training sessions, workshops, briefings, lectures and study trips. When you work with another facilitator for a week or two you gain in-depth knowledge about the subtle adjustments in facilitation that make activities fruitful.

Reading and researching can provide you with a theoretical background. If you have internet access, you can find materials on search engines like www.google.com. If you also have the funds and a credit card to purchase materials, a search for ‘facilitation’ on, for example the website www.amazon.com will produce a list of the latest publications. Otherwise, many organisations in your country have materials on facilitation you can borrow or copy.

Shadowing or being a trainee with experienced facilitators and co-facilitating teach you the techniques of facilitation.

Study trips to similar projects and programmes may provide facilitators with new ideas and energy. The visits have to be well prepared with a very clear objective, as is the case for plans for what facilitators are supposed to learn and achieve during their visit. Otherwise the facilitators may not understand the value of the study trip.

Training workshop participation is an easy way to learn the basics of facilitation. Good training should give you experience in facilitating groups similar to your own and allow you to learn by observing others in action. Usually there is some supervision and guidance by an experienced facilitator and you receive feedback from the facilitator and the other participants. Some new facilitators, however, find it difficult to apply knowledge garnered from courses in their everyday lives.

8.2 Tips for recruitment of facilitators

A facilitator is not just any adult who needs a job. Anyone who wants to become a facilitator should be very aware that it does not involve becoming a teacher or a supervisor. This is important to consider already in the hiring situation. Thus the recruitment committee should focus on certain issues when selecting adult facilitators, who should:

- Preferably have the equivalent of a high school diploma. This may not be possible, however; in rural areas, where ten years of education, or in rare cases, eight are permissible.
- Have a positive attitude.
- Mix well with youth, be open-minded and also be friendly with youth because they become part of the youths’ lives. They have to go to their houses, use their toilets and share meals, which is why this is very important.
- Be willing to step into the background, let the youth take the lead and provide support when necessary and in keeping with the youth’s own demands.
- Be very culturally conscious and sensitive and able to communicate in appropriate language understood by the community, to dress

according to local traditions and to be inclusive of all religions and cultural traditions.

- Be willing to participate in capacity building that may lead to behaviour change and to touch upon topics that are taboo in the community.
- Be willing to work outside official work hours since this is when youth are available.

8.3 Tips for good facilitation

Be prepared. Know the people you are facilitating, their context and expectations. Bring at least one game to use as an ice breaker if people do not automatically begin speaking to each other. Type in “ice breakers” on the internet to find plenty of examples, but most training manuals developed by Save the Children and partner organisations also have them.

- Explain, explain and explain again until everybody understands.
- Be attentive at all times.
- Be flexible. Do not stick to your own plans and ideas if something better comes up.
- Honour each person; do not use them by taking just what is wanted for the purpose of the activity.
- Learn about each individual's strengths through discussion and observations.
- Have fun. A sense of humour always makes things work more smoothly.
- Do not force unwilling people to participate, instead ask for their opinions, provide choices and offer increased responsibility. Try to find out why they do not want to get involved and how the context could be changed to make it more appealing.
- Seek agreement. If agreement is not possible, it is also okay to agree to disagree.
- Use open-ended questions like, “Can you tell me the story so far?” because closed-ended questions like, “Do you understand?” only require a plain yes or no answer and may make people feel awkward about admitting, for example that they do not understand. A suggestion like, “Please let me know if you want me to clarify something. You may ask any time” is more open and more likely to generate a response. Remember to count to ten and allow people some time to think before you continue.
- Make suggestions and use examples, cases and storytelling when you explain issues that appear to be difficult to understand.
- Actively listen to responses. Listen more than you talk and ask what issues people are concerned about instead of making assumptions.
- Choose a variety of tools for facilitation since different people think in different ways and therefore need to be stimulated differently.
- Be culturally sensitive.
- Try to solve conflicts as soon as they arise.
- Invite feedback.
- Acknowledge ideas and contributions.
- Always give feedback on the spot and inform people how their ideas will be taken into account and why – or why not. An immediate response is important for most people, even if they do not dare to ask for one.
- Encourage dialogue. If one person tends to speak a lot, ask the others what they think about what the person said. You can also tell people that now it is someone else's turn to talk and that they of course can have the chance to talk again later.
- Never discriminate. When you get to know a group of youth, you will often feel more attached to one or two of them. Feelings like this are human, but you should never let it show that you like some youth more than others. You should also avoid praising one youth's beauty, talent or intelligence in front of the rest of the group. Discrimination may at best make the other youth feel inferior. At worst it may create jealousy and cause division in the group.
- Be realistic; everything takes time.
- If you do not know the answer, say so. When in doubt, check it out.
- Be yourself.
- Never hit, threaten or use abusive language.
- Maintain confidentiality. Never disclose a person's personal story to others unless the person has asked you to do so.
- Facilitate closure by summing up the day's decisions and the way forward.





8.4 Tip: Facilitator-youth ratio

There must be a certain facilitator-youth ratio to ensure proper facilitation, especially at the beginning of a project.

Example ratios:

- Two adult facilitators for 60 youth in two shifts in the initial stages. Over time, one facilitator is enough.
- One adult facilitator and one youth facilitator for 20-25 youth.

9. Mitigation of risks

9.1 Tools and methods

The presence of openness and transparency in everything you help youth engage in will reduce risks considerably and helps battle the stigmatisation of outspoken youth.

Let the community visit the youth groups and provide them with roles to play. An employer who threatens to sack his youth labourers if they do not stop their youth group activities, for example could be invited to speak at a gathering. A sceptical parent could be turned into a guest of honour in the group. Most people soften when you pay special attention to them.

Often, demonstrating proof of the successes and presenting the obvious benefits for the whole family convince people of the value of groups. If, for instance the youth can show that their activities have led to an increase in income, most parents are willing to give it a try.

Ethnicity or belonging to especially marginalised groups may be a reason for exclusion and discrimination in some areas. Here the Community Watch Group and adult facilitators also play a central role in ensuring equal access for everyone. When the group is well founded and the members are empowered, such problems will normally disappear.

9.2 Tip: Languages may discriminate and words may have negative connotations

In many languages gender-specific terms are deeply ingrained in the way people speak and people often tend to use the male form of the word only, such as “he” instead of “he or she.” In Bangladesh, for example a male adolescent is a “kishor” and a female adolescent is a “kishori.”

Gender-specific words describing youth that have negative connotations also exist in Bangladesh because they often are used by the at times violent youth wing of political parties.

By using the gender-neutral and positively perceived term “shishu” for “child” instead, Bangladeshi partner organisations and groups avoid gender-specific words and alleged political affiliations.

This choice is based on the argument that the UN Convention on the Rights of the Child covers all children and youth till the age of 18. Since the youth have no convention of their own and since Save the Children’s work is based on the UN Convention on the Rights of the Child, many partner organisations in Bangladesh use the term “shishu”, also for youth up to the age of 25.

Chapter 3:

Building social and civic empowerment skills and knowledge



Photo: Lotte Ladegaard

I. Social empowerment skills and knowledge

Social empowerment skills and knowledge may be gained in a number of ways. Life skills, for example may be taught via training workshops. Many organisations have specialised life skills modules that can be adapted to youth and to your specific context. Ask around, or if you have internet access, try to Google “life skills youth.” The internet is rich in life skills resources. A number of exercises are also included in this chapter and elsewhere in the toolkit.

Life skills have to be practiced continuously in everyday life to become naturally ingrained in people’s behaviour and they may be learned through explanations, exercises, games, experience and practice in youth groups.

Self-confidence, creativity and many other life skills can, for instance be built through cultural activities such as role plays, singing, drawing, games and sports. Talking in groups and in public, engaging in surveys, monitoring and advocacy also help youth build life skills and leadership skills.

All these activities also help youth broaden their knowledge and adapt their attitudes. The same applies to guest lectures by entrepreneurs, field visits and exchange visits with other youth.

Youth groups are safe spaces for youth to build and practice their social skills. The exercises and games included in this chapter may be used directly in your everyday group activities or they may act as inspiration for how you can assist youth in building and practicing important social

empowerment skills and knowledge. They may even be used for developing your own training module, as illustrated in Section 1.1.

Before using these exercises in your youth group, consider testing them on your own co-facilitators. You will all benefit from practicing these social empowerment skills and from gaining knowledge. Prior testing will also make it easier for you to facilitate the exercises and continued learning in the group.

1.1 Sample training module – social and civic empowerment skills

Aim: To learn, practice and understand the importance of social and civic empowerment skills

Participants: Up to 30

Age: 12 and up

Duration: 5 days

Note to facilitator: It is possible to work out your own one-week training module for youth by combining the background information in *Part one* of this toolkit with the exercises and games in *Part two*. This can be done in many different ways. The simplest way is probably to use the suggestions here.

The training does not have to be conducted within the same week if that's inconvenient for the participants. It can be done one day at a time, for example every Saturday for a month if the youth are off work and school.

Feel free to include small games and entertainment several times a day. Songs, stories, physical movement or just about anything can be used. Depending on how early or how late you have lunch, you might want to also include a snack break in the morning.

Day 1

1. From *Part one, Chapter three*: Write the definition of 'life skills' and the three categories of skills on a flip chart or poster paper. Read the definition carefully until you understand what it means.

2. Keep the posters hidden till later.
3. Welcome everybody and introduce the day's programme.
4. Ask participants if they know what life skills are. Allow time to reflect. Then encourage discussion and questions.
5. Put the definition and categories on the wall. Read them aloud, explain and encourage questions.
6. Sum up by providing a summary of *Part one, Chapter 3, Life skills*. Provide examples from the table in *Section 1.1 Life skills in Part one, Chapter 3*. Repeat that many of these life skills are overlapping so remembering exactly what is what is not really important.
7. Have a lunch break – provide lunch for everyone.
8. Tell the participants that you will now start exercising and practicing some important life skills.
9. Do *Exercise 1.2: Setting personal goals*.
10. Have a snack break.
11. Do *Exercise 1.3: Building self-esteem*.
12. Wind up the day by talking about the next day's programme. Encourage questions and feedback.

Day 2

1. Ahead of the training get hold of a ball or make one out of cloth or paper.
2. Welcome everybody back.

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3. Ask everyone to stand in a circle. Tell them that you will throw the ball to one person. This person must mention one thing that he or she remembers from the previous session. Then this person throws the ball to someone else, who will have to mention something else remembered from yesterday. No one can have the ball twice and no one can mention the same thing. Continue till everybody has had the ball.
4. Do *Exercise 1.4: Mood greetings*.
5. Do *Exercise 1.5: Practicing interpersonal skills*.
6. Have a lunch break – provide lunch for everyone.
7. Do *Exercise 1.6: Listening makes you a better communicator*.
8. Have a snack break.
9. Do *Exercise 1.7: Game: Listening, concentration and passing on messages*.
10. Wind up the day by talking about the next day's programme. Encourage questions and feedback.

Day 3

1. Welcome everybody and introduce the day's programme.
2. Ask participants if they know what rights are. Allow time to reflect. Then encourage discussion and questions.
3. Sum up by providing a summary of *Part one, Chapter three, Knowledge about rights, options and responsibilities*.
4. Do *Exercise 1.8: Multiple-choice on child rights*.
5. Have a lunch break – provide lunch for everyone.
6. Do *Exercise 1.9: Translating the UN Convention on the Rights of the Child into youth-friendly language*. Include a snack break during this exercise.
7. Wind up the day by talking about the next day's programme. Encourage questions and feedback.

Day 4

1. Welcome everybody and introduce the day's programme.
2. Ask everyone to go to the flip chart, black or whiteboard and write one right children have. When everyone is seated again, go through the suggestions and discuss if these are the rights children and youth have. Also ask if some rights have been forgotten. Encourage discussion and questions.
3. Ask the participants if they know what participation is. Allow time to reflect. Then encourage discussion and questions.
4. Do *Exercise 1.10: Why participation?*
5. Have a lunch break – provide lunch for everyone.
6. Provide a summary of the text in *Part one, Chapter three, Section 2. Civic empowerment skills*.
7. Do *Exercise 2.1: Exercise for adults and children: Rights holders and duty bearers*.
8. Wind up the day by talking about the next day's programme. Encourage questions and feedback.

Day 5

1. Welcome everybody and introduce the day's programme.
2. Ask participants if they know what democracy is. Allow time to reflect. Then encourage discussion and questions.
3. Provide a summary of the text in *Part one, Knowledge about democracy*.
4. Do *Exercise 2.2: What is democracy?*
5. Have a lunch break – provide lunch for everyone.
6. Do *Exercise 2.3: Non-discrimination*.
7. Prepare simple evaluation formats ahead of time. Look for inspiration in *Chapter 6: Youth communicating and sharing knowledge, 1.3 Facilitator's manual, part 8 and part 16*.
8. Wind up and encourage final questions, suggestions and clarifications.

1.2 Exercise: Setting personal goals

Aim: To learn to set and reach personal goals

Participants: Up to 30

Age: 12 and up

Duration: 1.5 hours the first day. A half hour of follow-up 2-3 times during subsequent group meetings or in subsequent days if used during a training session.

Ask: We are going to practice setting personal goals. What does setting a goal mean?

Provide time for discussion, then **ask:** Why would you want to set personal goals?

Explain: Setting personal goals is very important because when you set goals you may achieve more in life. Many people find it hard to set goals and to achieve the goals they actually set. Setting and reaching goals requires lots of discipline and motivation. But you can practice by setting smaller goals that can be more easily achieved step by step. Then, you will experience the pleasure of reaching your goals and this may encourage you to set bigger goals.

Step-by-step instructions:

1. Everyone take a piece of paper and a pen.
2. Put your foot on the paper.
3. Draw the contour of your foot.
4. Do the same with your other foot.
5. Write an easy goal on the first footprint. Provide examples if the youth do not understand. For example a shy person might decide to talk or sing in front of everyone at least once during the week. Or some-

one who is looking for a job might decide to visit at least one employer during the week to hear if any jobs are available. Or maybe something is broken in your home and you decide to repair it tomorrow.

6. When you reach the goal colour the footprint. If the goal is only partially achieved, colour only part of the foot. Colour in the rest when the goal is fully achieved. This may take some days.
7. Then write another goal on the other footprint. When you reach the goal colour the footprint. If the goal is only partially achieved, colour only part of the foot. Colour the rest when the goal is fully achieved.
8. When everybody's footprints have been coloured, clap and praise them.
9. Ask them about what feelings achieving the goals provoked in them.
10. Discuss the challenges and the satisfactions you may have met along the way.

Explain: Now you have practiced setting minor goals and you know how good it feels when you actually achieve these little goals. Now imagine daring to set bigger goals that you end up achieving – how good do you think you will feel then? Achieving goals is good for your personal development in life, but it also helps you develop self-esteem.

Permit a few responses and wind up by praising everyone for their achievements. Suggest that they also use the footstep exercise at home to set more minor goals initially but maybe also bigger goals over time.

1.3 Exercise: Building self-esteem

Aim: To build self-esteem

Participants: Up to 30

Age: 12 and up

Duration: One hour the first day and one hour of follow up

Distribute small boxes, such as old match boxes, to everyone in the group. The youth can also make boxes out of paper themselves. You can also use envelopes, or fold your own, instead of small boxes.

Explain: These small boxes (or envelopes) are personal treasure chests. Each time you receive a compliment, achieve a goal, learn something new, master a new skill, do something you are proud of or that makes you feel good, write a little note. Put it in your personal treasure chest.

Encourage the youth to write the first note and put it in the box. If someone wants to share their note, let them do so to ensure that the exercise is well understood.

Explain: You are welcome to share your notes the next time you meet if desired. No one is obliged to share, though.

Next meeting: Let those who wish to share some of their small notes do so. Also encourage the youth to share how they feel about this exercise.

When the youth mention that they feel, for example proud, happy or surprised, **explain:**

These emotions are leading to important life skills. By feeling good about something you have done or experienced, you build self-esteem and self-confidence. If you continue this little exercise on your own in the future you may build even greater self-esteem and self-confidence.

1.4 Exercise: Mood greetings

Aim: To raise awareness about how a person's mood and emotional state of mind influence initial contact and communication with another person

Participants: Up to 30

Age: 12 and up

Duration: 15-20 minutes

Note to facilitator: Prepare one small slip of paper for each participant with one mood written on it, such as: happy, sad, angry, worried and concerned. The slips of paper have to be prepared in advance. Ensure there are enough slips with moods for all participants.

Instructions: Give a slip of paper with a mood written on it to each participant. Explain that for the next five minutes the participants have to walk around the room and greet each other in the manner culturally appropriate to the context and in keeping with the mood stated on their slip of paper.

They should also exchange a few words on their well-being, for example: "Hello, how are you?", "Hi, I'm worried about my mother, who is ill." After this short exchange they should find someone else to greet and repeat the process.

After five minutes invite the participants to sit in a circle or semi-circle so they can all see each other.

Ask the participants how it felt to do this greeting activity, and what they noticed. If they do not mention it themselves, highlight that our moods influence both how we feel when we communicate with others and how others react to us when we meet them.

*Adapted from Save the Children's
Psychological First Aid Training Manual
for Child Practitioners
2013*

1.5 Exercise: Practicing interpersonal skills

Aim: To learn and understand the value of interpersonal skills

Participants: Up to 30

Age: 12 and up

Duration: 1 hour

Explain: Interpersonal skills consist of communication skills, listening skills, giving and receiving feedback, empathy, conflict management, negotiation and refusal skills and cooperation and teamwork. These skills are very important in any relationship, for example friendships, with family and at workplaces.

Instructions: Everyone write your response to the following questions on two different pieces of paper:

- What behaviour in another person makes you feel bad when you talk to that person?

- What personal qualities does your best friend possess?

While the youth are busy writing, prepare two posters: Write a large BAD on one and a large GOOD on the other.

Explain: Please put each of your papers with behaviours that make you feel bad on the poster marked BAD and the positive personal qualities of your best friend on the poster marked GOOD. Read them aloud.

Ask: What do you think when you look at these two lists?

Encourage discussion. Then **wind up** by suggesting that the youth practice the good qualities from now on and that they stop exhibiting behaviour that makes others feel bad.

1.6 Exercise: Listening makes you a better communicator

Aim: To learn and practice active listening

Participants: Up to 30

Age: 12 and up

Duration: 2 hours

Note to facilitator: This exercise should be done in a spacious, quiet and undisturbed environment. Preferably the youth should complete *1.5 Exercise: Practicing interpersonal skills* prior to this exercise.

This exercise may sometimes provoke strong reactions so you have to watch out for this and make sure to follow-up afterwards if one or more participants appear upset or sad.

Ask: We are going to do an exercise on listening skills. Why are listening skills important?

Allow time to discuss and then **ask:** When we listen, do we only listen to what people say with their mouths and with their words?

Allow time to discuss and then **explain:** We of course talk with words, but we also talk with our bodies. If you tell a friend that you are very happy, but you have a sad, soft voice, are huddled up and turn your eyes away, your friend would normally know that your words are not telling the whole truth. This is why listening to both body language and the voice is important.

Explain: We are now going to practice listening to words and body language. Listening exercises can help you improve your listening skills. Possessing good listening skills allows you to connect better with others.

Find a quiet place and sit face to face with a partner. Take turns to practice so you both can learn and appreciate how the exercises affect the role of the speaker and the listener.

Everything that anyone says must remain confidential because some of you may decide to confide personal stories to your listening partner during this exercise.

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Explain, demonstrate and then practice

each of the following three parts one at a time with the same partner:

Part 1: Face-to-face repeat

Partner A makes a short, one-sentence statement. Partner B then repeats it word for word. If partner B is unable to repeat it word for word, partner A should use a shorter sentence until partner B can repeat it word for word.

Now the partners should switch roles and do the 'repeat' exercise again.

Consider this a warm up to prepare for parts 2 and 3.

Part 2: Face-to-face paraphrase

Paraphrasing is when you restate something in different words, often to clarify the meaning. Sit face to face with someone else. Partner A makes a short statement that partner B listens to and paraphrase back. Partner B, however, must rearrange the words or substitute with new words when repeating the statement. Partner B is allowed to ask partner A if the message being conveyed is the same. Partner B can also ask partner A if the repeat was a paraphrase or too identical. If partner A says that partner B is just repeating the statement, partner B should make a strong effort to move words around and replace them with similar words until successfully able to paraphrase partner A's statement.

Take turns and practice this exercise until both partners feel they are good at paraphrasing a message.

Part 3: Face-to-face reflect

This exercise requires complete concentration. The two partners sit face to face. First partner B observes the facial expression, mood and gaze of partner A. Then partner B asks partner A to tell a short story that partner B is to listen to, understand, think about and reflect back to partner A. Partner B must reflect the mood and the body language displayed by partner A, in addition to using his or her own words.

Partner B asks partner A if the story has been reflected correctly. Partner B also asks if partner A's feelings and mood were captured correctly. Successful completion of this exercise occurs when partner B's reflective listening makes partner A feel listened to and understood.

Switch roles and do the 'reflect' exercise again.

Ask the participants in plenary what they learned from the exercise. Encourage them to share the feelings evoked during the exercise.

Wind up by explaining that being able to listen actively makes people feel seen, heard, taken seriously and therefore important. Really listening is perhaps THE most important part of any relationship. Practicing active listening can solve many problems. You'll feel much more at ease and you'll discover that everyone in the entire group is more active because space is given to not only those who shout the loudest but also to quieter people. Let's practice good listening skills from now on.

1.7 Game: Listening, concentrating and passing on messages

Aim: To learn and understand the importance of paying attention to what is being said and to pass on what is being said carefully and without mistakes

Participants: 8-18; divide into two groups if there are more

Age: 12 and up

Duration: 5-10 minutes

Explain rules and play the game:

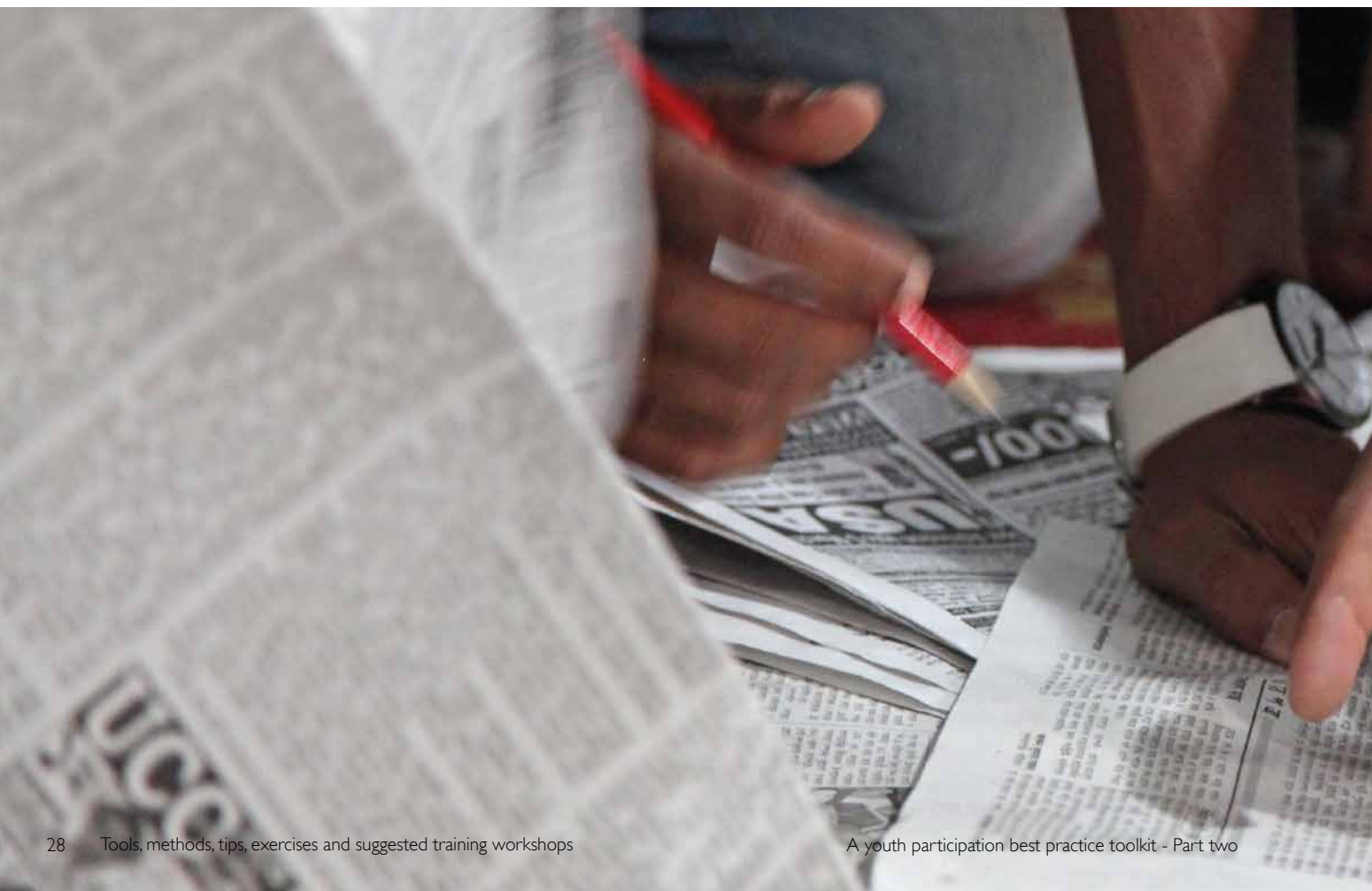
1. Sit in a circle.
2. Select or elect a captain.
3. The captain silently thinks up a statement.
4. The captain whispers the statement to the person to the right.
5. This person whispers that statement to the next person in the circle and so on until everyone has heard it. Clarification is not permitted.

6. The captain asks the youth, one at a time, what they heard.
7. Those who misunderstood are out of the game.
8. Start the game again with a new captain and a new statement.
9. The winner is the person who understood what was said in every round.

Ask: What did you learn from this game?

Sum up: The skills and benefits you may have gained from this game are:

- Attentiveness
- Listening skills
- Dissemination skills
- Understanding the value of passing on correct messages



1.8 Exercise: Multiple-choice on child rights

Aim: To test how much youth group members already know about child and youth rights

Participants: Up to 30

Age: 12 and up

Duration: 0.5 hours

Note to facilitator: This exercise may help you understand how much group members already know about the UN Convention on the Rights of the Child (UNCRC). If you are working in Africa, you may substitute with the African Youth Charter and adapt the questions. If you work in other parts of the world, you may substitute with similar important regional child and youth rights charters.

This exercise can be done in plenary or individually. If done individually then it will be more like a competition, while discussions in plenary work to generate food for thought.

Make a copy of the table on page 30 for everyone or write it on a flip chart, poster paper or black or whiteboard.

Let the youth do the exercise individually or facilitate a discussion about which answers are right in plenary.

Explain: Now we're going to test how much knowledge you possess about child rights, which also cover rights for youth up to the age of 18. You must select the single most suitable answer among the three options available for each of the six questions in the table.

When the table or discussion is complete, provide the correct responses:

1) An international treaty that recognises the human rights of children; 2) All children have the same rights; 3) Age 18; 4) 54; 5) All countries apart from the USA; and 6) Governments, non-governmental organisations, human rights advocates, lawyers, health specialists, social workers, educators, child development experts and religious leaders from all over the world.

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Photo: Lotte Ladegaard

Circle the best answer				
	Questions	Answers		
1	What is the UN Convention on the Rights of the Child?	A law allowing children to do exactly what they please	An international treaty that recognises the human rights of children	A law allowing parents to give birth to children
2	Do all children all over the world have the same rights?	All children have the same rights	No, children in rich countries have more rights	Rich children in your country have more rights than poor children in your country
3	A child means every human being below a certain age. What is that age?	Age 16	Age 18	Age 10
4	How many articles are there in the UN Convention on the Rights of the Child?	43	52	54
5	How many countries have ratified the UN Convention on the Rights of the Child till date?	All countries in the world	All countries apart from Rwanda, DR Congo and Burundi	All countries apart from the USA
6	Who wrote the UN Convention on the Rights of the Child?	All the rich countries	Governments, non-governmental organisations, human rights advocates, lawyers, health specialists, social workers, educators, child development experts and religious leaders from all over the world	USA

1.9 Exercise: Translating the UN Convention on the Rights of the Child into youth-friendly language

Aim: To develop a thorough understanding of the UN Convention on the Rights of the Child

Participants: Up to 30

Age: 12 and up, preferable to include adult staff as well

Duration: 3 hours

Note to facilitator: The UN Convention on the Rights of the Child (UNCRC) has been translated into many languages. Try to find the convention in your own language by asking colleagues or by searching the internet. Otherwise make sure there are participants who know the language version being used.

Divide participants into groups, with a mixture of adults and youth in each group. At least one person must be able to read and translate fairly complicated English, French, Spanish, Portuguese, Arabic or whatever other language versions you have available.

Distribute a number of convention articles to every group. Every article from 1-41 must be covered by at least one group.

Tell the groups to read the original articles aloud one by one and to discuss the articles to make sure that everyone understands them. Encourage discussion and questions.

Ask each group to translate their articles into youth-friendly, local language and to write the translations on a flip chart paper or poster paper.

Hang all the posters on the walls so they are visible to everyone.

Ask the participants to read the texts on the posters out loud and allow for discussion, clarification and any corrections.

Leave the posters hanging on the walls.

1.10 Exercise: Why participation?

Aim: To understand why youth must participate

Participants: Up to 30

Age: 12 and up, preferable to include adult staff as well

Duration: 2 hours

Note to facilitator: This is a continuation of *Exercise 1.9* and should be done either shortly after it or be used with groups of youth and adults who are already acquainted with the principles and the articles of the UN Convention on the Rights of the Child.

Divide the participants into groups of five.

Have the groups go through the UN Convention on the Rights of the Child and find all the articles from 1-41 that in some way involve child participation.

Let each group present its findings on flip charts.

Ask: Did anything surprise you during this exercise? Why or why not?

Sum up: As you can see participation is a very important cross-cutting issue that is an integral part of the convention. As a result, according to the convention, children and youth have a right to participate in all decisions regarding their own lives. They have a right to organise themselves, form associations and use their influence to change decisions that violate the rights of children and youth.



2. Civic empowerment skills

2.1 Exercise for adults and youth: Rights holders and duty bearers

Aim: To understand the rights based approach with duty bearers and rights holders

Participants: Up to 30

Age: 12 and up, preferable to include adult staff as well

Duration: 2-3 hours

Note to facilitator: This exercise must be done as an extension of the child rights exercises in *Section 1*. If the youth group has not yet done these exercises, it will be difficult for them to understand this exercise. Youth and adults will benefit from cooperating on this exercise. This is a core exercise that requires plenty of time to execute it.

Explain: Now you are going to learn more about our society and how you as members of society can claim your rights. It is a bit technical initially, but you will learn some key words in the language used when talking about rights. We are also going to do a role play to help you fully understand the technical parts in a fun way.

When we talk about child rights, we also talk about accountability, duty bearers and rights holders.

Ask: Do you know who duty bearers are?

Allow for time to reflect. If the participants start providing examples, note these on a flip chart. If there are no suggestions, provide a few examples. For example ask: Who's mainly responsible for taking care of children and youth? If the participants say parents, praise them. Mention a few examples, such as local government, headmasters and the police. Then let participants come up with more.

Explain: The UN Convention on the Rights of the Child underlines that states have many responsibilities towards their children and youth. This means that the state and all its offices and departments are especially responsible for fulfilling the rights of children and youth in your

country. But as you mentioned, many others also are responsible.

Ask: When we talk about rights, we also talk about rights holders. Who are rights holders?

Allow for plenty of time to reflect and discuss, then provide the following answer if participants are unable to come up with any: according to the UN Convention on the Rights of the Child children and youth are the right holders.

Explain: The UN Convention on the Rights of the Child defines children below the age of 18 as rights holders, while states are defined as duty bearers who have to fulfil the rights of all children without discrimination.

Governments, national and local authorities, public officials and service providers are duty bearers and children are rights holders.

When we talk about rights we also use another important word: accountability.

Ask: What does 'accountability' mean?

Allow for plenty of time to reflect and discuss.

Explain: Accountability means that all individuals, organisations and institutions have to account for their activities, money and property, and they have to take responsibility for these. They also have to disclose the results of their activities so that everyone can understand what they are doing and achieving – or not achieving. A key word connected to accountability is responsibility.

When we talk about child rights, there are various people, organisations and institutions that should be accountable to children and youth. These people, organisations and institutions must ensure that children and youth are able to find out what they are doing to ensure child rights and how they do it.

These people, organisations and institutions are all duty bearers because they have the

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duty to ensure that the rights of children and youth are fulfilled.

Ask: You may also have heard one more term that organisations often use: civil society. What does civil society mean?

Allow time for reflection and discussion.

Explain: The term civil society refers to civil society organisations. These are organisations that are present in public life and that work for the interests and values of their members and others. Civil society organisations may be community groups, non-governmental organisations (NGOs), labour unions, indigenous groups, charitable organisations, faith-based organisations, professional associations and foundations.

Let participants work in twos. Provide them with plenty of A5 paper.

Explain: On a separate sheet of paper for each example, write examples of duty bearers, rights holders and civil society representatives. Note that:

1. Duty bearers include individuals rather than institutions. For example: headmaster, doctor, police officer, mayor, president, prime minister
2. Rights holders include children and youth only
3. Civil society includes specific organisations. For example: a local church or mosque, Save the Children, local partner organisations, other organisations working in the area, common trade unions with offices in the area

Remember to take a new sheet of paper for each example.

Allow time for reflection and discussion. When participants are ready, ask them to hang all of the sheets of paper with rights holders on one side of the room, duty bearers on another and examples of civil society somewhere in between. If no one has mentioned the

president or prime minister as a duty bearer, add a sheet of paper with the official titles of these individuals.

Discuss the examples on the walls to make sure everyone understands the difference between the categories. Move papers to other categories, if necessary. Then divide the participants into three groups, assigning a group to stand in front of each category.

Instructions: Provide each group with masking tape and ask everyone to remove a sheet of paper from the wall and tape it to their chests. If no one picks the head of state, ask for a volunteer in the duty bearer group. Or ask the group to select or elect the head of state.

Duty bearers will include, for instance local high officials, such as the police or judges, depending on what participants have written.

Civil society will include representatives from local NGOs, the media, the teacher's association and from trade unions.

Rights holders will only include children and youth, who can be played by adults or youth.

Explain: Now you all have a role to play as either a duty bearer, rights holder or civil society. And you are very lucky, because yesterday it was announced that a mass hearing will be held today. Your head of state may even be coming. This is a unique chance to hold the duty bearers in your country accountable. The title of the hearing is "The status of child and youth rights in our area".

Instructions:

- The youth can now directly ask the government officials and the representatives of civil society questions relating to areas where the rights of children and youth are not fulfilled.
- The government officials and members of civil society can ask each other questions but they cannot make accusations against the youth or question them.

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- All questions should be asked boldly and with a clear voice.
- It is desirable to ask questions using 'why' or 'what', for example: 'Youth cannot find jobs. What do you intend to do about that?' or 'Employers are not treating youth labourers very well. Many jobs are dangerous. Why don't you enforce the laws?'
- Remember how duty bearers and civil society organisations typically act in your society. You are welcome to copy them – including good and bad behaviour. This will make the role play more fun.

The facilitator will play the role of the host for the hearing. Greet the head of state and other guests appropriately. Then invite the rights holders and civil society representatives to ask questions and raise concerns to the head of state and his or her cohorts. Rights holders are also allowed to ask questions or raise concerns to the civil society representatives.

Let the role play last about 15 minutes. Then announce that the head of state is busy and has to move on. Thank everybody for their participation in the mass hearing.

When seated again, start with the rights holders and ask each group the following questions:

1. What did you learn?
2. What was it like to play these roles?
3. Was anything surprising?

Tell the participants: As you have just experienced, everyone can play an individual role in claiming the rights of children and youth.

Ask: As a member of a youth group and civil society, what can you do to ensure the rights of children and youth?

Let the participants come up with suggestions and then wind up with the examples that are relevant in your context:

- Support the local government with knowledge about the rights of youth and children and the most vulnerable groups and youth in your area so the local government can provide social support and services accordingly.
- Monitor implementation of National Plans of Action for Children and Youth.
- Advocate adequate budget provision to implement schemes related to youth.
- Motivate people to improve the status of youth by undertaking various activities in any area of their choice, e.g. basic education, technical and vocational education and training, apprenticeships, jobs for youth, micro loans for micro enterprises and health services.
- Civil society organisations and youth groups can help sensitise key duty bearers such as parents, teachers, community leaders, medical practitioners and law enforcement officers about the rights of children and youth.
- Raise awareness amongst selected duty bearers, including representatives of local government and non-government organisations about issues concerning the rights of children and youth.
- Organise activities related to the rights of children and youth at grassroot level.
- Form and activate networks to advocate for amendment of laws or for taking necessary action on a particular issue.
- Civil society organisations and youth groups can work as pressure groups to monitor the implementation of policies, programmes and schemes to actualise child rights.



Photo: Lotte Ladegaard

2.2 Exercise:

What is democracy?

Aim: To understand the principles of democracy

Participants: Up to 30

Age: 12 years and up

Duration: 2 hours

Note to facilitator: If you use this exercise in a country that is sensitive to the idea of democracy, the exercise can be modified. Just because democracy is taboo, it does not mean that you should stop learning about it. You just have to deal with it in a very sensitive way so that you do not cause harm to the participants or yourself.

You should ensure that all discussions and this exercise take place in a closed environment where only the participants can hear what is being discussed. You should also ensure that all participants understand that they should maintain confidentiality.

Discuss problems of this nature and their solutions carefully with your colleagues before embarking on the topic.

Ask the participants what they think democracy is.

Let them brainstorm while you note key words on a flip chart, poster paper, black or whiteboard.

Then go through the list below and **explain** each element. In the process **ask** the participants to provide examples of each element:

Core elements of modern constitutional democracies include:

- **A constitution** that sets the institutional framework for democracy. It is also called the basic law or the fundamental law.
- **Human rights** are usually referred to in the constitution. Governments that have signed and ratified human rights conventions such as the UN Convention on the Rights of the
- Child are obligated to uphold the range of rights they have ratified, regardless of whether they are specifically referred to in the constitution. The Universal Declaration of Human Rights covers all people – children, youth and adults.
- **The equal legal status of all citizens:** All citizens are equally protected by the law through the principle of non-discrimination and are to fulfil their duties as defined by the law.
- **Universal suffrage:** This gives adult men and women the right to vote.
- **Citizens enjoy human rights that give access to participation.** This includes the freedom of the media from censorship and state control, the freedom of thought, expression and peaceful assembly, and the right of minorities and the political opposition to act freely.
- Individual citizens and groups may form **civil society organisations or join parties** to promote their interests or political objectives.
- **Parliament:** This body of elected representatives has the power to pass laws. If the majority in a parliamentary system shifts from one election to the next, a new government takes office. In presidential systems the head of government, the president, is elected separately by direct vote.
- **Majority rule:** The majority decides and the minority must accept the decision. However constitutions protect the rights and interests of minority groups.
- To prevent the power of force from turning into autocratic or dictatorial rule, all democratic systems include checks and balances. The classic model **divides state powers into legislative (parliament), executive (law enforcing agencies) and judicial (court of justice) branches.**
- **Temporary authority:** A further means of controlling power is by limiting the number of times someone can be re-elected. The

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President of the United States, for example must step down after two four-year terms.

On the flip chart, poster paper or black or whiteboard write the following while you **explain** all the principles again:

- A constitution
- Human rights
- Equal status
- Universal suffrage
- Participation
- Civil society organisations and parties
- Parliament
- Majority rule
- State powers divided into legislative, executive and judicial branches

Ask the participants:

1. Does democracy exist in your country?
(Consider not asking this if the issue is too sensitive to discuss in your country)
2. Do you have democracy in your group?

Let them discuss and provide examples. Then **ask**: What will you do to ensure democracy in the future:

1. In your country? (Consider not asking this if the issue is too sensitive to discuss in your country)
2. In your group?

Wind up by brainstorming about the way forward.

2.3 Exercise: Non-discrimination

Aim: To understand what discrimination is and why it should be avoided

Participants: Up to 30

Age: 12 years and up

Duration: 2-3 hours

Note to facilitator: This exercise comes from Save the Children and the Danish Institute for Human Rights' *Code of Action and Practice on HIV-related stigma and discrimination in Ethiopia*. Manuals with more exercises targeting different age groups are available on www.lotteladegaard.dk.

While these manuals are all on HIV-related stigma and discrimination, they can easily be adapted to other contexts by simply substituting 'HIV/AIDS' with the name of the group at risk of discrimination. One example is given in brackets in the exercise. If you use the exercise for other situations of discrimination, you also need to substitute the background information. Background information about certain topics is almost always available from organisations working with the topic, but also available on the internet.

Warning: Issues of discrimination are very taboo in some countries and cultures, and in some countries some matters of possible discrimination are directly or indirectly forbidden to talk about. In Rwanda, for example you are not allowed to mention different ethnic groups. This makes it very difficult to talk about ethnic discrimination.

In some Muslim countries the existence of HIV/AIDS and prostitution are denied even though these problems exist in most cultures, and the people affected by them most often experience severe discrimination. Homosexuality is also often sorely frowned upon.

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Just because a topic is taboo, it does not mean that you should stop dealing with it. The opposite is true. You just have to deal with it in a very sensitive way and perhaps find indirect ways of describing the problems so that you do not cause harm to the participants or yourself. You should also ensure that all discussions and this exercise take place in a closed environment where only the participants can hear what is being discussed. You should also ensure that all participants understand that they should maintain confidentiality.

Discuss problems of this nature and their solutions carefully with your colleagues before embarking on the topic.

Explain: A very important part of democracy is to ensure equality and inclusiveness for everyone regarding ethnicity, gender, religion, political affiliation, HIV/AIDS status and other issues which risk resulting in stigmatisation and discrimination.

Divide the youth into 2-4 groups. Ask them to spend five minutes discussing:

1. What are stigma and discrimination?

Then **ask** them to spend another five minutes discussing:

2. How do stigma and discrimination affect youth living with or who are affected by HIV and AIDS? [or because they belong to a minority ethnic group]

Then, **ask** them to spend another five minutes discussing:

3. Why do stigma and discrimination happen?

Have each group **present** the main points of their discussion verbally and allow the other groups to reflect.

Explain: Stigma is about the devaluation of an individual who is discredited because he or she or someone in the family is living with or suspected of living with HIV [or because

someone belongs to a minority ethnic group].

Stigma can lead to discrimination. Discrimination is any bias, exclusion or restriction against another human being because he or she, or someone in his or her family is living with, or suspected of living with, HIV [belongs to a minority ethnic group].

The main causes of stigma and discrimination are:

- Lack of knowledge of HIV transmission routes [lack of knowledge about other ethnic groups].
- Fear of acquiring HIV through contact with HIV-positive people [fear of other ethnic groups].
- Belief that people with HIV have behaved improperly and immorally and have contracted HIV as a result [belief that people from other ethnic groups are very different, living in different ways perceived to be improper and immorally wrong by the majority].

Ask: Do you all know how HIV is transmitted? [Do you all know how minority ethnic groups live?]

Allow for discussion and then explain that HIV can be transmitted from one HIV-positive person to another through: [or substitute with proper information about how the minority ethnic group is living]

- Blood (including menstrual blood)
- Semen
- Vaginal secretions
- Breast milk

Thus, activities that allow HIV transmission are:

- Sexual contact without a condom
- Direct contact with blood, including injection needles and blood transfusions
- Mother to baby before or during birth, or through breast milk

HIV does not transmit through:

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- Playing
- Eating together
- Talking together
- Sharing a cup
- Sleeping in the same room
- Walking together or other everyday activities
- Mosquito bites, saliva or sweat

For those living with HIV or AIDS [for those who belong to a minority ethnic group], stigma and discrimination cause many problems:

- People living with or affected by HIV and AIDS [people belonging to ethnic minority groups] may be prevented from accessing education, jobs, health and psychosocial services.
- Some people also experience violence, verbal, physical and sexual abuse, isolation, psychological distress and a lack of love, attention and affection and exclusion from social or religious gatherings, e.g. church ceremonies, coffee ceremonies, community meetings and games.
- Some children and youth drop out of school.
- Children and youth often face gossip, neglect, isolation and distress.

Ask: How do you think you can prevent stigma and discrimination?

Allow for discussion to generate ideas and then **explain** to participants that they can help prevent stigma and discrimination by:

- Being aware of what stigma and discrimination are and why it is good to confront it.
- Learning how to change behaviour with updated knowledge about how HIV transmission occurs in order not to fear catching the virus [or learn about other ethnic groups to understand that they are human beings just like you].
- Sharing your knowledge with your friends, family and community so that they will begin to reflect and even change their behaviour.
- Reporting all incidents of stigma and discrimination to your facilitator, teacher, headmaster, group, organisation or other relevant individuals who can take action.



Chapter 4:

Youth leading



Photo: Lotte Ladegaard

I. Building leadership skills

Many of the exercises listed in *Chapter three: Building social and civic empowerment skills and knowledge* are equally relevant for building leadership skills. Similar to life skills, leadership skills may be taught through formalised training workshops and they may be learned through everyday practice.

Youth groups are safe spaces for youth to practice and build their leadership skills. The exercises and games included in this chapter may act as inspiration for how you can assist youth in building important leadership skills. The exercises can be used directly in your everyday group activities.

1.1 Exercise: Leadership qualities

Aim: To understand, learn and practice good leadership

Participants: Up to 25

Age: 12 years and up

Duration: 1 hour

Explain: When you grow from childhood to youth and later into adulthood you are gradually becoming leaders of your own lives. Leadership is also practiced by your teachers, local leaders, youth group leaders and employers. This requires leadership skills. But what are leadership skills?

Ask for examples of leadership skills. Allow time for reflection. If no one comes up with any suggestions, provide a few examples from the list below. Write all suggestions on a flip chart, poster paper, black or whiteboard.

Explain: Members of youth groups in Bangladesh have made a list of some very important leadership qualities. In Bangladesh they have years of experience developing leadership qualities in youth. We are now going to understand and practice some of these qualities. Add qualities from the list below not mentioned by the youth.

While writing, **ask** the youth to explain what each quality entails.

- Honesty
- Respect for everyone's opinion
- Time management skills
- Ability to reach a compromise
- Techniques to explain difficult issues properly
- Ability to provide quick responses and make quick decisions when needed
- More knowledge than others
- Friendliness
- Selflessness
- Being responsible

- The will to be a leader, but without being autocratic

Ask: Are there any more leadership qualities you would like to add to the list? Allow for reflection and discussion. Other qualities to mention are e.g. giving space for participation and inclusiveness.

Explain: Now you now have to portray your own leadership style via role play.

Divide the participants into groups of five.

Ask each group to prepare a small role play where one is the leader exhibiting different leadership qualities and the rest act as youth group members.

After about 10 minutes of preparations each group will perform their role plays one at a time while the rest of the youth are the audience. After each role play ask the audience:

1. Which leadership qualities did you notice that the leader was practicing during this role play?
2. Could anything have been done differently by the leader?

When all of the groups have acted out their role play and have received feedback, **wind up by explaining:** Now you know more about leadership qualities and their importance. Try to observe your group leaders, local leaders, teachers and others to see and understand how they practice – or do not practice – leadership skills. You can learn from them and become a better leader by copying their good qualities and avoiding the approaches to leadership you dislike.

Note to facilitator: Repeating the exercise every now and then will help the youth to continue developing their leadership skills because they will continuously receive feedback from the other youth group members. They will also be reminded to practice the qualities in everyday life.

1.2. Exercise: Different leadership styles

Aim: To understand, learn and practice different leadership styles

Participants: Up to 25

Age: 12 years and up

Duration: 1-1.5 hours

Explain: Different leaders have different leadership styles and different ideas they emphasise. By becoming aware of different leadership styles you can refine your own leadership style and adjust it if your emphasis on certain aspects becomes too strong.

Ask for four volunteers. One volunteer plays the role of a group member who recently has missed meetings or arrived very late. The other three volunteers each play the role of different kinds of leaders.

To save time, provide the volunteers acting as leaders with personality traits to help them create their leadership personality. Suggested personality traits for a leader could be, but are not limited to:

- Practicing time management above anything else
- Strong preference for quick solutions
- Extreme friendliness
- Heavy emphasis on compromise
- Respecting everyone's opinion in any situation

Explain the situation to the group before the role playing begins. One group member who has missed meetings and arrived late for activities has also appeared to be very tired and sad. As a leader, what is a good way to approach the situation?

Allow the volunteers to have some time to think about their roles. Then gather the full group in a circle and place two chairs in the middle.

In turn, have each of the three different kinds of leaders show their way of approaching the team member.

After all three scenarios have been played out, **ask** the full group to comment on the different leadership approaches:

1. What worked well?
2. What could the leaders have done differently?
3. How would the ideal leader handle the situation?
4. Can a leadership style that is apparently extremely positive become negative if it is being overdone and not combined with other leadership styles?

Wind up by explaining: In this situation a good leader would normally sit down in a quiet, undisturbed place with the group member and ask what is happening in the group member's life. Together they can perhaps find a solution to the member's problems so the tardiness and absences stop occurring. But it has to be a balanced solution through balanced leadership.

Because: Even the most positive leadership style may become negative if the leader is unable to employ other strategies when necessary. If, for example a leader is always trying to compromise, it may affect the group's ability to move forward. A good leader sometimes has to take decisions which are not favoured by everyone if the group members simply cannot make a joint decision, even through voting.

A good leader also does not necessarily always respect all opinions forever. Imagine that some group members are against accepting youth who belong to a minority group, or young women, or youth with disabilities. The good leader will probably allow for some discussion hoping that the members will start remembering that inclusiveness and non-discrimination are an essential part of having rights. The leader may have to explain this and perhaps do some exercises to ensure space for everyone in the group.



1.3 Exercise: Creative thinking

Aim: To understand the importance of creative thinking

Participants: Up to 20

Age: 12 and up, can also be used for training adult facilitators and staff

Duration: 0.5-1 hour

Ahead of the exercise: The facilitator creates a small model or figure by drawing, using beads, LEGO or small stones. Collect five sets of identical material for four groups to make additional copies of the facilitator's model. The model has to be fairly intricate and difficult to copy. Place the model in a remote corner.

Divide the participants into four groups.

Each group selects a leader.

Explain to the participants that they have 10 minutes to replicate the model in the corner. There are only two rules:

1. The replications must be exact and the participants cannot move the model to their tables.
2. Only the team leaders are allowed to walk over to the model to examine it as many times as they like. The leader must then return to his or her group to communicate what must be done to make an exact copy of the model.

When the time is up, stop the groups from working and check how far they have gotten.

In plenary **ask:**

1. Was it difficult?
2. Why/why not?
3. What could you have done differently?

Allow for discussion and then explain: People frequently assume that if there is something they can do, you will tell them. This is a common mistake that people make everywhere. But in this game there were very few rules. Moving the model to your tables was not allowed and the leader was the only who could look at the model up close. This means that there was a multitude of things that were not forbidden.

You were not forbidden to ask questions, make drawings of the model or take a snapshot with the camera on your mobile phone, shout to your team or otherwise creatively try to accomplish the task.

Ask: Why didn't you apply any of these options?

Allow for discussion and then **sum up:** You did not really use any of these options because you were not told to do so. Instead of asking questions and subsequently learning or developing new methods, people tend to assume that if they are to do something, they will be told what to do. Good leadership, however, involves thinking creatively and not just following instructions. Good leaders explore beyond the instructions given and ask questions because this helps the whole group solve problems and move forward.

2. Individual and collective leadership

2.1 Exercise: Team building I

Aim: To team build

Participants: Up to 30

Age: 12 years and up

Duration: 0.5 hour

Note to facilitator: You need four balloons for each group.

Explain: This is a teambuilding exercise involving group collaboration and individual persistence.

Divide the participants into groups of five.

Ask the participants to stand with their groups, each group in a separate spot. Give each group a balloon and ask them to blow it up and tie it so that it remains inflated.

Explain: Your task in each group is to keep your balloon up in the air. It must not touch the ground.

Ask the groups to begin. After about a minute, give each group another balloon that is inflated and tied and tell them they have to simultaneously keep this one up in the air too.

Add the two remaining balloons that are also inflated and tied at one-minute intervals so that each group has four balloons to keep afloat at the same time.

End the activity and **ask** the participants to sit in a circle.

Ask: How did it feel to do this activity? Allow for reflection and discussion.

Wind up by explaining: While it was probably fun in the beginning when you only had one balloon to keep afloat, the task became gradually more difficult and challenging when you added more balloons. This is a bit like in our group. We are going to have lots of activities going on at the same time and if we do not support each other and we do not all participate in keeping everything afloat, it will become too difficult and annoying. We have to work as a team.



2.2 Exercise: Team building 2

Aim: To team build

Participants: Up to 30

Age: 12 years and up

Duration: 0.5 hour

Note to facilitator: You need two to three large blankets or sheets that people can stand on barefoot. The number of blankets or sheets depends on the number of participants. For every ten participants, you will need one sheet.

This activity involves close physical contact. Divide the participants into gender-based groups if this is more appropriate in your culture.

Explain: This exercise aims at stimulating communication and collaboration between the participants to show that all challenges can be overcome when we work together.

Divide the participants into groups of ten.

Put the sheets or blankets on the floor. Consider how big the sheet should be. Invite all the participants to take their shoes off and stand on the sheet. Each group should almost cover the whole sheet or blanket when they stand on it. If this is not the case, fold the sheet

in half. They should not have much room to move once everyone is standing on the sheet.

Explain that they now have to turn the sheet or blanket upside down. The floor around the sheet is toxic, which means they cannot leave the sheet or touch the floor.

Provide enough time to work out how to do this. If they get stuck, encourage them and tell them it can be done as long as the group cooperates. Tell them that it may take longer than they think, but that it is possible.

When the activity is over praise the participants, request them to sit in a circle and **ask:**

- Why was this activity difficult?
- How did you solve the challenge of turning the sheet over?
- Did someone take on a leadership role or did you all work it out together?
- What did you learn from the activity?

Wind up by explaining that this activity is a good reminder of how things may seem impossible at first, but that anything is possible with cooperation.

3. Access to information

Similar to the tools listed in *Section 5: Access to information* in *Chapter 2: Youth organising and mobilising*.

4. Adult support and facilitation

Please see *Section 8: Adult support and facilitation* in *Chapter 2: Youth organising and mobilising*.

Chapter 5:

Youth networking



Photo: Lotte Iden

I. Building networking skills

Like life skills and leadership skills, networking skills are usually part of a learning-by-doing process in, for example youth groups.

A number of exercises can help youth understand what networks are, how they work, how

they may be used and what it requires to be a member of a network.

The exercises in this chapter must be used in the order that they appear because they build on each other. You can also turn them into your own two-day training module.

1.1 Sample training module – networking skills

Aim: To help youth understand what networks are, how they work, how they may be used and what it requires to be a member of a network

Participants: Up to 30

Age: 12 years and up

Duration: Two days

Note to facilitator: You can make your own two-day training module for youth by combining the background information in *Part one* and *Part two* of this toolkit with the exercises in *Part two*. This can be done in many different ways. The simplest way is probably to use the suggestions here.

The training sessions do not have to be conducted within the same week if it is inconvenient for the youth. It can be done a day at a time or a half day at a time.

Feel free to include brief games and entertainment several times a day, for example songs, stories and physical movements. Consider including a snack break in the

morning depending on how early or how late lunch is eaten in your culture.

Day 1

1. Write the text from the box ‘What is a network?’ in *Part one, Chapter five: Youth networking* on a flip chart or poster paper. Read the question carefully so you understand what it means.
2. Keep the poster hidden until later.
3. Welcome everybody and introduce the day’s programme.
4. Ask the participants if they know what a network is. Allow time to reflect. Then encourage discussion and questions.
5. Put the question on the wall. Read aloud and explain.
6. Ask the participants why networking is important. Allow time to reflect. Then encourage discussion and questions.
7. Sum up by providing a summary of the introduction in *Part one, Chapter 5: Youth networking* and of *Section 2: The benefits of networking*. Encourage questions.

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8. Do *Exercise 1.2: How big is your network?*
9. Have a lunch break. Provide lunch for everyone.
10. Do *Exercise 2.1: Why should we network?*
11. Have a snack break.
12. Ask: What do you know about existing networks? Allow time to reflect. Then encourage discussion and questions.
13. Sum up by providing a summary of *Part one, Chapter 5, Section 3: Mapping and networking with peers, the community and services.*
14. Wind up the day by talking about the next day's programme. Encourage questions and feedback.

Day 2

1. Ahead of the training, get hold of a ball or make one out of cloth or paper.
 2. Welcome everybody back.
 3. Ask everyone to stand in a circle. Tell them that you will throw the ball to one person, who must then mention one thing he or she remembers from the day before. This person then throws the ball to someone else, who will have to mention another thing from the day before. No one can have the ball twice and no one is allowed to mention the same thing twice. Continue until everybody has had the ball.
 4. Do *Exercise 3.3: Simple analysis tool for finding the right network match.*
 5. Ask: Do you know how to get in touch with networks? Allow time to reflect.
- Then encourage discussion and questions.
6. Sum up by providing a summary of *Part two, Chapter 5: Youth networking, Section 4: Reaching out to networks.*
 7. Have a lunch break. Provide lunch for everyone.
 8. Sum up *Section 5: Organising and planning in different networks from Part one, Chapter 5: Youth networking.* Encourage questions.
 9. Ask: How will you make sure that you keep in touch and know what is going on in your networks? Allow time to reflect. Then encourage a brainstorm.
 10. Go through *Section 5.1: Tools and methods to communicate, plan, organise and share knowledge in networks in Part two, Chapter 5: Youth networking.* If possible, provide all participants with a copy of the tools.
 11. Have a snack break.
 12. Ask: Can you do all this alone? Allow time to reflect. Then encourage discussion and questions.
 13. Sum up by providing a summary of *Section 6: Adult support and facilitation in Part one, Chapter 5: Youth networking.*
 14. Prepare simple evaluation forms ahead of the training workshop.. *Chapter 6: Youth communicating and sharing knowledge, 1.3 Facilitator's manual, part 8 and part 16* can provide inspiration.
 15. Wind up and encourage final questions, suggestions and clarifications.

1.2 Exercise: How big is your network?

Aim: To understand what a network is

Participants: Up to 30

Age: 12 years and up

Duration: 45 minutes

Ahead of the session, draw a model of the three circles on the next page on a flip chart, poster paper or white or blackboard.

Explain: This exercise will help you understand what a network is.

Ask: Do you know what a network is?

Allow time for discussion and encourage participants to provide examples.

Explain: Networks consist of people who know each other, help each other and participate in the same activities.

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Study this model:

- The inner circle contains the people you have known in the past, but whom you may not know any longer. They may be the teachers and students in your old primary school. They may be the football players in the community where you used to live. They may be your uncle who has left the country to earn money and who never came back.
 - **Ask:** Can you give me any examples of people you have known before? While they give examples, note the people they mention in the inner circle.
 - **Explain:** The second circle contains the people you know now. All your friends in the group are people you know now and your parents. Maybe there is a Community Watch Group or other adults who support your group activities. Your vocational trainers are probably also among the people you know now.
 - **Ask:** Can you give me any examples of people you know now?
- While they give examples, list the people they mention in the second circle.
- **Explain:** The outer circle is for your imagination. Who do you think you will know in the future? New employers, for example new colleagues, maybe a spouse.
 - **Ask:** Can you give me any examples of people you probably will know in the future?
- While they give examples, list the people they mention in the outer circle.
- **Ask:** Can you also give me examples of people you would like to know in the future because they would be useful for you to know?



While they give examples, also list these people in the outer circle.

Explain: All the people you have mentioned here are part of your network. A network is an interconnected system of people. A network is, for example when you communicate with and within a group of people or with specific people to achieve results concerning common interests.

A network may consist of two or more people who share or coordinate activities. When you unite in a group you have already created a small network among yourselves. When you help each other write a CV, you have created an even smaller network. But when adult organisations mention networking, they often think about even bigger networks.

A broader network that you would like to know in the future could, for example be other youth in other communities and other parts of the country because together you can cooperate to make life easier for youth in your country.

2. The benefits of networking

2.1 Exercise: Why should we network?

Aim: To understand the benefits of networking

Participants: Up to 30

Age: 12 years and up

Duration: 1-2 hours

Sum up from the previous exercise: We have already talked about what a network is and who the members of our previous and existing networks are.

Ask: Do you remember some of the people we mentioned during the last exercise? Let the youth brainstorm for a while and then remind them of all the findings if they are unable to do so on their own.

Explain: Now we have talked about the people who are a part of our network and who we would like to have in our network. Now we are going to talk about why we want networks.

Ask: Do any of you have any ideas for why we want networks?

Note the key words on a flip chart, poster paper, or white or blackboard.

If they have problems understanding the question or coming up with ideas, provide a few examples, such as: You can learn from other people and share knowledge, or you might gain access to jobs if you know people who already work in a specific enterprise.

When they have provided all the ideas they can come up with, divide the participants into three groups. In the groups:

Tell group 1 to come up with ideas for why it is good to share knowledge.

Tell group 2 to come up with ideas for why networking may lead to new opportunities.

Tell group 3 to come up with ideas for how

networking can help young people increase their confidence.

When all groups have finished their brainstorm, **ask group 1** to present its ideas.

When group 1 has presented its ideas, encourage feedback and further ideas from the other groups.

Then **sum up:** Networking is great for sharing knowledge. Whether it is asking for feedback or discussing your point of view, it will help you expand your knowledge and allow you to see things from another perspective. It is also likely that within a group there will be people who have already been where you are today. This provides you with an opportunity to learn and avoid some of the common pitfalls they experienced. The more you know, the more you can achieve.

Ask group 2 to present its ideas.

When group 2 has presented its ideas, encourage feedback and further ideas from the other groups.

Then **sum up:** It is natural that networking will result in opportunities. Whether it is a job or a request for your help or cooperation as a group member, it is important to be ready to seize opportunities when they come along. You never know when or how the opportunities will materialise.

Ask group 3 to present its ideas.

When group 3 has presented its ideas, encourage feedback and further ideas from the other groups.

Then **sum up:** Pushing yourself to talk to people you do not know will help increase your confidence. This is an important attribute in everyday life, in your job and in microenterprises because your success depends on talking to people and making connections.

>>>

>>>

Self-confident people can also make a difference in their community because they are better able to claim their rights from duty bearers.

Ask: How can you contribute to networks?
Allow time to reflect and encourage discussion.

Sum up: We all have something to contribute to others and that is important. If you do not contribute anything, others will tire of you. Being in a network is a mutual process where everyone has to benefit.

3. Mapping and networking with peers, the community and services

3.1 Mapping

Mapping the local networks of, for example other groups, microenterprises and other youth-led activities as well as local services can be done by contacting other civil society organisations and relevant authorities.

Mapping of potential networks and services beyond the local community often has to be done by, or at least supported by, adults with access to the internet, mobile phones and preferably adult civil society networks who can help create an overview of other youth groups and youth networks.

3.2 Networking

When you want to initiate networking with peers, the community and services, you want to be sure that you find the proper match. That is why it is a good idea to do a relatively simple analysis of your own group's goals and aims. You can also use the simple analysis tool in the exercise below as a question guide if you turn to peer networks or community networks and services.

3.3 Simple analysis tool for finding the right network match

Discuss the following questions within your group before initialising networking with peers, community groups and services:

1. **Who** are we?

- Our ages
- Our gender
- Our socioeconomic backgrounds

2. **Why?**

- Are we members of our own group?
- Do we want to network with peers/ community groups/services?

3. **What** do we want to achieve?

- Via our group?
- Thanks to a network?

4. **Where** do we want to achieve this?

- Just for ourselves locally?
- For all youth in our country?

5. **How?**

- Do we want to achieve what we want to achieve?
- Will we benefit from being a member of networks?
- Will we support and cooperate with our new networking partners?
- How will we pay for any costs associated with networking?

Write down the responses to all the questions for common reference later on, preferably on a poster paper that can hang on a wall of the group room.

Explain: You can ask a possible network that you would like to be member of the same questions and then compare if your rationale for entering the network matches theirs.

4. Reaching out to networks

If you want to reach out and network with other like-minded youth groups in your own community, you can simply ask for permission to visit and discuss the opportunities. If they are positive, the facilitator along with 2-5 youth representatives selected or elected by their peers can participate in the visit. Prepare how you will introduce yourselves and what you hope to achieve by networking with other groups. The analysis in *Section 3.3* can be used as a point of departure.

The same applies to networks with local leaders, employers, educational institutions, media and civil society organisations. Be aware that this process may be more tedious and include several sensitisation visits before the value of networking with youths is understood.

At regional or national level it will very often have to be the programme manager who initiates the contact either informally when attending a conference, workshop or meeting with the person or institution you wish to network with, or more formally via e-mail, phone, letter or a personal visit. Afterwards the initial contact has to be followed up independently by the youth and with the support of the adult facilitator.

5. Organising and planning in different networks

5.1 Tools and methods to communicate, plan, organise and share knowledge in networks

Annual reports are useful for taking stock of and sharing events that have occurred in the past year. Keep in mind that annual reports take time to prepare and require a certain level of literacy. They must also be brief, well written and illustrated; otherwise people might not bother reading them. They do not, however, have to be stylishly printed or in colour. A photocopied A4 page of paper will do.

You also have to consider how you want to distribute the annual report. Is hand delivery possible, can you e-mail it or will you have to post it by regular mail, which is costly?

Some people use e-mail and the internet, but few vulnerable youth have access to computers. Adults outside big cities or from low-income groups do not always have access to the internet either.

Meetings, seminars and conferences can consist of just two people who have issues to discuss or they can comprise small groups or large gatherings. Often, only a few representatives of a group will be able to attend a meeting outside their own community. In such cases the youth have to be prepared to share their experiences and knowledge from the meeting, seminar or conference once they return home.

Mobile phones are the single most important means of communication in many areas. Mobile phones can be used for gathering youth for meetings and targeted messages can reach a huge number of people if planned well.

Newsletters help you ensure that everybody receives the same information.

Keep in mind that newsletters, similar to annual reports, take time to prepare and require a certain level of literacy. They must be brief, well written and illustrated; otherwise people might not bother reading them. They do not, however, have to be stylishly printed and in colours. A photocopied A4 page of paper will do.

You also have to consider how you want to distribute the newsletter. Is hand delivery possible, can you send them by e-mail, or will you have to post them by regular mail, which is costly?

Some people use e-mail and the internet, but few vulnerable youth have access to computers. Adults outside big cities or from low-income groups do not always have access to the internet either.

Photos require a bit of knowledge about how to compose a photo and handle a camera. This can be learned via basic photography training.

Photos can be printed in newsletters and annual reports, which can be shared with everyone in a network.

Video and documentary production is a whole lot of fun, but of course requires that you have access to and the ability to use a video camera and a computer with an editing programme. Free video editing programmes are available online, such as Windows Movie Maker, Kate's Video Toolkit and Avidemux. You also need a computer to watch the video. Some mobile phones are equipped with video features as well, but the quality is not always satisfactory.

Websites, Facebook and other online sources and networks are generally excellent tools for getting your messages out. However, many remote communities still lack an internet connection and even in places where the internet is available the connection speed may not be sufficient. If you want to communicate online, you also need to have regular access to a computer, computer literacy skills and knowledge about how to use online media. A certain level of literacy is also required.

With free or very cheap programmes and easy-to-use templates available online, making your own website is becoming easier day by day, but some skills are still needed to build the site. You also have to plan the content and find someone who is willing to produce it, in addition to identifying your audience and ensuring that they actually use the site. Last but not least you have to consider how to maintain and continuously update the site because an outdated site may be misleading.

Many youth networks have their own Facebook profile instead of a website because Facebook is easy to use, relatively easily accessible and gathering an audience is fairly simple. Facebook has the added advantage that it is interactive, which means you can communicate directly with your audience – without any costs and despite slow internet connections.

6. Adult support and facilitation

The facilitation skills needed by the adult facilitator are similar to those generally needed to facilitate group activities. These are described in *Chapter 2, Section 8*.

Chapter 6:

Youth communicating and sharing knowledge



Photo: Love, Ladaland

I. Building communication skills

Although providing detailed training manuals for all the skills needed for youth and their adult facilitators is beyond the scope of this toolkit, it does contain a simple yet fundamental sample training manual called *Basic communication for adolescents* because communication is the foundation for almost all other actions. The training manual was developed for adolescents in Bangladesh during the Save the Children project *Child-led Organisation and Advocacy on Child Labour*. When youth understand the basics of communication and its links to advocacy it is easier for you to further build their skills during everyday group activities.

If there is someone in your organisation who has knowledge from and experience with journalism, communication, photography or advocacy, engage this person as a training facilitator. This will enhance the participants' outcome since that person may be able to respond to questions outside the scope of the training manual. If no one like this is available and you cannot find a volunteer journalist or communications specialist, or do not have money to hire one, you should at least carefully read the entire toolkit before facilitating the training.

Youth who are already highly experienced in communication, facilitation and advocacy can also facilitate the training.

1.1 Sample training manual: Basic communication for adolescents – introduction

Aim: To help youth understand the basics of communication and its links to advocacy
Participants: 15 to 20
Age: 12-18 years
Duration: 2 days

Equipment needed:

- Notebooks and pens for all participants
 - Five digital cameras or mobile phone cameras
 - Laptop
 - Cord to connect camera and laptop
 - Projector
- A small teddy bear
 - 30 balloons, string and scissors
 - Flip chart and paper, tape and marker
 - Five local and five national newspapers

1.2 Sample training manual: Basic communication for adolescents – programme

DAY 1	PROGRAMME
8:30 – 9:00 am	*1. Game: Changing places
9:00 – 9:40 am	2. Introduction: Information is power
9:40 – 10:15 am	3. Idea development
10:15 – 10:45 am	Tea & snacks
10:45 am – 12:00 pm	4. Basic research skills
12:00 – 1:30 pm	Lunch
1:30 – 2:00 pm	5. Balloon game
2:00 – 3:00 pm	6. Basic research skills – continued
3:00 – 3:30 pm	Tea & snacks
3:30 – 4:30 pm	7. Basic research skills – end of exercise 2
4:30 – 5:00 pm	8. Evaluation of day 1
DAY 2	PROGRAMME
8:30 – 9:00 am	9. Sum up the previous day
9:00 – 9:30 am	10. Game: The ball
9:30 – 10:00 am	11. Basic dissemination skills
10:00 – 10:30 am	Tea & snacks
10:30 – 11:30 am	12. Advocacy
11:30 am – 1:00 pm	Lunch
1:00 – 1:45 pm	Advocacy – continued
1:45 – 3:15 pm	13. Basic photography
3:15 – 4:00 pm	Tea & snacks
4:00 – 4:30 pm	Basic photography – continued
4:30 – 5:00 pm	14. Evaluation of day 2

*The numbers refer to the information and activities on the following pages.

1.3 Sample training manual: Basic communication for adolescents – facilitator’s manual

1. Game: Changing places

Welcome the participants and tell them briefly about the programme.

Ask them to stand in a circle that allows room for everyone. Everyone should participate.

Explain: This is a game to energise you and to help you understand how much you all have in common. You may also find some differences but the exercise will help you understand that differences do not matter – everyone can participate. I will start out by telling you what to do. All you have to do is act accordingly.

Then say: “Anyone wearing green, change places.” Check that the participants wearing green have exchanged places with each other before giving the next command, one at a time:

- Anyone wearing red, change places.
- Anyone who is sleepy, change places.
- Anyone who is happy to participate in this training module, change places.
- Anyone who likes to learn, change places.
- Anyone who likes to eat meat (or a more appropriate food item), change places.
- Anyone who likes to sing, change places.

Also make up a few sentences of your own.

Ask if anyone else would like to give the commands. If someone volunteers, continue the game for a while longer.

2. Introduction: Information is power

Explain: If you have been working in your parents’ field for as long as you can remember and you have never been paid for it and you have never gone to school, you may feel that this is how the rest of your life is going to be.

If you do not know that you have a right to go to school and if you do not know why education is good for your future, you would never fight to go to school or participate in technical and vocational education and training.

But the moment you get a little bit of information about the world outside your parents’ field and about the value of education and training, you find out that life could be different. New knowledge usually makes you curious to know even more. Maybe you start questioning. Perhaps you start asking your parents for more information. Or maybe you ask your friends.

When this happens, you are already on the road to change. Information and knowledge are at the root of change. If you know how to use this information you suddenly have the power to change your life.

We have invited you to this two-day workshop to acquaint you with basic ideas on how to gain information and how to use this information. Two days is a very short time, but if you learn a little bit you may develop further on your own and together with your friends.

In order to gather information and use it, we need different tools. We will talk about how you can collect information and how you can use and share this information.

There are many different ways of collecting and using information.

Ask: Are you familiar with any ways of collecting information?

Allow for reflection and then encourage debate. If there are no examples, tell the youth that the simplest way of collecting information is by asking and listening.

Explain that this is why posing questions is so important – also during this training module. Anyone is allowed to ask questions at any time.

Explain: You can also collect facts from books, newspapers and other sources. Or you can interview people about their knowledge and viewpoints. Photos that you take or that others have taken can also provide information about the situation in a country or about what other people are doing.

Today and tomorrow we are going to learn to conduct interviews, collect facts and powerfully communicate our new information to the right people.

We are also going to learn how to take photos.

3. Idea development

Explain: A very important part of communication is the development of ideas.

Ask: What is an idea? Allow time for reflection and then encourage debate.

Sum up: An idea is a thought, a plan or a suggestion about what to do. It may be an opinion or a belief and it may be something that you imagine or picture in your mind.

If you do not have any ideas, you will probably not ask questions and then nothing will change for the better.

But the moment you get the idea that there is a world outside your parents' field and that education is valuable, you will probably start asking more questions and maybe you start planning how to change your life.

3.1 Exercise: Idea development

Divide the youth into groups of four.

Explain: Each group should develop their own idea about something they would like to change. It can be anything from friendships, leisure time, jobs, education and marriage – it is up to you.

Let the groups work for 10-15 minutes. Visit all the groups to see if they have understood the task. Ask if they have any questions.

Let each group present their ideas in plenary. Encourage questions and discussion. >>>

>>>

Wind up by asking: Now you have developed ideas about things you would like to change. What do you need to do now?

Allow for discussion and then **say:** To continue working on ideas, you need more information. To collect this information, you need to do research.

4. Basic research skills

If you want to gather information, you need some skills. Gathering information is also called research.

You may find information in many places. Books, studies and research can contain valuable information about the issues that interest you. Laws and conventions may also be helpful if your research concerns education, the labour market, rights and youth. All this, however, requires good reading skills or support from others who can read well and provide you with the most important information.

One important way of gathering knowledge is to find people who know a lot about the topic you are interested in and then ask that person for an interview.

Ask: Do you know what an interview is?

Allow for reflection and then encourage discussion.

Sum up: An interview is a formal meeting in which one or more people question or consult another person. Journalists, for example often ask questions of one or more people to get material for a newspaper story or television broadcast. That is called interviewing.

Before you request an interview, you have to prepare. You can ask all kinds of questions that come to your mind, but maybe you have to note them down so you do not forget the most important ones if you get nervous.

These words are useful for asking questions:

Who?
What?
Why?
When?
Where?
How?

Write these six words on a flip chart, poster paper, white or blackboard.

Explain: If you, for example talk to a police officer about enforcing laws on early marriage, you could ask questions like:

- Why are girls not allowed to marry early?
- Where is that written?
- When are girls allowed to marry according to the law?

- Who decides who a girl marries and when?
- What can we do to stop early marriage?
- How can we help you to stop early marriage?

You could also ask other questions. It all depends what you need to know. But you always have to consider what you need to know before the interview. Preparing is extremely important.

4.1 Exercise: Basic research skills I

Explain: You want to know about what type of work or education the friend next to you is involved in so you do a brief interview. Afterwards your friend will interview you about the same topic.

So you ask him or her questions like the ones I suggested. Do you remember how the most important questions start?

Draw the participants' attention to the list of the six question words mentioned earlier.

Ask: Can anyone give some examples? Allow for reflection and then encourage discussion.

Provide examples of sample questions:

- Why do you work? Why not?
- Where do you work?
- When did you start? When do you work? When do have holidays?
- Who do you work with? Who do you like at your workplace?
- What do you do? What are the dangers?
- How does your employer treat you? How do you like your job?

There are many options and it is up to you to get the answers you need.

Let the participants each carry out their interview with the friend next to them and then **ask:**

1. Was it difficult?
2. Why/Why not?
3. Any surprises?

5. Balloon game

Provide all participants with a balloon and a string.

Explain: Everyone needs to blow up a balloon, tie it and attach the string. Then tie the balloon to one of your ankles. Now I will count to five and then you have to start trying to pop each other's balloons while protecting your own balloon. If your balloon pops, you are out of the game.

Let them play until one person is left and then ask the participants whose balloons lasted the longest:

1. What did you do to avoid having your balloon popped?

Sum up: When everyone is fighting against everyone, everyone will eventually loose or only the strongest will survive. But if you had, for example cooperated with each other in teams, you could have helped each other save more balloons by protecting each other's balloons.

6. Basic research skills – continued

6.1 Exercise: Basic research skills 2

Divide the participants into the previous groups.

Ask: Do you remember your ideas from before?

Allow time for reflection.

Explain: Now I would like each group to suggest some people you could interview to develop your idea from before.

Visit all groups to check whether they have understood the task. When each group has come up with 1-3 people they would like to interview, ask them to make a list of questions they want to ask the person. Remind them of the six question words.

Allow enough time for each group to come up with at least one list of questions for one interview.

Invite each group to share their questions in plenary. Encourage questions and discussion.








7. Basic research skills – end of exercise 2

Ask:

1. What did you learn from the last exercise?
2. Was it difficult?
3. Why/Why not?

8. Evaluation of day 1

Copy and distribute this form:

Evaluation form DAY 1	 VERY GOOD	 OK	 BAD
 Development of ideas			
   Basic research			

Please write any suggestions you may have here:

9. Sum up the previous day

Welcome all the participants back to the training module and ask them if they had a nice evening the day before. Then **ask**:

- 1. Do you remember what you learned yesterday?
- 2. Do you remember six question words?

Let them give examples. If something is not clear, ask if someone else can clarify. Then **sum up** the main points from yesterday.

10. Game: The ball

Explain: Everyone please stand in a circle. I will throw the ball to one of you and ask a question using one of the questions words you practiced yesterday.

Throw the ball and ask, for example, “Why do you work?”

Let the recipient respond and then **explain**:

Now you must all take turns throwing the ball to someone else and asking a question with one of the six words. No one is allowed to have the ball twice and all questions have to be different. If you ask a question twice you are out of the game.

11. Basic dissemination skills

Note to facilitator: If there are no newspapers available in your community, use a radio instead.

Explain: When you have developed your idea and have done your research, you possess lots of knowledge. But how will you use it?

This depends very much on the subject and what you want to achieve. It also depends on your skills and imagination. If you are good at writing and if you want to make many people aware of a problem, you can write a letter to the editor in the local newspaper. (Alternative: If your local radio has debate programmes, you could call and present your problem).

Ask: Do you know what a letter to the editor and debate programmes are? Allow time for reflection and then encourage discussion.

Explain: A letter to the editor and debate programmes are ways for people to get their viewpoints into the newspaper and on the radio. Letters to the editor are like a newspaper article, but they are written by people who are not journalists.

What is the name of your local newspaper (radio station)?

How many of you have seen this newspaper (heard this radio station) before?

11.1 Exercise: Basic dissemination skills

Divide the participants into groups of four. Distribute newspapers (turn on the radio).

Ask: Do these newspapers (this radio station) deal with issues like youth and jobs, early marriage and other problems that are relevant to youth? Please:

1. Go through the newspapers and mark the stories that are relevant to youth.
2. Are there any letters to the editor (debate programmes)? If there are any, read the headlines out loud and briefly describe the content and the writers.

(Or: Encourage the youth to listen to the local radio station at home, in the market, at work or with friends to explore which programmes are relevant for youth. Tell them that you will talk about the programmes at the next group meeting. Then answer questions 1 and 2 during the next group meeting).

Explain: You can also try to make local journalists interested in your problems. If you read the newspaper (listen to the radio), the journalists' names are listed at the top of the articles (hear the journalists' names mentioned). Every time you notice someone writing (talking) about issues concerning youth, note down the journalist's name. Then you know that this person is interested in and aware of your problems. Maybe this person will help you disseminate your information.

If you have activities in your group, like a rally or a theatre performance, it is also a good idea to invite journalists and photographers from the local newspaper because if they cover your activities more people become familiar with your problems and things may gradually change.

Involving journalists or writing are not the only ways to communicate. You can also talk, act, hold rallies or do other activities.

If, for example you want to inform village people about the effects of joblessness among youth, you can choose to do a small theatre performance in your village about what happens to a boy or girl who cannot find a job. Or you can hold a rally or a procession to make everyone aware of the problems.

These different ways of communicating the problems youth have can also help create awareness among people in the community. But if you really want to achieve changes, you will have to carry out advocacy.

12. Advocacy

Ask: Do you know what advocacy is?

Allow for reflection and then encourage discussion.

Explain: Advocacy consists of a combination of actions aimed at achieving changes in structures, practices and laws that affect youth. Advocacy usually consists of a series of communication activities directed at the people who have the power to bring about change.

Ask: If you have some problems, like low wages in your workplace or a lack of proper books in your school, who can help change things?

If they mention an employer or teacher, **ask:**

1. But what if there is no minimum wage law in your country? Or if the employers do not follow the law. Who could you talk to instead?
2. But what if the teachers cannot get a hold of books, who could you talk to instead?

Allow time for reflection and then encourage discussion.

Sum up: Sometimes we have to go one step further to address the people who really have the power to bring about change. Sometimes we have to do this in many different ways by combining different communication tools.

If your employer is not following the law, for instance you may have to set up a meeting with them. You could also organise a conference where you invite the representative from the lo-

cal branch of the Ministry of Labour to talk about labour laws while the employer is present. You could also hold a photo exhibition to show the reality in your workplace. Or you could hold a rally against low wages and a Theatre for Development performance.

Doing advocacy is a long process, but it may be very efficient. If you receive, for example better wages it will also benefit everyone in your community.

12.1 Exercise: Advocacy

Explain: Now return to your group, recall your idea and the information you gathered yesterday. If you wanted to use this information to try to influence or change something, how would you do this?

You could, for example try to write an article or a letter to the editor along with ideas about how to get your information in the local newspaper. Afterwards we would like to hear what you have written and discussed so we can learn from what you did.

Or you could prepare a role play that shows how to contact and convince different people in your local area about your ideas.

You could arrange a rally, talk, drama, anything – and afterwards you could show the role play to us so we can learn from what you did.

When all the groups are ready, let them present their ideas. Encourage debate and feedback.

13. Basic photography

Pictures are a very important part of disseminating information. You can use photos as part of an article, publication, poster, banner, exhibition or advocacy.

A photo is easy to understand even if you cannot read or write.

But if photos have to be powerful, they have to be of a certain quality. Let us look at some examples of photos here and discuss why some are better than others.

13.1 Exercise: Examples of good and bad photos

Note to facilitator: Select around 10 photos from your organisation's archives and show them to the youth. The photos should be a mix of very good photos and poorer photos.

Let the youth discuss the good and bad aspects of each photo before you give your opinion.

13.2 Exercise: Basic photography

Provide a brief introduction to the cameras you have available. Let the youth get into their groups and play a bit with the cameras to make sure they understand how to use them. Encourage questions.

Explain: Now you are going to take photos of youth and their problems in your area. Every photo must show problems that affect youth in the area.

Everyone in the group should try to take at least one photo somewhere in the community.




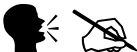


You must be back here in a half an hour.

Allow for questions before they leave the room.

When all groups have returned, feed the photos into the computer and show them to everyone – preferably on a projector. Otherwise just on a computer screen. Make sure that everyone gets to see all the photos and let them discuss what works and what does not work.

14. Evaluation of day 2

Copy and distribute this form:

Evaluation form DAY 2	 VERY GOOD	 OK	 BAD
 Basic dissemination			
 Advocacy			
 Basic photography			
Please write any suggestions you may have here:			

2. Youth-friendly communication tools

2.1 Tools and methods

Adverts are useful, though they are costly to produce and distribute unless you manage to convince your local newspaper or a magazine to support your case by publishing them for free.

Banners are normally made of large, long pieces of cloth or plastic covered with your slogan or message. You can also paint a relevant picture on a banner.

Hang banners across the street in your market or bring them along if you hold a rally. Some people also use banners during meetings to inform people about their purpose.

Banners are fairly cheap and easy to produce. If you are artistic you can make them yourselves. Note that in some countries and areas you need permission from the police, local government or town council if you plan to put a banner in a public place.

Billboards are huge signboards and they can be costly to produce. Normally you need to pay someone to design and print or paint them. You also have to consider carefully where to put them for the right people to see them.

Note that you often need permission from the police, local government or town council if you plan to put a billboard in a public place.

Booklets prepared by the youth who will also use them are generally a very good means of communication. Groups of Bangladeshi youth working as farmers, for example drew and photographed crops and described their nutritious value, threats from pests and how to grow crops as productively as possible. Youth and adults in their own communities subsequently used the booklet.

Cartoons can be made with photos or drawings and they do not necessarily have to contain any text. Some cartoons consist of only one picture. Others consist of three to five pictures, while some cartoonists draw entire books made up of cartoons.

Making animated cartoons is also possible, but doing so is a very lengthy affair. You also need support from someone who is skilled at making animation films.

Collages are posters filled with glued on bits and pieces of photos, drawings, newspaper clippings, cloth, paper etc. Collages are good fun to make and apart from the glue, all the materials can be collected for free.

Competitions, which can be one on one or one team against another, are a way of attracting people to activities and they are very common in some cultures.

Keep in mind that competitions do not necessarily unite people, but can split them into smaller units and should only be used in youth groups with care and consideration.

Observing special days is popular among many youth groups. Most countries celebrate a number of festivals and public holidays. There are also annual fairs and internationally acknowledged days like International Women's Day on 8 March and International Labour Day on 1 May.

One advantage of these days is that many people are already assembled in specific areas so you do not have to create your own gathering. On the other hand, it is significantly harder to catch people's attention when many groups compete for space and time on the same day.

Keep in mind that if you want to participate in an annual fair or a big event you often have to be invited in advance or you have to get permission from the organisers.

Door-to-door visits and face-to-face meetings are time consuming but can be very efficient. Human beings generally find it much harder to give promises and break them again if the promise is given to you as a person, especially if you follow up with other door to door visits.

Face-to-face meetings are good if you have problems, for example convincing parents that their daughters should be allowed to participate in group activities or following up with employers who have promised to take apprentices but are reluctant.

Drawings can be done in whatever way you wish. You can draw on small, big or coloured paper, or on old newspapers, with pencils, pens, coloured pencils, chalk or crayons. Most of these materials are cheap, fun and for everybody.

Festivals, for example a Theatre for Development festival, are a good platform for youth to raise issues at national level. By uniting many different groups of youth at a festival, it is more likely that the media will cover it and that important people will turn up.

Festivals are also places where youth can practice performing in front of a large audience and where they can ask prominent people questions. While youth should be in charge, they will likely need adult support. A festival cannot be organised without funding either.

Leaflets are brief publications that inform people about your issue, your demands and your organisation. The cheapest leaflet is just a piece of paper with your message handwritten or drawn on it. This can also be copied by hand, but this is highly time consuming and can be quite tedious, so most youth pay to have copies made at a copy shop.

Some youth also produce colourful printed leaflets. This requires that either you or someone else knows how to do graphic design; you also need to find a professional printer. Both of these aspects can be costly, so check the prices before you decide on this option.

Leaflets can be distributed to relevant people in the community. It all depends on your issue and your target group.

Media, including press releases, press conferences and interviews are almost always important when you do advocacy. If a journalist pays attention to your problem and begins covering it, it puts pressure on your target groups to find a solution.

Or if your issue is not well known or culturally sensitive and you want to build wider support for your case, you also need the media.

Keep in mind that you risk trivialising your problems if you invite the media at every given opportunity. You should always consider carefully

whether the media make a difference or not in a given situation.

Meetings, seminars and conferences can consist of just two people who have issues to discuss or they may comprise small groups or large gatherings. Always consider the reason for inviting people to a meeting. Do you have a specific issue to discuss? What do you want to achieve? And who are the right people to invite?

Note that if people attend a meeting without a proper agenda just once or with an agenda that has nothing to do with them, they may get bored and not come next time. This means that you should not invite anyone to a meeting until you are sure about what you want to achieve.

Mobile phones are the single most important means of communication in many areas. Mobile phones can be used for gathering youth for meetings and targeted messages can reach a huge number of people if planned well.

Networks are useful when you want to cooperate with other people or you want to put pressure on a certain group of people or decision makers. If you can make community leaders create a network or a committee where they meet regularly and take personal responsibility for helping you solve your problem, it is a great achievement. Parents can also form a network or a committee to help you.

A network can also consist of people from different walks of life, for example teachers, local government representatives, local leaders and employers who decide to join forces to help you. You can also dig into the existing networks of various organisations. If they accept you as a formal or informal member and the issues they work with are relevant, this can be of great benefit.

Newsletters help you ensure that everybody receives the same information. They are practical if your group is big and spread out, or if you network with large amounts of people who you do not get to meet with regularly.

Keep in mind that newsletters take time to prepare and they require a certain level of literacy. They also have to be brief, well written and illustrated; otherwise people may not bother reading



them. They do not, however, have to be stylishly printed or in colour. A photocopied A4 page of paper will do.

You also have to consider how you want to distribute the newsletter. Is hand delivery possible or will you have to post it by regular mail, which is costly?

Some people use e-mail and the internet, but few vulnerable youth have access to computers. Adults outside big cities or from low income groups do not always have access to the internet either.

Newspaper clippings require that you have money to buy newspapers or have access to second-hand newspapers.

Clipping out news articles makes you aware of the present situation regarding your problem. It is also a way of identifying people who work with

the problem – people you can target later or ask for help.

Newspaper clippings collected consistently over time can work as evidence and proof of a problem. Knowledge from the newspaper can be used when you plan your advocacy campaign.

Some youth also collect relevant newspaper clippings to send to, for instance their local government to inform them about the problem in question.

If your newspaper uses by-lines, you can even note down the names of journalists who appear to cover youth issues on a regular basis in your local newspaper because they may be happy to learn about and report on your activities.

Petition campaigns targeting, for example a government are easy and cheap to carry out. Apart from developing a very clear statement for

people to sign, you must incorporate an appreciable amount of time to collect the desired number of signatures. To be a success, keep in mind that a petition campaign must generate a considerable number of signatures to make an impression.

Photos require a minimum of knowledge on how to compose them and handle a camera. This can be learned via basic photography training. Photos can be exhibited in your youth group space, on a wall in your workplace, on wheels, during festivals or anywhere else you are sure that your target group will see them. Photos can also be printed in books, magazines, newspapers and used in wall magazines.

Keep in mind that it is costly to print large photos. You also need cameras of a certain quality if you want to print photos, otherwise they do not look nice when they are printed. The cameras in most cheap mobile phones are satisfactory as long as the photos remain on the computer, where they can be used to make a slide show. This type of photo can also be used on websites. If printed, however, they look very grainy.

When you print photos, using the best photo print shop or the best private or office printer in town pays off because the quality of the photo paper and the chemicals printers use vary considerably. Cheap photo print shops often use low quality materials. If the quality of the print is too low, no one will want to look at the pictures and then you will have wasted an appreciable amount of money for nothing.

Puppet shows can be used in the same way as Theatre for Development for advocacy, but the actors are puppets and not people. A puppet is a doll made to look like a person or an animal.

Controlled by people, some puppets fit over your hand or on your finger, or even on your whole body, while marionettes have strings attached to the puppets' arms, legs and heads. String puppets are controlled from above and rod puppets from below the stage. By moving the strings and rods, the puppets come to life.

Puppet shows of course require that you either have puppets or that you know how to make puppets, in addition to the materials to produce them. Puppets do not need to be very fancy or expen-

sive. You can use old newspapers for clothes and an old tennis ball for the head of a string or rod puppet, old socks for hand puppets or even old dolls and stuffed animals that you dress in clothes made with whatever scraps you have.

Radio is popular in many developing countries and producing a proper radio feature is markedly easier than a video. Making and sending your own public broadcasts often requires permission from the police or local government.

If you want a radio station to broadcast your programme, you have to check in advance if the radio producers are interested. Most radio channels also have specific formats and quality requirements that must be adhered to.

Rallies and demonstrations are cheap to carry out but they require considerable planning. You have to prepare slogans, make a route, ensure that you will have enough participants for the media to cover the event and that your target group will notice it. You could, for example plan a route that crosses in front of the town hall on a day when the mayor is available if you want to make your local government aware of your problems.

You also have to plan in advance whether you want to bring banners, flags and other paraphernalia. You may also want to consider wearing the same type of clothes or colours to show people you are a group.

Always remember that a rally is more impressive if there are many participants. On the other hand, you must never force anyone to participate and each participant should be fully informed about the issue that you are demonstrating for or against. Paying people to participate is unethical and therefore unacceptable.

Note that many countries require permission from the police prior to a rally.

School visits are used to create awareness among additional youth. When youth groups visit formal schools and other educational institutions for youth, the students listen to the youth group members and they learn about their problems. Gradually the group members become role models. Students subsequently bring their new

knowledge home to their own family and a chain reaction is created where awareness trickles down to other levels of society.

Signboards are smaller than billboards and therefore less costly to produce. Normally you need to pay someone to design, print or paint them and you have to consider carefully where to put them so that your target group notices them.

Note that you may need permission from the police, local government or town council if you want to put a signboard in a public area.

Songs and music are great entertainment and a good way of passing on a message. If you are good at composing and writing songs and music, do it. If not, use relevant songs and music composed by others.

If you have no instruments, sing a cappella or as a choir, or invent your own instruments by, for instance turning an upside down bucket, bowl or pot into a drum. You can also tap out sounds on water jars. Find a collection of jars, fill them with different levels of water and experiment until you have the sounds you want. Or experiment by making maracas out of bottles. Just fill empty bottles or juice cartons with different objects – pens and pencils, buttons, rice, coins or small stones and shake them to make sounds.

Or try rubber band guitars. Use a sturdy box with a lid. Cut a circle in the top for the sound hole. Stretch rubber bands, or elastic, around the box and raise the rubber bands up off the box with a pencil at each end to avoid unwanted vibrations.

Speeches can be used during meetings and public gatherings. They can also accompany a drama or an exhibition. Consider your message carefully and make it brief. No one likes to listen to hours of monologues.

Next you also have to consider who the best speakers are because some people simply have a knack for putting words together and hitting the right tone, while others are monotonous and never get to the point.

Invite influential people to give a speech during a meeting or public gathering.

Note that using a microphone can help in addressing a large gathering, but low quality microphones and sound systems can make a bad situation worse.

Stickers with a specific message are practical because they can be used anywhere – on a school book, on your bicycle, on a hammer or a bucket, on the door and anywhere else visible to many people.

Keep in mind that you have to make sure that sticker production is available in your community. You also need to pay someone to design and print the stickers.

Storytelling, cases and examples are all ways of illustrating what you mean. A story is easy to remember and most people identify with personal stories rather than with theoretical explanations.

For example: Tell a brief story, an example from your own life, about how you managed to convince your parents that you should be allowed to participate in a training workshop with friends. Incorporate all the little tricks used for negotiations that the other youth in your group would need to convince their own parents that the group is a safe and valuable place to spend time.

Theatre for Development (TfD) has become a popular media for communicating youth rights issues among youth and various stakeholders. TfD is a participatory process of performance, analysis and improvisation in which the development needs of a particular community are addressed using theatre and debate. TfD is not role play or message-laden street theatre but instead experimental by nature.

The youth work out their own performances based on their own experiences and preferences; they select the place to perform, invite the stakeholders they would like to address and ultimately they hold a question and answer session in which the stakeholders have to defend their standpoints or come up with promises for betterment.

First of all the youth have to analyse the story they want to perform and consider aspects such as:

- What the problem is
- The story behind the problem
- The main conflict
- Individuals related to the problem and the main conflict
- A list of people who will help
- A list of people who will try to stop the children from making changes
- The roles of both the people who will help and the people who will try to stop the youth from making changes

This analysis is very similar to the analysis you need to do as a part of your advocacy process, which is explained in *Chapter 7: Youth-led advocacy*.

Next the youth must agree on a story script – written, drawn or oral. It has to contain an introduction to the story, the conflict, the solution and a conclusion.

The youth also have to agree on the message that the audience should receive. To find the message they could initially discuss the present values and beliefs in society, the present laws and conventions and what life would be like if the youth could decide everything themselves.

A dialogue has to take place after the theatre performance. The dialogue is a way to continue the interaction between the audience and the people playing the characters in the drama. This also helps increase their sense of responsibility. One or more youth can address specially invited people who will help the youth achieve their demands along with people who will try to stop the youth from making changes, e.g. employers or a local government representative, depending on the issue being examined.

Finally the youth should develop an action plan to follow up on the commitments given during the dialogue session so they can continue to advocate on those issues.

The technical part is not difficult to understand and TfD can be performed without cost. No specific skills like literacy are required. TfD can develop spontaneously when and wherever the youth have the time and energy.

Video and documentary production is a whole lot of fun, but of course requires that you have access to and the ability to use a video camera and a computer with an editing programme. Free video editing programmes are available online, such as Windows Movie Maker, Kate's Video Toolkit and Avidemux. You also need a computer to watch the video. Some mobile phones are equipped with video features, but the quality is not always satisfactory.

You also need to analyse your idea and your target group, work out a storyline, a manuscript and a list of shots. You also need to consider how you want to shoot your pictures. All this means that preparing a video is very time consuming. You also need someone who is skilled at working with video to help you and to teach you what to do.

Generally quality is the main issue when you consider video. Nobody wants to spend hours watching jumpy pictures accompanied by slurred speech. An advocacy video should last no longer than 2-10 minutes, depending on your target group. Remember that people like local government representatives are very busy and they will never invite you again if you bore them with an unending amateur video.

Some organisations hire local video companies to shoot their video, but this is costly and it is no guarantee that the video will have the desired quality. Many organisations use videos, but often these videos end up collecting dust on a shelf because no one wants to watch them. So carefully consider whether producing a video is worth the time and money.

Wall papers and wall magazines are a good way of reaching large numbers of people in the same community. They can contain news, photos, drawings, background stories and clippings from other news sources.

Keep in mind that you need permission from the owner of the wall and sometimes from the police or local government before you post a public wall paper.

Wall paintings on big pieces of cloth are normally worked out collectively by a group of youth. They can consist of a cartoon, a single painting or separate paintings showing, for instance your work situation, lifestyle or activities. Wall paintings make

a magnificent decoration during fairs, Theatre for Development, festivals, meetings and in many other situations.

Always paint outside and with good ventilation as paint fumes are often harmful to your health.

Websites, Facebook and other online sources and networks are generally very good sources of information and excellent tools to get your messages out. However many remote communities still lack an internet connection and even in places where internet is available the connection speed may not be sufficient. If you want to communicate online, you also need to have regular access to a computer; computer literacy skills and knowledge about how to use online media. A certain level of literacy is also required.

With cheap or even free programmes and easy-to-use templates online, making your own website is becoming easier day by day but some skills are still needed to build the site. You also have to plan the content and find someone who is willing to produce it, in addition to analysing your audience and ensuring that they actually use the site. Last but not least you have to consider how to maintain and continuously update the site because an outdated one will not attract any attention.

Many youth networks have their own Facebook profile instead of a website because Facebook is easy to use, relatively easily accessible and gathering an audience is fairly simple. Facebook has the added advantage that it is interactive, which means you can communicate directly with your audience – without any costs and despite slow internet connections.

Wall paper

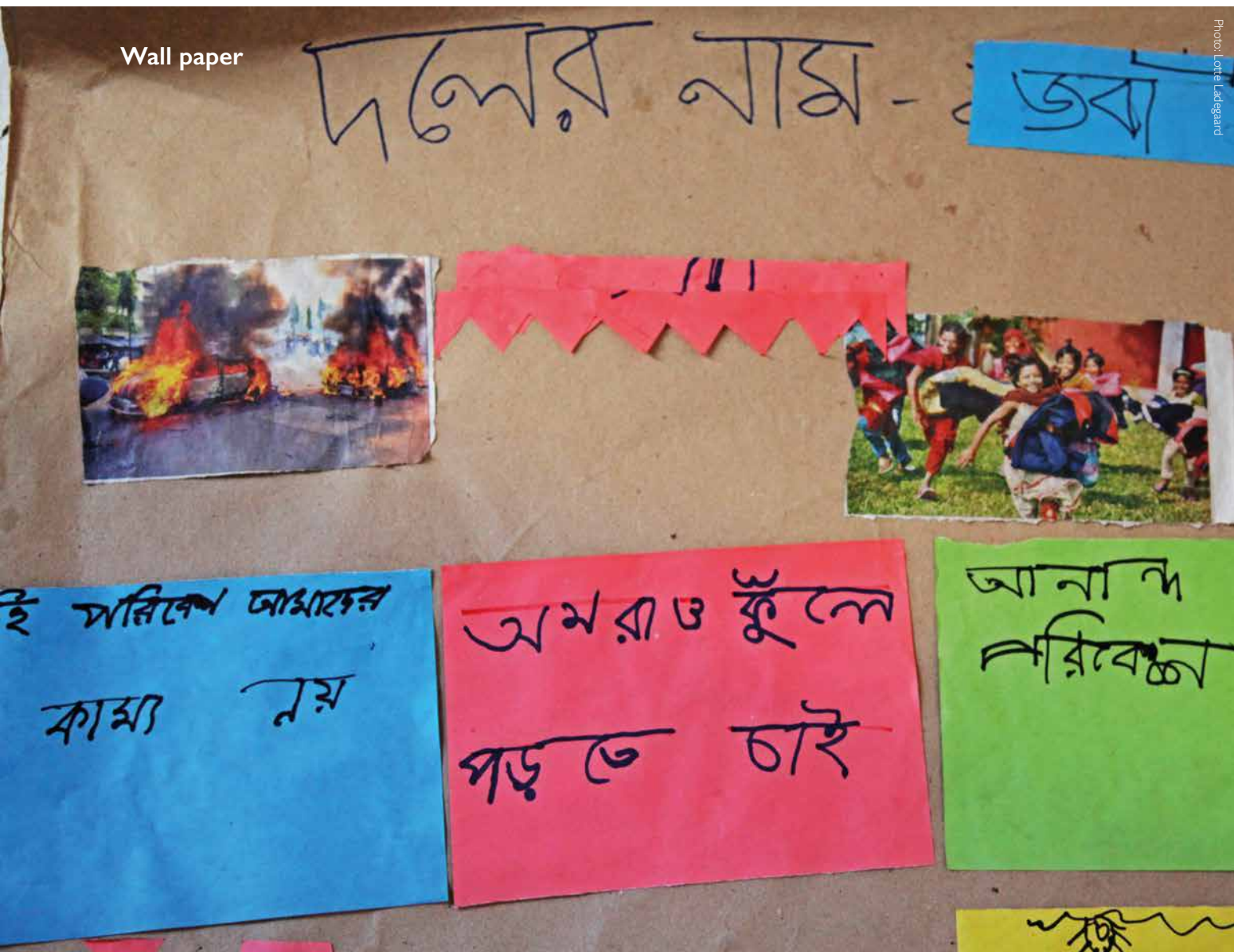


Photo: Lotte Ladegård

3. Sharing and dissemination of knowledge with other youth

Much sharing in groups in Bangladesh happens face-to-face in youth groups and in communities, in Theatre for Development, via wall magazines and via other communication activities.

Many youth groups also engage in straightforward reporting in the minutes from meetings, general monthly reports, quarterly and annual reports, reports on the activities of specific committees and sub-groups, advocacy reports, child rights violations reports, and consolidated reports to Community Watch Groups.

While the reports are often a requirement from their adult organisation, the reports also help the youth keep track of their activities and achievements and to instigate follow-up. The reports also help achieve sustainability, because when new youth join and old members leave the group, the reports work as the group's institutional memory.

Networking groups can also communicate with other youth groups to share and carry out common activities. Here, reporting may, for example feed into joint national level advocacy and alternative reports to the UN Committee on the Rights of the Child.

3.1 Exercise: How do you learn?

Aim: To understand how people learn in order to disseminate knowledge better

Participants: Up to 30

Age: 12 years and up

Duration: Half an hour

Explain: Before you start disseminating your knowledge it may be useful to learn a little bit about how people learn. In that way you can target your dissemination of knowledge better and select the right communication tools.

Ask: How do you learn?

Let the participants think. If they cannot think of anything, provide a few examples, such as: By talking to others, by going to school, by reading books. Let them come up with more examples on their own.

When they have finished brainstorming ways of learning, explain: Learning takes place by:

- **Listening:** You can ask a friend for advice. You can listen to the radio. Or you might attend a training workshop. Or you go to school and listen to your teacher.
- **Seeing:** You can look for knowledge in books, newspapers, magazines, reports and, if you have internet access, online. You can also watch a Theatre for Development performance, a video documentary or go to a photo exhibition.
- **Learning by doing:** You get an idea, try it out, evaluate if it worked well and try again in another way if it did not work out. Eventually you learn what works and what does not.

3.2 Learning and sharing tools and methods

At its core learning and knowledge sharing are about communication and tools and methods to ensure that the knowledge is remembered, used and passed on. Some examples:

Action learning is based on the fact that people tend to learn while doing. Small groups can be formed with participants who share common problems, goals or learning needs. One good theme for such a small group is to analyse a learning history and discuss what they would have done differently and why to promote better understanding of the event in question.

Action learning also often includes role plays where the participants act out certain situations to learn to solve the problems.

Documentation is knowledge that has been converted into a tangible form, such as documents, which may be communicated more widely and at low cost.

It is important, however, that the documentation is of a certain quality, accuracy, readability, accessibility and credibility.

Exchange visits with other groups can also lead to learning and knowledge sharing.

Guest speakers, also from other groups, can help you learn more about different topics.

Interviews with resource people and experienced youth can also help you learn how to do things.

Learning by observation can be used to identify someone's expertise, methods and approaches.

Personal communication and interactions are very effective but rarely cost effective.

Record keeping cannot be emphasised enough. Original transcripts, recordings and reference materials need to be carefully organised. The sources must be meticulously recorded for future reference and key findings should also be systematically captured. Templates can be used for this. Sending transcripts and summaries to the people who have been interviewed serves to validate and complete the content.

Stories are detailed narratives of actions and interactions. A story can be defined as a narrative about a happening or a connected series of happenings. Stories remain in the memory longer. Stories can greatly increase the learning and sharing of knowledge, as well as communicate common values and rule sets.

Stories need to evoke some type of response, and, above all, they need to be concise to allow the moral of the story to be easily understood, remembered and acted upon. They should prevent similar mistakes from being repeated and they should promote learning and the adoption of best practices.

Other means of sharing information are **brainstorming, face to face meetings, e-mail, phone calls** and **chatting online**.

4. Sharing and dissemination of knowledge to parents, caregivers, employers, the community and civil society

Much of the sharing that happens with stakeholders outside groups in Bangladesh happens face-to-face in communities, via media campaigns, Theatre for Development, wall magazines and other advocacy activities.

Networking groups can also communicate with civil society to share and carry out common activities.

Many of the same tools being used by peers can also be used with parents and caregivers, employers, the community and civil society.

5. Adult support and facilitation

5.1 Exercise: What is considered learning in your country?

Aim: To understand how learning is perceived in your own culture in order to communicate and share knowledge better

Participants: 10

Age: Adult facilitators

Duration: 2 hours

Explain: Learning is understood differently in different cultures and different contexts, which is why the cultural dimension has to be taken into consideration when planning how to communicate and share knowledge.

In many countries school pupils learn by repeating what the teachers says. In some countries the teacher almost never encourages students to ask questions. For youth who have not learned to ask questions, saying “I don’t understand” or asking “Why” is difficult because they are not used to doing that and they may be afraid of losing face. As a result questions – especially “why” – tend to be viewed as negative rather than helpful.

Youth who have not learned to question and analyse may have problems, for example transferring learning from training workshops into everyday practices. Youth who have not learned to be innovative and to brainstorm may find it difficult to develop new initiatives or to be flexible in a workplace.

Differences in how and what youth learn in different countries does not mean that we cannot work across cultures and contexts, but we have to be careful to take this into consideration while planning how to share knowledge.

We have to be aware that learning does not happen automatically. It has to be nursed, nurtured and developed. It also has to be delivered in a way and in a language that makes sense to the target group.

Please consider these questions in your own context:

Allow time for reflection and discussion after each question.

1. What would be a generally agreed definition of learning in your country?
2. What is the purpose of learning? For what reason(s) is learning valued in your culture?
3. Traditionally, what are the main sources of learning in your country?
4. What are most people’s expectations of where and how learning takes place in your country and culture?
5. Who is responsible for the individual’s learning in your country?
6. What is valued most: traditional culture, life experiences or a diploma?
7. What are the cultural constraints and opportunities in relation to learning?
8. Do people in your country often ask “why?”
9. Why/Why not?

5.2 Communication for adults

Adults who facilitate youth groups must also have good communication skills. This requires specialised training, preferably from professionals in journalism, communication and advocacy.

Basic communication training for adults that sharpens their senses on good writing skills, target groups, research, interviews, photos, illustrations and media contact ought to last at least 5-6 days.

The training should be highly interactive since good communication is very much about learning by doing and receiving feedback.

The basic communication training for adults may be followed up by more specialised training in communication for social change, which is closely related to advocacy.



5.3 Sample programme: Basic communication training for adults

DAY 1	PROGRAMME
9:00 – 9:30 am	1. Introduction to programme
9:30 – 11:30 am	2. Read and discuss the qualities, good and bad, of sample texts and other communication tools
11:30 am – 12:30 pm	3. How to communicate different messages and knowledge (how to begin and how to end, what to do and what to avoid, target groups, language, what is realistic in terms of resources, staff, knowledge, different communication tools). Theory, samples and exercises
12:30 – 1:30 pm	<i>Lunch</i>
1:30 – 5:00 pm	4. How to communicate – continued
DAY 2	PROGRAMME
9:00 – 10:00 am	5. Development of ideas: Research and sources
10:00 am – 12:30 pm	6. Research exercise
12:30 – 1:30 pm	<i>Lunch</i>
1:30 – 5:00 pm	7. Theory: Interviewing as a research tool, interview technique exercises
DAY 3	PROGRAMME
9:00 – 10:00 am	8. The use of photos, graphics and illustrations. What works and what does not
10:00 am – 12:30 pm	9. Photo exercises
12:30 – 1:30 pm	<i>Lunch</i>
1:30 – 5:00 pm	10. Prepare and plan communication exercise
DAY 4	PROGRAMME
9:00 am – 5:00 pm	11. Exercise: Research, interviews and photos at field level <i>Including lunch</i>
DAY 5	PROGRAMME
9:00 am – 5:00 pm	12. Produce sketch of communication product <i>Including lunch</i>
DAY 6	PROGRAMME
9:00 am – 12:30 pm	13. Review participants' communication products
12:30 – 1:30 pm	<i>Lunch</i>
1:30 – 4:00 pm	14. How to create a media network and how to approach the media: press releases, personal contact, press conferences, articles and photos
4:00 – 5:00 pm	15. Wind-up and evaluation

5.4 Knowledge management for adults

Adults in charge of supporting youth groups will also need to learn about knowledge management to help youth ensure that their knowledge is shared with other youth and people in the community. Knowledge management also requires specialised training. On the following page is a sample training programme.

5.5 Sample programme: Knowledge management for adults

DAY 1	PROGRAMME
10:00 – 11:00 am	1. Introduction
11:00 am – 12:30 pm	2. How individuals learn
12:30 – 1:00 pm	3. Nurturing learning
1:00 – 1:30 pm	<i>Lunch</i>
1:30 – 3:30 pm	4. Film about learning
3:30 – 4:00 pm	<i>Tea & snacks</i>
4:00 – 5:00 pm	5. Learning analysis of film
DAY 2	PROGRAMME
10:00 – 10:30 am	6. Sum up previous day
10:30 am – 12:30 pm	7. Learning in a cultural context
12:30 – 1:00 pm	8. Why civil society organisations need to learn
1:00 – 1:30 pm	<i>Lunch</i>
1:30 – 5:00 pm	9. Is your organisation a learning organisation?
DAY 3	PROGRAMME
10:00 – 10:30 am	10. Sum up previous day
10:30 am – 1:00 pm	11. How organisations learn and manage knowledge
1:00 – 1:30 pm	<i>Lunch</i>
1:30 – 3:30 pm	12. How organisations learn and manage knowledge – continued
3:30 – 4:00 pm	<i>Tea & snacks</i>
4:00 – 5:00 pm	13. How organisations learn and manage knowledge – continued
DAY 4	PROGRAMME
10:00 – 10:30 am	14. Sum up previous day
10:30 am – 1:00 pm	15. How organisations learn and manage knowledge – continued
1:00 – 1:30 pm	<i>Lunch</i>
1:30 – 3:00 pm	16. Learning and managing knowledge in partnerships and networks
3:00 – 3:30 pm	<i>Tea & snacks</i>
3:30 – 5:00 pm	17. Youth learning in partnerships and networks
DAY 5	PROGRAMME
10:00 – 10:30 am	18. Sum up previous day
10:30 am – 1:00 pm	19. Planning how to share learning and knowledge management with youth
1:00 – 1:30 pm	<i>Lunch</i>
1:30 – 3:00 pm	20. Planning how to share learning and knowledge management with youth
3:00 – 3:30 pm	<i>Tea & snacks</i>
3:30 – 4:30 pm	21. Planning how to share learning and knowledge management with youth
4:30 – 5:00 pm	22. Evaluation

Chapter 7:

Youth advocating



1. The importance of building advocacy skills

Before youth can engage meaningfully in advocacy they will as a minimum have to be trained in:

1. **Life skills.** Underpinned by the exercises and the sample training module in *Part two, Chapter 3: Building social and civic empowerment skills and knowledge*, life skills can be built through everyday activities in a youth group and through cultural events.
2. **Basic communication.** A sample manual for a two-day training module is included in *Part two, Chapter 6: Youth communicating and sharing knowledge, Section 1.1 – 1.3*. The chapter also describes youth-friendly communication tools, methods and exercises for use in youth groups.
3. **Advocacy.** This type of training can take up to one week and should as a minimum:
 - a. Create basic understanding of what advocacy is – and what advocacy is not. The basics of advocacy are presented in *Part one, Chapter 7: Youth advocating, Section 1: The importance of building advocacy skills* while *Part two, Chapter 6: Youth communicating and sharing knowledge, Section 1.3* contains a sample manual for a two-day training module on communication and advocacy.
 - b. Focus on what youth can advocate for and expect to achieve. With two cases *Part one, Chapter 7: Youth advocating, Sections 2.1 and 2.2* can provide inspiration. Scattered

throughout the toolkit are multiple other examples of achievements and cases.

- c. Develop the youth's analytical, research and survey skills to enable them to collect information and evidence and analyse target groups and opponents. *Sections 3 and 4* in this chapter contain tools, methods and exercises to help achieve this.
- d. Enable youth to select and plan appropriate communication tools and methods in keeping with available budgets. *Section 3 in this chapter and Section 2. Youth-friendly communication tools in Part two, Chapter 6* suggest a variety of tools.
- e. Sharpen the youth's senses to good and powerful advocacy messages as well as the articulation of what's-in-it-for-me messages, examples of which are provided in various sections of the toolkit.
- f. Enable youth to plan an advocacy campaign realistically. *Section 2* of this chapter provides a detailed yet youth-friendly outline of the stages of the advocacy process. Allow time to test all stages of the advocacy process as chalked out in *Section 2*.
- g. Help youth to understand the importance of monitoring, following up and documenting achievements and lessons learned. *Part two, Chapter 8: Measuring youth participation and empowerment* describes this and includes a variety of tools.

Training hundreds of youth is costly and time-consuming, which is why it is a good idea to train groups of youth as trainers of other youth to ensure that the knowledge trickles down to all members of all groups.

Make sure that a detailed training plan and budgets are worked out before any training of trainers begins, and that the trained youth are available for a specific period, that the training does not hamper their education and work, and that they are empowered and committed to engage in the training of their peers.

Exercise 1.1: The land of your dreams

Aim: To stimulate imagination and the ability to dream about a better situation

Participants: Up to 30

Age: 12 years and up

Duration: 1.5 hours

Explain: This exercise allows youth to imagine what the perfect life would be like. The ability to imagine is very important while doing advocacy. Although advocacy does not solve all problems at once it may gradually lead to something better. Therefore youth, who engage in advocacy should dare dream.

Form groups of seven to ten participants.

Tell the participants that they have been sent to the land of their dreams, a place where everyone has a good life.

Explain: Each group should prepare a small role play showing how their lives and that of their peers, family and community would be if they could have all their wishes fulfilled.

When all groups are ready, let each group perform their role plays with the other groups as the audience. Encourage discussion, clarifications and suggestions.

Sum up by explaining: These role plays can help inspire you when you want to establish the aims of your advocacy.

2. Planning rights based advocacy campaigns in groups and networks

2.1 Stages of the advocacy process

1. Take a critical look at your present life and discuss:

- What are the problems?
- Why are they problems?
- Also check if other youth in your area have similar problems.

Use at least three tools and methods from Section 3 in this chapter to identify and analyse the problems, their causes and their extent. For example start out with a *Brainstorm*, and then, for example use different *Mappings*, depending on the type of problems you are analysing. *Information boxes* and *Questionnaires* can also be used to involve youth beyond the group.

2. Narrow down your topics by making:

- A list of all your problems;
- Selecting the most important one(s); and
- Sticking to that problem(s) throughout the process. Fighting for an overall solution is easier if the problems are related and delimited.

Use tools from Section 3 in this chapter to identify and analyse problems, their causes and their extent. Suggested tools: *Discussions*, *Ranking and scoring* and *Voting*.

3. Find the answers to the following questions:

- Why does this problem(s) happen?
- Who or what situations create the problem(s)?
- How does the problem(s) affect the youth?
- How many young men and women are affected by the problem(s)?
- Why does the problem(s) continue unabated?

Use tools and methods from Section 3 in this chapter to identify and analyse the problems, their causes and their extent. The tools and methods you select depend on the type of problems.

4. Scrutinize:

- Who or what may help you solve the problem(s)?
- Also state why this is the best solution.

Use tools and methods from Sections 3 and 4 in this chapter to find people who may be able to help you. See, for example *Community mapping* under Section 3.1: *Tools and methods*.

5. Decide:

- Exactly what you want to change.
- And how you want the new situation to be.

Use tools and methods from Section 3 and Exercise 1.1: *The land of your dreams* in this chapter to analyse how you want your new situation to be. Suggested tools include *Consultations*, *Brainstorming* and *Focus group discussions*.

6. Check:

- If there are any barriers to solving the problem(s), e.g. overcoming obstacles such as people who, for their own benefit, financial situation and traditions oppose a solution to your problem.
- Solutions for how to overcome these barriers.

Use the tools and methods from Sections 3 and 4 in this chapter to identify and analyse problems and to find people who can help you analyse the barriers to achieving your aims. Suggested tools and methods include *Community mapping*, *Strengths, weaknesses, opportunities and threats (SWOT) analyses*, *Meetings* and *Brainstorming*.

7. Analyse your group and its capacity:

- How much time do you have?
- Which skills do you need to solve this problem(s)?
- Do you have enough adult support?
- Do you have money or do you have to find cost-free ways of advocating your problem?

Use tools and methods from Section 3 to analyse your group's capacity. Suggested tools include *Brainstorming* and *Discussions*. Also look into your budget.

8. Are there any risks entailed in doing this advocacy? If yes, how can you avoid getting into trouble?

Use tools and methods from *Section 3* in this chapter to identify and analyse problems in order to analyse the risks. Suggested tool: *SWOT analysis*.

- 9. Decide on the message you want to give to the people who you expect to help you solve the problem.** You should have only one overall message or slogan. Otherwise people get confused.

Brainstorm to determine which message to focus on. You can also *Test* the suggested messages on representatives of the target group.

- 10. Decide which tools you will use to pass the message on to the people you expect to help you solve the problem.**

Combinations of at least two and or more tools and methods for advocacy work well. The more often a statement is repeated and the greater the variety of packaging the statement is delivered in, the more likely it is that the message penetrates and makes the target group change viewpoints and behaviour.

You should also consider whether you have:

- Money
- Space
- Transport
- Food
- And anything else your tools may require

If the selected tools and methods are beyond your means, you have to choose other tools and methods. Select among the communication tools and methods from *Section 2* in this chapter.

- 11. Make a plan.** Decide when you will do what. You also have to list who will do what. Double check once more whether you and your friends actually have the time to carry out the plan. *Section 3* in this chapter includes a simple format for *Planning*.

- 12. Carry out your advocacy campaign.** Start out by having another look at the plan you made in step 11 and use all the tools you selected in step 10 to advocate the changes you identified in step 5.

Remember to involve all the people you identified in steps 4 and 6. Always remember to stick to the message you decided upon in step 9.

- 13. List everything that you have done and check whether you have achieved** what you wanted to achieve. If there is something you have not achieved, find out why. Use *Chapter 8: Measuring youth participation and empowerment, Section 1.1 Tools and methods* to see whether your advocacy works.

- 14. If you did achieve** what you wanted to achieve, make a follow-up plan using the *Check lists* in *Chapter 8: Measuring youth participation and empowerment, Section 1.1 Tools and methods*.

- 15. If you did not achieve** what you wanted to achieve, analyse what went wrong using *Brainstorm, Discussions, Focus group discussions* and *Key informant interviews* in *Section 3.1 Tools and methods* in this chapter.

Then prepare a new advocacy process in keeping with what you learned from the previous process.

2.2 Tip: A good advocate...

- Finds friends and people in the community who will help
- Knows his or her rights
- Knows how the system works
- Asks a lot of questions
- Actively listens to what others have to say
- Is prepared and organised
- Thinks about what youth want and what they want to say
- Takes action, one step at a time, to make sure youth get what is best for the whole group
- Communicates clearly and with confidence
- Is assertive but respectful and polite

3. Analyses, research and survey tools and skills

A number of tools and methods can aid you in identifying and analysing problems and resources. Just questioning the right individuals and listening may take you part of the way, but specialised youth-friendly ways of getting to the core problems may be a good help and make the process more entertaining.

3.1 Tools and methods

Body mapping is a research tool. By drawing an outline of the body and marking the different diseases that can affect the body, the youth can map, for example work-related diseases.

This exercise can be used to help youth analyse the occupational health and safety situation in their workspaces.

The maps can also be used to check how much the youth know about the causes and effects of the diseases and what health measures are needed.

Brainstorming is a way of getting participants to bombard you with all their ideas, also the wildest and most imaginative ones possible. It is important not to judge or discourage any ideas during a brainstorm, where the goal is to come up with as many ideas as possible, not to select the best ones. It is about quantity, not quality.

Every time a youth suggests something, note it on a flip chart for everyone to see. Do not discuss the ideas in the process. The ideas can be narrowed down later by voting on them or by using a *Ranking and scoring exercise*.

Community mapping can be used to map available resources within a community and involves having the youth draw their own community on large pieces of paper and then including all the resources they can think of: Schools, vocational training options, industries, markets, shops, clinics and residential areas. These maps will sharpen the youth's awareness of present opportunities and they reveal which services are lacking. The maps can be developed over time as the youth discover and remember new resources.

The maps may help, for example identify advocacy target groups, potential work places and potential markets for micro businesses.

Consultations which take place with a group of youth representatives are more formal than open discussions. Consultations are always guided by an adult or peer facilitator who is well prepared and knows which questions he or she wants to find the answers to.

During consultations the youth discuss selected issues and identify problems and their potential solutions. Consultations may be based on talk only or they may involve the use of other tools from this chapter.

Invite youth participants who are interested in the issue you want to discuss and have direct experience or knowledge about it. If the youth belong to a group, they may be elected or selected by their peers.

Inform carefully about the purpose and the process of the consultation and make sure that you take literacy level and age group into consideration when you communicate.

Accept and respect if one or more youth decide that they do not want to participate, but encourage everyone to raise questions and influence the process and outcome of the consultation. Discussions can take place formally or informally, but if they are to be used for analytical purposes and planning, they normally have to be somewhat facilitated and planned. The youth can start out by making an agenda and presenting the good and the bad parts of their lives to find out what they want to change – and how to do it.

Drawings can reveal youth's perception of their present situation, their feelings, dreams, aspirations and much about their imaginations.

Focus group discussions centre on one selected issue at a time with a group of youth who analyse their knowledge and look critically at the different options.

If you want to carry out a focus group discussion, you have to be fairly prepared. What do you want to achieve? What questions should be asked? Write down essential questions and the tools you want to include beforehand to guide

you in the process, but be flexible. If something works out differently than expected you should be able to change tools or questions.

Make sure to take notes for later use.

Information boxes in the organisation's office, in schools, vocational training centres, groups and workplaces are an opportunity for all to share their concerns anonymously. Some examples of what youth have shared through information boxes in Bangladesh are an employer's misbehaviour; dirty washrooms; the need for separate toilets for girls and boys; and salaries not being paid on time.

The information boxes can be opened by monitoring groups at monthly meetings, by Community Watch Groups, Market Committees or whatever other responsible unit that is established. Youth representatives must participate in opening the boxes.

Key informant interviews are especially used during research to gather information on the make-up of a certain area and its youth. The key informants can be selected after observing an area or a work space, or after having had open discussions with different groups in the area. Amongst key informants are parents, employers of youth labourers, shopkeepers, factory owners, people in the community, police, teachers and local leaders.

Interviewing these people also helps to build trust and respect towards you in the local community.

Mapping of bank services and loan and saving schemes can help youth create an overview of funding opportunities for micro enterprises. The mapping usually requires visits to civil society organisations and banks in the community.

Mapping of social security schemes and criteria for support may be useful if you want



Photo: Lotte Ladegaard

to advocate access to existing social security schemes and ensure that the most vulnerable benefit most. In some developing countries social security schemes in fact do exist, but vulnerable groups may not be informed about the options or they have difficulties getting access. In Bangladesh youth groups in rural areas are assessing their communities' inhabitants to find the neediest and then they bring the lists to the village administration.

This type of mapping will usually require meetings with various local authorities. The Community Watch Group can be of help in this regard.

Meetings with local government, formal teachers, school management, employers and many other groups, depending on the topic, may also provide useful information on resources, problems, structures, supporters and opponents as well as opportunities ahead of advocacy activities.

Planning carefully will help you in the advocacy process. Planning can be made easier if you use simple tables like this one:

Questionnaires can be developed based on text, drawings and photos and be used for surveys. While adults traditionally work out questionnaires based on clearly phrased questions, such questionnaires are not easy to use for youth with limited literacy skills. Alternatively, a questionnaire can contain, for example a drawing or a photo of a school instead of the question "Do all children in the household attend school?" Youth can, for example make surveys ahead of awareness campaigns and as inputs to meetings with local government, teachers and school management. The surveys are often made by going from door to door. In communities where people live far apart, surveys can also be done on market days or other days where many people are gathered for special days of observation, Sundays after church or Fridays after prayers in the mosque.

Activity	Period	Materials required	Permissions and appointments	Individuals in charge	Budget
Rally	1 May	Signboards on sticks Caps for all participants A megaphone	Permission from the local police	Mary and Julian have overall responsibility All group members participate	40 dollars
Theatre for Development	5, 8, 10 May	No materials required	No permissions or appointments required	Youssef and Juliet have overall responsibility All group members participate	No budget
Meeting with employers' association	25 May	Transport needed to town	Appointment needed	Facilitator is responsible for making appointment Group leaders Farida and Eric will participate in the meeting	5 dollars for transport

Depending on the topic you want to gather knowledge about questionnaires can also be used in schools, vocational training centres and clinics.

Ranking and scoring exercises can be used to select the most important problem to advocate a solution for. When the youth have prepared a list of problems on a large piece of paper laid out on the floor or on a table, each problem is attached to an easily recognisable symbol, for example a cross, a tick mark, a flower, a bird or whatever makes sense to the youth.

The youth can also select or elect an election commissioner from among them to keep track of the voting, as well as one or two police officers to keep order.

The election commissioner hands out stones or pens to each youth and invites them to put their stone or tick mark next to the symbol they find most important.

The election commissioner also asks each youth to explain what the preferred symbol means to check whether the youth actually understand the

process. When the first round of voting is over, the election commissioner declares the results while an adult facilitator takes notes.

The symbols that receive no votes in the first round are removed and the second round starts. The process continues till there are only one to three related problems left.

Registration of especially vulnerable groups, for example youth who decide to migrate to bigger cities in search for jobs as house maids, can provide both an overview of the dimensions of the problem and a safety net. If every young person who migrates is registered, they can be traced, rescued and supported by youth groups if they get into trouble with an employer.

Strengths, weaknesses, opportunities and threats (SWOT) analysis normally is used to identify the strengths, weaknesses, opportunities and threats in an organisation, but youth can also use SWOT to analyse work situations or work-spaces, or the risks and potential of an advocacy campaign.

SWOT example: A youth group wants to advocate that local banks start offering loans for youth to initiate micro enterprises

Strengths

- We get money so we can start our business
- We can start planning our future life
- People will respect us more when we have access to money

Weaknesses

- More competition because suddenly many people in the community can take loans
- If we are not very careful we may end up in grave debt

Opportunities

- We can start bigger businesses because we gain access to much more money than we can with micro loans
- We may be able to employ more youth in our new businesses
- The whole area may develop because many people can develop their business ideas
- We may get out of poverty

Threats

- If people untrained in entrepreneurship fail they may not pay back their loans and the bank will perhaps stop loaning money to the rest of us
- Some people might leave the area without paying their loan back, causing banks to stop giving the rest of us loans

Testing is a good way of finding out if you have chosen the proper tools, advocacy messages and what's-in-it-for-me messages. Before initiating the entire advocacy process, select a few representatives from your target group and introduce them to your ideas. Be open to critical questions and feedback and subsequently adjust your ideas accordingly.

Voting can help you take decisions if you cannot agree or compromise. Group members can vote secretly by writing their choice on a small, folded piece of paper, or they can vote by raising hands.

4. Mapping and establishing connections with policy- and decision makers at local, regional and national level

4.1 Local level mapping

At local level it is relatively easy to map and establish ties to decision makers. In a small community you can talk to local leaders who can help you map the decision-making process and the people involved. Youth can easily engage in the mapping process locally, but they will probably need their adult facilitator to pave the way and help support the process.

Adult support groups such as the Community Watch Groups mentioned in *Part one, Chapter 2: Youth organising and mobilising* also play a main role here. Community Watch Group members will often consist of representatives from local government, schools, employers and others. These members can present an overview of the structures and the people engaged in their respective areas to the youth. They can also help youth create ties to the decision makers.

Just speaking does not always lead to the engagement of strong ties with local duty bearers. Many Bangladeshi youth mention Theatre for Development, inspired by the youth's own stories, as the key tool for making employers, local leaders and the community aware of problems. "If you do street drama outside the workplace, all employers will become aware, and the community too, which puts the employer who creates the problem under pressure," explains a youth in Bangladesh. Feeling under pressure may lead to a more

binding dialogue, which may lead to strong ties and action.

4.2 Mapping of networks beyond the local level

In bigger cities, at regional and national level it becomes more complicated. The overall structures may be described in school books, on the internet or by local leaders. But when you want details, such as the names of relevant individuals to contact in specific ministries, it is difficult if no one in your own community or Community Watch Group has any connections.

This is where networking comes in. By being a member of a regional or national youth network you can cooperate in this process with youth who live in other areas and are affiliated with groups and civil society organisations in those areas and in the capital. Together, groups and their respective adult support groups are more likely to be connected to the right people in power. A network representing a large number of youth is also more likely to be received with due respect.

A national level steering committee consisting of members from Community Watch Groups and youth groups from different parts of the country and partner organisation networks such as Together with Working Children, mentioned in *Part one, Chapter five, Section 6*, may also help establish ties to policy and decision makers on behalf of youth groups.

In Bangladesh youth also use Theatre for Development to engage decision makers at national level. Every year children and youth invite policy and decision makers at national level to a large theatre festival to draw attention to problems faced by children and youth all over the country and to elicit promises from duty bearers to help solve the problems.

5. Adult support and facilitation

Prior to engaging in facilitating youth-led advocacy, all adult facilitators must as a minimum be trained in:

1. **Life skills.** Experienced facilitators probably have well-developed life skills already, but new facilitators will need some basic life skills training. Good life skills training should take the participants through the most important life skills and enable them to practice these life skills in a safe environment. To ensure that the life skills take root in the facilitators, the training module should probably last 3-5 days. Life skills can also be taught and practiced via on-the-job training by a trainer, a trained colleague or technical advisor.
2. **Basic communication.** Basic communication training for adults that sharpens their senses on good writing skills, target groups, research,

interviews, photos, illustrations and media contact ought to last at least 5-6 days. *Part two, Chapter 6, Section 5.3* provides the outline of a programme for the content of a basic communication training module for adults.

3. **Advocacy.** Systematic advocacy training is necessary to help facilitators develop a thorough understanding of the opportunities and limitations of advocacy, learn to work out advocacy strategies and practice the different stages in the advocacy process. The training module requires about a week.

The training module should include a basic introduction to how the mind works and how behaviour change takes place. The module should increase the participants' understanding of advocacy and its processes, tools and the necessity of a carefully worked out strategy. It should also build the participant's capacity to map and analyse problems and their own organisations' capacity, map stakeholders, carry out substantial research, plan



Photo: Lotte Ladegaard

and communicate, and set realistic objectives which represent the foundation of effective and sustainable advocacy. The training should also cover the engagement of youth in advocacy. This type of training workshop usually lasts 5-8 days.

All three types of training require specialised input, preferably from professionals in life skills and behaviour change, journalism or communication, and advocacy. All training should be highly interactive since good communication, life skills and advocacy are very much about learning by doing and receiving feedback.

As training workshops are costly to carry out, some adult facilitators can be trained as trainers who commit to training their colleagues either through formal training or via on-the-job training. Remember that either way, it requires time and money.

Below is a collection of exercises that can be used to create understanding among facilitators on topics that have been found to be challenging in many contexts.

5.1 Exercise: Behaviour change

Aim: To create understanding about the difficulties in behaviour change and the link between advocacy and behaviour change

Participants: 15 to 20

Age: 14 years and up, adult facilitators

Duration: 1 hour

Explain: Changing behaviour is generally very difficult. However, advocacy is very much about changing behaviour. When we understand our own resistance to change, we can more easily understand why others may also resist change. This will help us plan how to challenge their resistance.

Divide the participants into groups of four.

Ask the groups to discuss aspects of their lives they know they *ought* to change, for example:

- Perhaps you have heard from your doctor, the health authorities or the media that you should eat less meat, sugar and oil and more vegetables if you want to avoid diabetes and heart attacks.
- Perhaps you have heard NGOs say again and again that you should send your children to school.
- Perhaps you have heard NGOs say again and again that you should not slap or hit your children.

Also provide your own suggestions or elicit suggestions from the participants. Let each

group present what they discussed. Then **ask:** But you do not change your behaviour. Why?

Allow for reflection, discussion and suggestions.

Explain: Now take out a piece of paper and pen and write brief statements about why you do not change what you ought to change.

You do not have to write what you want to change.

Let the participants think and write for a while. Then let everyone mention what they wrote in plenary.

Sum up: Many things prevent us from changing behaviour. For example:

- Cultural norms
- It is inconvenient
- You do not believe the message
- You do not care
- You find it boring
- You do not understand the message

Explain: Changing behaviour is complicated. Yet, this is one of the aims of advocacy. Therefore, when planning advocacy, consider how you can plan your way around these typical reasons for why people do not change behaviour. This will help you achieve more through advocacy.

5.2 Exercise: What works and what does not work?

Aim: To analyse and understand what effective advocacy is

Participants: 15 to 20

Age: 14 years and up, adult facilitators

Duration: 1 hour

Explain: There is always a lot to learn from the successes and failures of other people and organisations. If you live in an area with an active civil society, you will regularly meet different campaigns aimed at changing practices. Depending on the context, you and your leaders may be told to forgive and reconcile with other ethnic or religious groups after an armed conflict. Or you may be told to send your children to school and that your leaders should ensure that everyone goes to school. You may be told that you and your leaders should make sure your children are vaccinated and registered at birth.

1. Think about one *successful* advocacy or campaign activity you have encountered in your life. Either in your organisation or for example from your local authorities, other civil society organisations or your religious institution.

- a. Did the campaign change your own or your leaders' behaviour?
- b. Why do you think this campaign was successful?

Let the participants think for a while. They can take notes, if desired. Discuss their findings in plenary.

2. Think about one failed advocacy or campaign activity you have encountered in your life. Either in your organisation or for example from your local authorities, other civil society organisations or your religious institution.
 - a. Why do you think this campaign was unsuccessful?
 - b. Why did the campaign not change your own or your leaders' behaviour?

Let the participants think for a while. They can take notes, if desired. Discuss their findings in plenary.

Explain: Doing thorough research into people's motivations for doing what they do ahead of any advocacy campaign will help you achieve better results. You also have to ensure that you develop advocacy messages that are easy to understand and target the reasons for people's unwillingness to change practices.

5.3 Exercise: Target group analysis

Aim: To understand the importance of a thorough target group analysis in advocacy and to learn and practice target group analysis

Participants: 15 to 20

Age: 14 years and up, adult facilitators

Duration: 3-4 hours

Explain: A thorough target group analysis is at the core of any advocacy campaign. When you know your target group well, messages and approaches can be tailor-made to help ensure that advocacy activities end in a positive result.

Write the following list on a flip chart, poster paper, or white or blackboard:

1. Objective of advocacy
2. Age and gender of target group
3. Educational level of target group
4. What is the target group's main source of income?
5. Where does the target group live?
6. What media and sources of information does the target group typically use?
7. If the target group has spare time, how do they spend it?

Explain: Now you have to examine each question in a two-step process. Begin by answering them based on your own present knowledge and assumptions.

Divide the participants into groups of five.

Ask them to write their responses to each question on a flip chart or poster paper.

When the groups have finished their discussions and writing, let them present their findings. Encourage questions and discussion.

Explain: Based on your discussions, some of you may be in doubt as to whether you have the right assumptions about the target groups. Now please begin the next step, which is:

To answer each question based on thorough research. You may use the internet, your phone, your colleagues, your background knowledge and reports from your office. You should also interview at least one person, preferably two, from the target group.

Tell the participants that they have 2-3 hours to finalise the research. Agree on a fixed time when everyone is to return to share their findings.

When all participants have returned from their research, let them share their findings in plenary and then **ask:**

1. Did anything surprise you during your research?
2. Were there any discrepancies in your own assumptions and your research findings?

Encourage discussion.

Sum up: As you probably have found our own assumptions are not always reliable sources. You need to look thoroughly into your advocacy target group because if you base advocacy messages on incorrect assumptions you will most likely fail.

Chapter 8:

Measuring youth participation and empowerment



I. Monitoring and evaluation

I.1 Tools and methods

Assessment reports of workplace environments based on written agreements such as Codes of Conduct along with frequent meetings, training of employers and annual gatherings are important tools to measure if employers understand, acknowledge and adapt accordingly.

Checklists with four columns and as many rows as the number of problems you wanted to solve can also help you create an overview of what you have achieved and the way forward.

In the first column state the problem you want to solve.

In the second column write the solution you want to achieve.

In the third column state the plan you made.

In the fourth column state the activities you carried out to solve the problem.

In the fifth column write whether or not the problem was solved.

In the sixth column write what you are going to do now.

Example:

The problem	The solution	The plan	The activities	Achieved/not achieved	What now?
Lack of jobs for vocational training graduates	More jobs	To advocate that local employers make space for newly trained youth	<ul style="list-style-type: none">• Theatre for Development• Public meetings advertising the graduates' skills• Going from door to door in the market area	We got jobs for about 60 percent of us, but we still have to find jobs for 40 percent	We will plan a job fair just after the rainy season

Discuss whether what you planned to achieve succeeded and find out why it did or did not. Then agree on how you can continue your activities without repeating any mistakes.

Emoticons or smileys can be used as symbols instead of words in written evaluations. Written evaluations should be used along with verbal evaluations after all training sessions and major workshops.

Written evaluations ensure that each youth's opinion counts and that the youth get a chance to give honest feedback anonymously.

Evaluation games can be used at the end of an activity or training.

For example: List all the sessions or activities and ask three youth to stand five metres apart in a row. Tell the group that the person to the right represents "very good", the one in the middle "ok" and the person to the left "could be better." Then read out each activity or session one by one and ask the rest of the participants to stand near the youth who represents the way the participants feel about the activity or session.

You should always ask one or more youth from each group to explain why they have chosen to stand where they are standing.

This will help you avoid repeating sessions or activities that do not make sense to the participants.

Feedback is the most important factor when you want to ensure quality. Feedback must be given in a positive way, where you look into how you could do things even better instead of pinpointing what went wrong. Plain criticism makes most people sad and unmotivated. When you give feedback

you also acknowledge whatever went well to encourage the youth to continue their advocacy.

Recognise that it is an adult responsibility to provide youth groups with feedback. It does not matter if an activity is big or small – you still have to help the youth and everybody else involved understand their roles and responsibilities, and you have to ensure that all feedback is shared by everyone involved.

Monitoring groups consisting of youth going from door to door to follow up if agreements in, for example Codes of Conduct are being fulfilled. When employers know they are being monitored, it is more likely that they will make an effort to fulfil the agreements.

If some agreements are not fulfilled, the monitoring group can take further action, such as calling a meeting or involving the Community Watch Group and other employers. They can also stage Theatre for Development to raise awareness on problematic issues.

Stakeholder and community involvement in monitoring and evaluation ensures that you also measure change in the community and among important stakeholders. A good assessment report contains lessons learned by everyone; it makes the process transparent to youth and community elders; and it forces stakeholders to live up to their promises.

Theatre for Development can be used both for follow-up and for measuring the change in community perception. Theatre for Development helps youth groups remind different stakeholders of their promises and it can help measure whether or not people understand the topics during the dialogue sessions.

2. How to measure youth participation

2.1 Understanding change

One of the ways to understand change is by measuring the level of equality and non-discrimination. Check, for example if you have managed to integrate the most vulnerable youth into your project or programme.

Another way of understanding change is to measure whether the youth's capacity has increased, e.g. how do the youth participate when they are involved with a group or network?

You should also examine if the members of your youth group play an active role as citizens, and if the adults in the community are helping them.

Rules and regulations, structures, practices and traditions influence youth's lives, and so do duty bearers who are supposed to protect the rights of youth. An important part of monitoring and evaluations is therefore also to scrutinise whether attitudes, practice and implementation are changing in society or in the community due to your activities.

2.2 Different types of indicators

There are various types of indicators and one key difference between them is whether they are quantitative and qualitative.

- *Quantitative* indicators are expressed as numbers, such as units, prices, proportions, rates of change and ratios. For example:
 - The number of people reached
 - The percentage of youth who say they benefit from having learned life skills
 - Percentage of employers who engage in a programme
- *Qualitative* indicators are expressed as words. For example:
 - Attitudes of citizens towards youth participation
 - Range of benefits resulting from youth participation
 - Interviewed youths' views about changes in

their ability to find jobs

- Observed changes in participants' behaviour
- Reported changes in employment conditions
- Reduced early marriage
- Increased access to social protection benefits

It is important to remember that it is not the way in which an indicator is worded that makes it quantitative or qualitative, but the way in which the indicator is reported. If you report on an indicator using a number then it is a quantitative indicator. If you report on it using words, sentences, paragraphs or case studies then it is qualitative.

Qualitative indicators may be useful in assessing the depth of change in people's lives. But they often need to be supplemented by quantitative indicators that can help show the scale of change.

2.3 Tools and methods to develop or select indicators

There are different ways in which indicators can be developed or selected, for example:

Brainstorming can be used to help select indicators from scratch. Youth should be involved in the brainstorming.

Check lists of common indicators exist in some organisations.

Consultations can also be used in selecting indicators. A range of different stakeholders, community members, parents and youth can be involved in selecting indicators at some stage in the process.

Specific indicators may be requested by donors. Specific guidelines, e.g. SPHERE indicators for programmes involved in emergency situations may also be applied.

Standard indicators are developed and set for specific programmes or thematic areas in some organisations.

2.4 Tip: A good indicator is ...

- Substantial: It reflects an essential aspect of an objective in precise terms.
- Factual: Each indicator should reflect fact rather than subjective impressions, as well as have the same meaning for project supporters as informed skeptics.
- Plausible: The changes recorded can be directly attributed to the project.
- Based on obtainable data: Indicators should draw upon data that are readily available or that can be collected with reasonable extra effort as part of the administration of the project.

2.5 Tip: Remember that ...

- Disregarding that which cannot easily be measured is artificial and misleading.
- Presuming that which cannot easily be measured is not very important is dangerous.
- Believing that which cannot easily be measured does not really exist is fatal.

*Adapted from INTRAC training
on impact assessment*



Photo: Lotte Ladegaard

2.6 Exercise:

Questions to ask when refining indicators

Aim: To narrow down and refine indicators

Participants: 5-10

Age: Adult programme staff and facilitators

Duration: 2 hours

Explain: After brainstorming you will frequently end up with a large number of potential indicators – often far too many. Once you have developed a range of possible indicators, it may be useful to ask a few questions to establish whether they are realistic or not. This will help you narrow your options and ensure that any remaining indicators are realistic.

Divide the participants into two groups.

If the project already has indicators on participation, use these as a point of departure for the rest of this exercise. Otherwise ask the groups to make up one qualitative indicator and one quantitative indicator on youth participation.

Write the list of questions 1-12 below on a flip chart, poster paper, black or whiteboard.

Explain: You will now have to discuss these questions:

1. Will you be able to collect information on your indicator? If so, where will you get the information from?
2. Is the information likely to be accurate and credible?
3. How much will it cost to get the information in terms of:

- Staff time?
- Participant time?
- Money?

4. How often will you have to collect it?
5. Does it require baseline information? If so, can you get this information?
6. Does your staff have the capacity and the desire to collect the information honestly and accurately?
7. To what degree can you attribute the indicator to your efforts?
8. Will the indicator tell you anything you did not know before?
9. Will it help you make decisions to improve future performance?
10. Will it help you to be accountable to different stakeholders?
11. How else will it help you?
12. Will it allow you to share information with others to help their own projects and programmes?

When the groups have finished discussing the questions, ask each group to present their findings in plenary. Encourage questions and feedback.

Sum up: As you might have experienced, it is not an easy process to develop realistic indicators. But if you ask yourself these questions each time you add a new indicator, you will save time and avoid regret in the long run.

2.7 Tools and methods to measure the outcome and level of youth participation

When attempting to provide evidence of outcomes, selecting only one indicator, talking to only one group of people, or using only one method or approach can be dangerous. It is usually better to triangulate information. This means using at least three different tools to measure participation. For example:

A baseline study is the basic starting point for a project and serves as a benchmark for all future activities, including measuring the impact of a project.

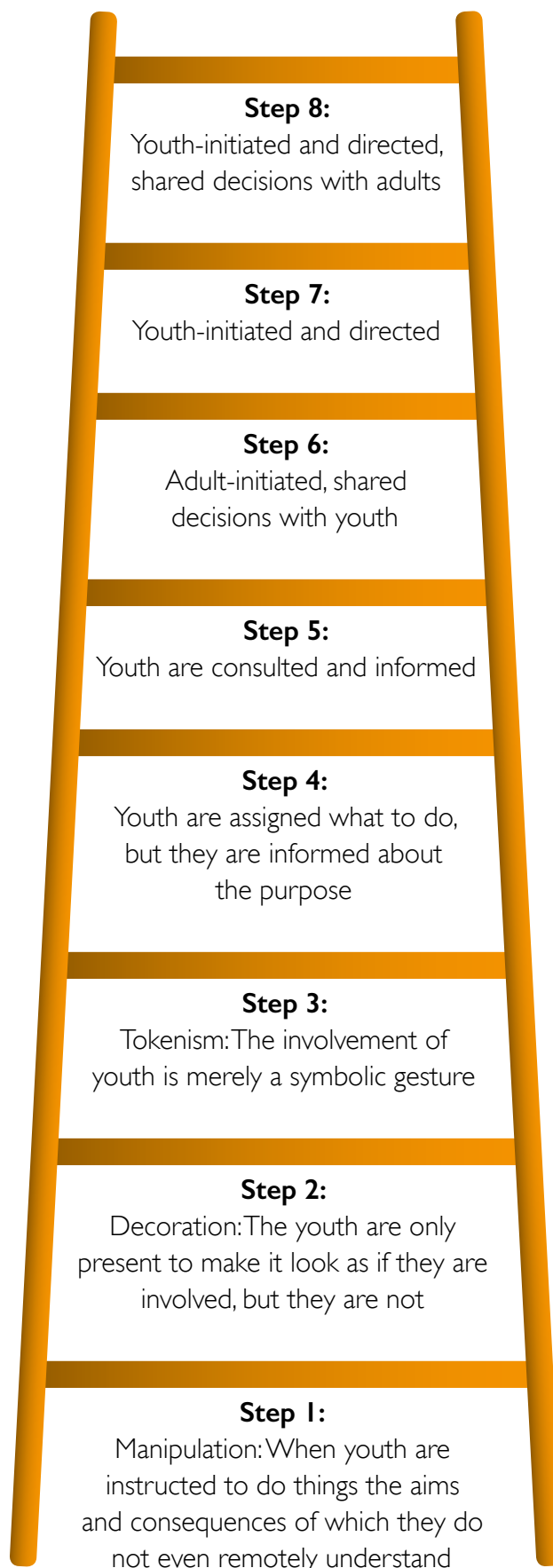
Case studies provide a more extensive description of the participants and how the interventions have affected their knowledge, skills and behaviour.

Control groups can be used to compare youth or advocacy target groups that are not part of the project to the project participants.

Examining existing data, e.g. ministry statistics, project reports and other reports can be used to measure your indicators against.

Ladder of participation can be used to measure the level of participation and the genuineness of the youth participation.

Roger A. Hart originally developed the ladder of participation to measure child participation, but it has been adapted here to measure youth participation:



Longitudinal studies involve repeated observations of the same variables over long periods of time and are a type of observational study. Longitudinal studies are often used in psychology to study developmental trends across the life span and in sociology to study life events throughout lifetimes or generations.

Longitudinal studies track the same people, which means that the differences observed in those people are less likely to be the result of cultural differences across generations. In advocacy, for example this type of study can be used to identify the changes that advocacy has produced in the practices of the target audience.

Observation via field visits and participant observation are important tools when measuring the outcome and level of youth participation and empowerment.

Self-reviews are done by participants and staff since they are the ones who have the greatest knowledge and understanding of what is be-

ing done and its consequences. They possess a wealth of valuable information.

The participants should respond to three universal evaluation questions:

1. Are we doing what we said we would do?
2. Are we making any difference?
3. Are we doing the right things?

Surveys use different methods, such as counting and measuring the observable changes, interviews, questionnaires, workshops and focus group discussions.

Talking to different groups of people can help you collect different perspectives on the outcome of the youth participation.

Tracer studies are long-term and can be used to identify how project participants have applied the skills from the project in the long run.

2.8 Exercise: Genuine or token participation?

Aim: To understand the difference between token participation and true and meaningful participation

Participants: Up to 30

Age: 12 and up, adult facilitators

Duration: 2 hours

Note to facilitator: Write the different steps of the ladder of participation in *Section 2.7* of this chapter on a flip chart or poster paper. Keep it out of sight until later.

Explain: This exercise is to sharpen your awareness of the difference between genuine and token youth participation. We are going to do some small role plays.

Divide the participants into two groups.

Explain: Each group has to hold a community meeting about youth participation. Each group represents a civil society organisation that would like to raise the issue of youth partici-

pation in the community where they work. It is up to you to decide how to do it – by talking, by using role plays, singing, whatever. But both meetings have to involve the community.

When group 1 is acting, group 2 will be the community and vice versa.

Put each group into a separate room and then individually tell each group what its role is:

1. Group 1 will conduct a community meeting based on genuine youth participation.
2. Group 2 will conduct a community meeting based on token youth participation.

Let each group perform their meeting with the other group as the audience. Encourage discussion, critical questions and suggestions.

Evaluate each meeting in plenary using the flip chart with the steps in the ladder of participation.



Published by  **Save the Children**

First published June 2016
ISBN EAN 978-87-91682-51-3

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Research, text and photos: Lotte Ladegaard/Development Close-up – www.lotteladegaard.dk
Design: Helene Ingerslev/Wet DesignerDog – www.wetdesignerdog.dk
Proofreading: Nancy Ake Aaen – www.inenglish.dk
Print: TopTryk Grafisk – www.toptryk.dk

This toolkit could not have been written without the participation of hundreds of youth group members, their parents and caregivers, employers, members of Community Watch Groups, local authority representatives, staff and field facilitators of Save the Children and its partner organisations and networks in Bangladesh: BITA, Child Brigade, CPD, Ichchey Media, Nari Maitree, National Children's Task Force, SEEP, SUF, Together with Working Children and UCEP.

You all generously provided time, thought-provoking inspiration and enthusiasm about youth participation and social and civic empowerment of youth. The process of putting "A youth participation best practice toolkit" together has been extremely rewarding thanks to all of you.

Great appreciation also goes to representatives from Youth in Action in Ethiopia, Burkina Faso, Malawi and Uganda and from Save the Children in Ethiopia. You provided your valuable time and tirelessly read and commented on the draft toolkit texts and tested a number of exercises. Your feedback has helped improve and strengthen the final toolkit tremendously.

The Youth in Action programme and this toolkit are funded by The MasterCard Foundation.

For more information please contact:
Save the Children
Rosenørns Allé 12
1634 Copenhagen V, Denmark
Tel: +45 35 36 55 55
info@savethechildren.dk – www.savethechildren.dk