



Non – Formal Education of Adolescent Peer Leaders





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The quotes in this publication are real and come from children, adolescents, professionals and staff who participated in the Regional Child Trafficking Response Program (CTRP).

NON-FORMAL
EDUCATION OF
ADOLESCENT PEER
LEADERS



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➤ INTRODUCTION

Dear readers,

The publication before you is the result of the project “Youth Resilience” which was conducted in Montenegro between 2009. and 2011. as part of the international Child Trafficking Response Programme, organized by Save the Children. Child Trafficking Response Programme - CTRP represents a three-year long project, which is aimed towards providing support to children exposed to risk and to trafficked children in the countries of South-East Europe. The programme, besides Montenegro, includes: Albania, Bosnia and Herzegovina, Bulgaria, Kosovo, Romania and Serbia. The project was created as a result of regional research, in 2006, which highlighted the importance of children’s participation and which was carried out in real communities. The aim was to gain more detailed explanations from children about the circumstances under which some of them are exposed to the risk of trafficking and exploitation and what makes them stronger and more resilient in unfavourable conditions.

Activities of the project “Youth Resilience” have been realized in two communities in Montenegro, Konik in Podgorica and Bijela in the Herceg Novi Municipality. Research has been conducted in these communities including both research among children of the RAE population of the displaced people from Kosovo and among children without parental custody accommodated in the Institution - Children’s Home “Mladost”. Activities of Forum MNE in Konik and Bijela arose as a response to the major risk factors of child trafficking identified by research and they are based on:

- a) development of self-consciousness, self-respect and resilience of children/young people at risk, through life skills based education;
- b) encouraging young people to become peer educators and activists;
- c) supporting young people in order to help them act as role models and to advocate for the best interests and rights of children/young people;
- d) enhancing an encouraging environment so that children/young people can express their opinions and so that those opinions can be heard in the local community.

Therefore, the publication “Non-Formal Education of Adolescent Peer Leaders” represents a guide, or best practice model, within the project “Youth Resilience”, realized within the phase III of the CTRP project, in Montenegro. As such, this publication represents a demonstration of the theory and practice concerning the non-formal education of the youth leaders, realized during 2010/2011 through three modules and 45 hours of practical work in the community. The purpose of this publication is to present a best practice model and it is hoped that it can be utilised by others in a variety of environments. Given that the process of accreditation and formal recognition of vocation of youth leaders is still a work in progress I believe that the following publication will help everyone to become better acquainted with the range of activities involved in the vocation of youth leader.

I hope the content of this publication will interest you and that you will realize its importance when it comes to working with and for young people.

Kind regards, Sandra Smolović

Coordinator of the project “Youth Resilience”

Forum MNE

“BE THE CHANGE YOU WANT TO SEE IN THE WORLD”,

Mahatma Gandhi

In the same way as numerous and big changes have been triggered by words and deeds of the well-known peace and change fighter, Mahatma Gandhi, so has the programme for youth leaders within the project “Youth Resilience” that has been inspired by examples of good practice of youth who, for the past three years within the training for youth leaders (initiated within the programme of Forum MNE and supported by SIDA), really showed that they can bring about significant positive change in their communities.

Born and brought up under specific circumstances, young people from communities Bijela and Konik had extremely complex assignments before them.

In the diverse milieu which made them the individuals they are today, it took great courage to face themselves in the first place, and then also with all the burdens imposed on them by the environment, no matter whether they come from broader society or from their own cultures and social identities.

Personal, very personal, has to be every beginning of all changes that happen to these young people and with them. That is the reason this experience provided such deep dimensions to the work and the accomplishments.

However, they are measurable, by the belief in oneself, by being open, by believing in others, by wish and hope for equal chances, by standing up for oneself and the others, by readiness to understand and by accomplishment of the need to be free and recognized, so as they can know how to create better for themselves and their peers.

At the end of this brief, but above all significant, moment in their big life changes, they are ready for the encounter with others and for an equal place under the sun.

We wish them much success and happiness as they already have heart and knowledge!!!

Authors

Aleksandra and Sava

➤ Chapter 1: How did everything begin?

The youth leaders' training programme was initiated because of a need for change of both society and young people. In Montenegrin society a need arose for the education of young people into conscious, responsible, and active citizens, leaders in the communities, who will contribute to the development of a society and who will be recognized as makers of positive change. Also, creating of the supportive environment in which the development of young people into active citizens is possible, is recognized through the development of participation mechanisms for the young people and establishing of partnerships, or making networks. Forum MNE prides itself in rich experience concerning the abovementioned themes, and we will, therefore, present a part of it through a model of the youth leaders training.

A big group of people, through the programmes of Forum Syd (former name for Forum MNE while the organization was a part of the regional network Forum Syd Balkans programme) has been contributing to the development of the community through different projects, especially through training for youth leaders in the two-year university programme "Leadership and developmental youth work in a community". The abovementioned programme was created for secondary school graduates/students and for everybody who wished to acquire knowledge and to perfect skills in youth fieldwork. One of the criteria for signing up for the programme was that a person must be of age. That was the reason why either due to the age or the education level a young person couldn't attend the training for youth leaders. A large number of young people expressed interest to apply their experience gained through voluntary work and their knowledge in direct work with young people¹. Therefore the evident necessity for providing the brief training programme for all interested young people resulted in a training programme for youth leaders.

Prior to the programme "Youth Resilience", three generations of participants went through the training programme successfully. The training showed evident results both in personal and professional growth and development of participants and in the development of other young people with whom the participants of the training programme worked with in a community through the realization of the practical part of the training.

Informed by that experience, and based on the results of the research "Risk and resilience to trafficking in South-East Europe", which showed that the children of RAE population, displaced people from Kosovo and children without parental custody, are groups in the highest risk in terms of phenomenon of trafficking, we decided to adjust the training programme for youth leaders and to apply it in work with the abovementioned groups of children/young people for the purpose of education and the increase of their resilience to various types of behaviour and reactions in crisis situations.

¹ Excerpt from:

Kovačević S, Radoman A, Krivokapić T, and, Hadžibegović A, 2008. PROGRAM OBUKE ZA OMLADINSKE LI-DERE/KE (TRAINING PROGRAMME FOR YOUTH LEADERS). Podgorica: Forum MNE.

Aims of the training programme

- ✓ Participants acquire the basic knowledge, skills and attitudes of leadership;
- ✓ Participants acquire knowledge and skills for organizing:
 - youth events in a community and youth festivals,
 - youth educational camps,
 - youth exchange,
 - support system to the youth initiatives,
 - drafting project proposals;
- ✓ Participants will be given the opportunity to develop both socially and personally and to develop reflexive, analytical and professional aptitudes towards work;
- ✓ Participants perfect their knowledge and skills through a personal plan of learning and development as well as through learning from experience.

Training programme

The training programme consists of 3 sets of lectures and practice sessions and is conducted over a period of 6 months, depending on dynamics – 45 hours of practical work. Practice consists of planning, preparation and realization of various activities, such as: workshops with peers, youth exchanges, events in the community, campaigns for raising the awareness of problems that exist in the community and society, youth initiatives, youth festivals, youth camps, project drafting, etc.

Content

- First training: leadership basis, organizing the youth exchange, youth events and youth festivals. Group work dynamics is processed as well as the context of the community and young people in a community.
- Second training: organizing of youth educational camps and giving support to the youth initiatives. Themes such as ‘how to enhance the leadership potential in young people?’ and the management of resources (both human and material) are processed.
- Third training: exploring the real needs of young people, drafting the project proposals for the youth events, exchanges, festivals and youth initiatives (familiarization with the steps and practical writing).

Young people within the project “Youth Resilience”, during the training/modules for the youth leaders, process various themes adjusted to personal development, which is particularly important to this target group; they work on recognition of the leadership potential, including other young people in their communities, when they use specific skills, organizing different

activities for the young people and with the young people and solving and overcoming of the problems from their community that have a detrimental impact on the lives of young people in Bijela and Konik.



II Module at Ivanova korita near town Cetinje

Work methodology

The programme, “Training for the youth leaders in a community”, was conducted in accordance with the principles of informal education and contained various methods:

- Individual learning;
- Learning in small groups;
- Practical work;
- Notes on practical work;
- Estimation of the personal knowledge and skills (self-estimation through the consultations with the supervisor);
- Modules of interactive training²

² Excerpt from:

Kovačević S, Radoman A, Krivokapić T, and, Hadžibegović A, 2008. PROGRAM OBUKE ZA OMLADINSKE LIDERE/KE (TRAINING PROGRAMME FOR YOUTH LEADERS). Podgorica: Forum MNE.

Knowledge and skills participants are expected to know at the end of the training

Expected results and accomplishments are in accordance with the specific educational and other needs, as well as with the dynamics of the development of these individuals in the programme. In this context the greatest attention practitioners provide is to the individual needs of a young person and to the usage or the results of this work both for personal and group learning.

Therefore, the requirements for the successful conduct of this training are pretty high, especially having taken into account the complexity and the depth of the work. It is necessary to possess a good knowledge of the individual and group work, work with the young people who have special educational and other needs starting from the complex problematic that comprises the core of this work and things that this young group of people are facing and dealing with in a more or less successful way.

At the end of the training participants are expected:

- to know how to organize youth exchanges, festivals, events, campaigns, youth educational camps, and to be familiar with the process of giving support to the youth initiatives;
- to know how to recognize, direct and use the leadership potential in themselves and in other young people and to transfer it to the activism in communities;
- to know how to draft a project proposal that might be shaped in accordance to EU recommendations and EU chart on youth participation;
- to work in accordance to current policies on child and youth protection;
- to do self-estimations in the context of acquiring the knowledge and skills during the training programme and afterwards.

Progressing, checking and evaluating of the knowledge

Grading is descriptive and it is done continuously throughout the programme. This way of grading has two purposes:

- to enable the participants to recognize the level of their knowledge, approach and skills, as well as to understand and adopt eventual changes in the abovementioned and to help them to develop the skill of realistic self-grading of their learning and work results;
- to enable instructors and supervisors to estimate whether the particular participant has accomplished required standards so as to be eligible to get the certificate.

Checking and evaluating is done through:

- team meetings of all participants;
- regular consultations between the supervisor and participants;
- creating and monitoring of the personal developmental plan during the entire training;
- reporting on practical work;
- being actively involved during the entire training.

Monitoring of the development

Just as every professional continuously develops their personal and professional competencies, there is also a continuous plan for monitoring development. While working with the young people, every youth leader has to be up-to-date with contemporary developments and has to train his/herself to work on her/his knowledge and skills all the time. Striving to whole-life-learning, youth leaders have a chance to conduct self-estimation and self-evaluation.

In the training for the youth leaders, monitoring of development is conducted through *consultations and a personal plan of development and learning*.

- **Concept of the consultations**

Consultations³, in terms of methodology, represent the individual means of work between the supervisor – youth leader through which the youth leader comes to a conclusion in regard with her/his personal and professional development.



During the consultations a supervisor establishes a relationship of trust with the participant of the programme. This refers to the model, approach and the content of the consultations. The first step is enabling the student to get the information about the nature and the purpose of the consultation. In that context it is important to note that the consultations are confidential and that their aim is the personal and professional advancing and progressing of the participants; that it is their time which can be partially constructed in the way that is suitable for the participants, but the supervisor is obliged to encompass all the fields important for this process. When we talk about this phenomenon, all themes that are related to the personal and professional development and which spontaneously arise from the process are used as a resource; they are deepened to the extent to which is valuable for the learning process of a young person, but at the same time they have to be in accordance with the level of maturity and readiness of a young individual – participant – to

³ Concept for consultations used in this project can be find in the Appendix 22

learn. Prior to the consultations, the supervisor establishes the learning aims for each individual according to the personal notes made during the training or according to the recommendations of the instructor on possible and necessary directions of development.

The content of the consultations, from beginning to end, consists of three parts:

- understanding and recognition of the terms and/or themes processed during the training;
- perception of the group, one's role in the group and phenomena that happen in the group dynamics and interactions;
- recognition of the personal skills and abilities that are related to youth leadership and activism; recognition of the potential necessary for the development of the new skills required for this job and independent creation of the learning plan and the development based on already defined, desired skills and abilities.

Simultaneously with the flow of the consultations, training and practice, dynamics and learning level and development of the participants, as well as the need for the supervision, are changing.

Namely, during the first set of consultations it is necessary to make a clear and understandable base for acquiring knowledge and for the development. In that case the consultations set with the abovementioned content enable the participant to make a connection with the basic phenomena which she/he has faced during the first training and/or from the previous experience in work with young people, in life situations, etc.

After the second training and the beginning of the practice, the supervisor has more 'resources' he/she can use during the consultation process. Firstly, that is in part related to a realization of the learning plan and the development, recognition and acknowledgment of the results in that field and in part of what is additionally necessary for this project to be more successful. In this phase, besides the support given to the participant so that he/she can be more conscious in performing the practice, the supervisor can also acquire a more realistic insight into the level of personal responsibility for learning and development felt by the participant.

During the final consultations, independent learning, development and the initiative should be on a level that would continuously provide self-reflection in work, a certain required level of maturity, responsibility for one's actions and the actions of the other young people, etc. We are starting from a premise that they understand the situation and the processes which are developing currently and which were present at the beginning of the work. Learning and development are summarized through much more visible indicators in this stage. The process of consultation is closed. Of course, this process is merely an initial one and is used as a model for future independent learning and development, both personal and one that can be provided for the other young people, in its practice.

Method used during the consultations:

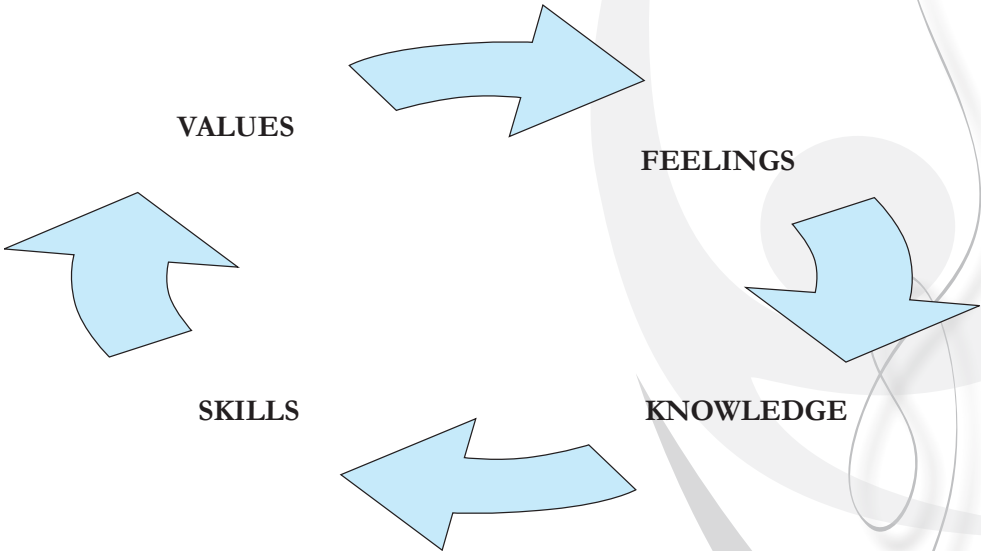
- **asking questions** for the purpose of the analysis and gaining knowledge on specific phenomena, situations, events, and behaviour as well as confrontation with the concrete life situations, from the training and practice;
- using **experience from the problematic situations** from the training, life or the consultations alone where the participants have a chance to apply gained knowledge or to face it;

- creating an **estimating scale** for estimation of the skills and knowledge that enable setting up of the level of development and learning of the skills, as well as the self-estimation that, continuously, can represent a model for quantitative and qualitative achievement of each individual.

When we approach the process of consultations, we basically monitor participants’ feelings and we give them support so that they may express themselves more openly. We check them at the very end as well. They are crucial for the processes that precede the **authentic development of the participants**. Besides better familiarization with oneself through the recognition and expression of feelings, youth leaders, by time, receive the additional resources that may help them in this job so that they may recognize the feelings and understand behaviour of the other young people.

Professional learning and development are based upon the defining of the individual values, knowledge and skills of participants, as well as of those that are necessary for the high-quality work in the field of youth activism. Values are specific by being the smallest and the variable category that is changing in the slowest way, and therefore **from the very beginning the fundamental values of this job have to be complementary with personal values**. Special attention should be given to encouraging the young people to express and awaken their personal values so that the process of learning and development can be established as real and attainable.

The complexity of the processes of the consultations comprises of checking of the gained knowledge and exercising of the skills along with the monitoring of the values and feelings. This is a continuous process that results in the authentic working style of a young individual which is in accordance with the standards already existing in the youth work. The importance of the values and attitudes consists in the fact that young people with these clear categories act as role models to the other young people, which places additional responsibility upon us and them.



After the training the instructors give written feedback to each group member through the indicators shown in the table. Recommendations are given at the end of the consultations which represent the summarized overview of the development of each individual. At the end of the training, instructor and supervisor – youth leader, give feedback about demonstrated skills and knowledge, values of each participant, which represents an excellent basis for monitoring of future engagements of the youth leaders on certain projects within the programme.

• • Personal learning and development plan ⁴

The personal development and learning plan is a document that has emerged from the European portfolio, for youth workers and youth leaders, who work in the context of informal education, the Council of Europe 2006.

The form of personal learning and development plan used was appropriate for several reasons:

- it is systematic and very simple, clear and logically constructed, with clear measurable results;
- it covers 5 key functions, which include the key skills needed for the development;
- it is fairly easy to follow one's development through guidelines for self-reflection, which helps one track one's own development in the later stages of professional work when participants become more independent.

During the consultations youth workers estimated their abilities on an estimation scale for each individual aim from the plan for development and learning. After the estimation they planned the aims of learning which enables them to determine the timeline dynamic and resources necessary for its accomplishment.

The plan of development and learning was carefully and gradually presented to the participants. Gradation was accomplished by periodical inclusion of the aims – after every training, two aims were included. Participants chose what they wanted to work on so that they could further develop already existing competencies.

Convenience of the plan for learning and development is seen through its periodical returning and measuring of the personal development. This model is proven to be very successful in terms of long-term work on oneself and self-evaluation.

PORTFOLIO

What is portfolio?

Portfolio represents a unique place where all necessary information can be found about the participants during training, consultations, practice, their own remarks, as well as the recommendations of the youth leaders and instructors.

⁴ Annex 1; Taken and adopted from European portfolio for youth workers and youth leaders that work in the field of non-formal education, Council of Europe 2006.

What does it comprise of?

Personal data of the participants followed by a short resume;
training plan;
programme and the aims of the training;
training material for the participants;
reports from the consultations;
plans for learning and development;
preparations and reports of the participants during practice;
evaluation of the participants from the training sets;
additional assignments for the participants;
table with the data on presence in the training, dynamic of the consultations;
final recommendations for the youth leaders given by youth workers, instructors.

What is it used for?

For monitoring the development and the achievement of the individuals;
for internal paperwork.

Characteristics of the programme for the training of youth leaders from the perspective of the developmental psychology

Through the programme designed for the youth leaders a frame/space for exploration of the developmental possibilities and directions of the development for each adolescent/young person included in the training has been created.

- **Safe environment** - creation of a safe ambience through the realisation of the activities which give the feeling of safety (as opposed to the feeling of fear and uncertainty).
- **Adequate** structure – existence of rules and limitations, clear expectations and boundaries, realization of the activities that won't be strictly monitored (as opposed to a disorganized and chaotic environment or a rigid environment with strict control);
- **Support** – warm, caring environment in which young people receive understanding for their needs and feelings and in which their needs are respected (as opposed to a cold, rejecting or ambivalent environment in which young people don't receive necessary attention);

- **Encouraging of the feeling of belonging** – the feeling that one belongs to a group (as opposed to being marginalized)
- **Encouraging towards accomplishment** – creating possibilities to make an impact on the life in a community, to let the young people face the challenge and take responsibility (as opposed to lack of challenge, without the possibility of taking responsibility)
- **Possibilities for the development of young people** – creation of the circumstances which will enable the creation of new forms of behaviour and skills, forming of identities and integration in the world of adults and the community (as opposed to the conditions which direct the young people towards conduct that can be harmful or towards deadlock on the development path).
- **Existence of positive norms** - the existence of clear rules of conduct, expectations and values, while at the same time the young people can participate in their review and modification (as opposed to an unadjusted environment which supports asocial forms of behaviour and behaviour that can be harmful for the young people both physically and mentally).
- **Being connected to family/custodians, school and broader** – there should be a synergy between family, school and what is going on in the programmes (as opposed to conflict situations).



Team building activity, Module 1, Podgorica

➤ Chapter 2: What do we do? Field experiences

Roma, Ashkali and Egyptian populations are listed as the top three highly marginalized and the poorest social groups in Montenegro. Low economic power, very low employment rate, low level of education, inadequate living conditions, social rejection followed by conditions of ethnic stereotypes and prejudices, being separated from the ways of life of modern societies, frequent settlement changing, and the very unique way of living of the Roma population are just some of the causes of their difficult position within society. Research shows that a majority of the RAE population wants to work, but that they are, due to a low educational-professional structure, mostly left without a basic education and concrete professional knowledge, and therefore are unable to provide any kind of job for themselves, and accordingly to improve personal living style.⁵

When it comes to the protection of children without parental care in Montenegro, the primary means of care was to accommodate children in the Institution. The success of such accommodation and care for children, in reports, is affirmed by the educational success of the wards and their incorporation and acceptance by the environment they are situated within. The only problem, as stated in reports, represented over-protectiveness of these children in the Institution, so that it made their incorporation into everyday life very difficult, especially for children who spend a long time in the Institution for children without parental care, which is extremely noticeable after they leave the Home and start an independent life.⁶

Stated reasons seemed alarming and urged a search for mechanisms to enable children of the RAE population and children without parental care, in the most adequate way, to become integrated into a dynamic, contemporary Montenegrin society, or to make them more resilient against trafficking and different types of risky behaviour.

Target group

The target group for the purpose of youth leader training consisted of two sub-groups of young people from the Children's Home "Mladost" in Bijela and young people from the RAE population in Konik, 23 in total, aged between 14 and 18. Young people in listed communities were introduced to the programme of the training, and the selection process was based on displayed motivation, readiness to participate actively and prospective participants being of a suitable age.

Forum MNE delivered the activities in the listed communities even before the project "Youth Resilience" had started, which made the process of the selection of candidates for the training easier. A certain number of young people selected to attend the training were already involved in the volunteer activities delivered by Forum MNE and they showed a high level of motivation and desire to be actively involved in training designed for the youth leaders and to acquire knowledge and skills necessary for working with young people, or better to say – for peer education. During the selection process with each child/young person the individual conversation was conducted where a child/young person was introduced to the content of the programme, obligations and responsibilities of participants during the training, as well as with the possibilities the training offered. Also, a discussion was held with each young person to determine her/his reasons for participating in the training.

5 Djeca govore/Children Speak – risk and resilience to trafficking in South-East Europe, May 2007, p.30

6 Djeca govore/Children Speak – risk and resilience to trafficking in South-East Europe, May 2007, p.31

Reasons for enlisting in the training for youth leaders, provided by the young people, were diverse:

- to learn something new and different;
- to socialize;
- to work with other young people;
- to complete existing education experience;
- to shape and complete experiences as volunteers in work with young people...

Recommendations for the selection of training participants

According to previous experience our recommendations are as follows:

- if there was no previous cooperation in a certain community it is necessary to map the relevant actors and to establish collaboration – schools, centres for social work, NGOs;
- inform the target group - to inform children/young people about the programme through the distribution of information packages, leaflets, brochures, posters, meetings in schools and other places where young people gather, performances in the media, etc.;
- create application forms and conduct the selection according to the quality of the application form;
- schedule interviews with children/young people.

Essential characteristics a participant should possess:

- Motivation to work with young people
- Commitment
- Responsibility
- Positive attitude
- Tolerance
- Good communication and interpersonal skills
- Openness/ability to work in a team

During the training programme for peer activists, some of the activities in which young people had the opportunity to test themselves, and through them to work practically on the application of theoretical knowledge and development of life skills are, of course, peer education - workshops on different topics with their peers in their communities, events, youth exchanges, campaigns, youth education camps, project fairs etc.

Peer education

The programme for youth leaders is designed and implemented in a way that includes theoretical input and practical work, so that it provides an opportunity for participants to acquire knowledge, skills and experience and thus achieve the highest rate of learning through experience. Upon completion of training young people are more confident to work in their communities as peer educators, passing on knowledge to their peers.



Peer to peer session, community Konik in Podgorica

What, actually, is peer education? Peer education usually implies that members of certain groups, in which all members are of the same age and status, affect change among other members of the group. Peer education is often used to achieve changes at the individual level, attempting to influence the person's knowledge, his/her attitudes, beliefs and/or behaviour. However, peer education may also lead to changes in group or social level, changing norms and encouraging collective action that leads to changes in programmes and policies. The main role of peer leaders is, in fact, to help group members to define their problems and seek solutions through the mutual exchange of information and experiences. Peer leader is the best choice when it comes to spreading the knowledge to the members of the group and becoming a role model to others in real life by pursuing what he/she says. Given that the peer leader is from the same group he/she can understand the feelings, thoughts and vernacular of participants, and thus can establish a better relationship with them. Peer leaders reduce risk in the community, not just talking about them, but also encouraging the development of models that might contribute to it. His/her behaviour thus has a stimulating effect and is able to inspire and encourage their peers to change.⁷

Bearing all the above in mind, young people from Konik and Bijela have boldly headed into peer education in their communities. The topics they have dealt with were identified on the basis of the real existing needs of young people in the given communities and they are: teamwork, child rights, prevention of violence, prevention of child trafficking, prevention of the use of psychoactive substances, conflict resolution, multiculturalism and free time of young people.

Events in the community

Young people organized many events for the youth leaders in the community during the training. The events were aimed at drawing public attention to certain problems that exist in society, to promote certain values, to inform the public, to demonstrate the potential, creativity and skills of young people, as well as to launch initiatives in the community. They are usually organized to coincide with significant international dates.



Event celebrating the International Day for Fight against Trafficking in Human Beings, 18th of October 2010.

So the young people, during the project „Youth Resilience”, organized many events in Podgorica and Herceg-Novi. It is particularly important to mention the events organized for the occasion of International Day of Social Justice, 20 February, the International Roma Day, 8 April, Day of the Fight Against Trafficking in Human Beings, 18. October, Volunteer Day, 05 December ...

Given that 2011 is The International Year of Young People, every event organized during the year was devoted to promoting young people as a resource of society, in which to invest and which should be taken care of structurally. As a result of the organized events, a large number of people

7 HIV prevention among young people: life skills training kit, Volume 1, p. 5

were familiarized with the problems related to trafficking, violence, risky behaviour and with ways of preventing them; it triggered considerable media coverage and introduced the wider population to the activities of the project „Youth Resilience”. Events also represented an opportunity for young people to demonstrate their potential, creativity, imagination, to socialize with peers, to develop presentation skills, organizational skills, etc.

Youth educational exchanges

Through the youth exchanges young people have the opportunity to exchange opinions, ideas, to learn, to establish relationships with their peers from other cities, other countries, to learn about different cultures, etc. Naturally, exchanges present a great opportunity for the establishment of intercultural dialogue and the development of real and natural perception of the multicultural environment. Youth exchanges help young people in an interesting, entertaining, interactive and dynamic way to explore, learn about their own and other cultures, customs and history. During the project young people realized a substantial number of exchanges of national and international character. They had the opportunity to host their peers from Albania, to meet with young people from regions in Bulgaria, to meet, learn and socialize. Also, exchanges within the project „Youth Resilience” were an opportunity for the young people, in addition to getting familiar with the ethnic, cultural and historical landmarks, to meet with the representatives of various institutions/ organizations and structures responsible for issues concerning children and young people. Some of them are: the Ministry for Human and Minority Rights, Office for Prevention of Trafficking in Human Beings, National Office for Youth, Office for Youth at the local level, Municipalities, NGO Law Centre, etc.

Campaigns

The delivery of the campaign proved to be the biggest challenge for young people, but also an opportunity to work on themselves and to test themselves in a variety of ways. Campaigns are organized with the aim of informing the public about certain issues in society with the intention of raising awareness about the necessity of solving them by including as many actors as possible. The most important campaigns were organized for the purpose of drawing wider public attention to the position of the RAE population in Montenegro, delivered during the International Day of Roma, as well as highlighting the problems of violence and trafficking, in the campaign to mark the International Day against trafficking. What is typical about the campaigns, which have been organized within the project in question, is the following:

- duration - campaigns stretch over a long period of time. They are usually organized for a period of 4-5 days;
- location - The campaigns were organized in two towns (Podgorica and Herceg Novi) and in several locations within a town;
- a large number of actors - given that the various events are organized in different places, it is necessary to establish cooperation with everyone;
- planning - it is necessary to plan well, to create a common plan and to have good organization

Young people involved in the implementation of campaigns have undergone these steps, to a greater or lesser extent. This has contributed to the improvement of their communication skills, interpersonal skills, planning skills, advocacy and organizational skills. During campaigns young people had the opportunity to participate in round tables, painting exhibitions, performances, presentations, press conferences, which, in their words, „helped them feel more fulfilled, useful and creative”.

Youth educational camps



Educational Youth Summer Camp, Danilovgrad

During the summer months, a handful of young people in educational youth summer camps had the opportunity to try themselves in the planning and implementation of the animation and team activities for participants, while several of them had an opportunity to be participants in the educational parts of the camps, as well. This is an additional opportunity for young people to apply the lessons learned, to practice and to improve group working skills, planning skills, communication skills, etc.

Project fairs

Another example of good practice of youth activism is organizing the youth project fairs where young people who participated in the training for youth leaders presented the idea to potential donors for projects that they had already drafted and which they were devising during the training. In this way young people become more skilful in finding ways to raise funds for the realization of their own initiative.



Preparing stands for Youth Projects' Fair

➤ Chapter 3: Strengthening of the youth leaders – working model with children/adolescents at risk in a community

Risky behaviour of the adolescents

In the work with young people it is necessary to pay special attention to the way we relate to specific, potentially problematic situations, such as those where we directly encounter behaviourally disturbed young people/adolescents.

The period of adolescence is usually associated with the problems that adolescents face in fitting into society. All adolescents experiment with new types of behaviour - often with those pertaining to adult life. Some adolescents are seeking more excitement than usual everyday life brings, for various reasons - the inability to understand the consequences or because of a lack of fear.

Unacceptable social behaviour of people aged 25 years, the behaviour of young people that is recognized as unacceptable, is the negative social phenomena that delimits the three key criteria: (1) conduct that is substantially different from the behaviour of the majority of young people in the respective community, (2) conduct which represents damage and/or danger to the subject individual, and to her/his environment, and (3) behaviour that requires additional expertise and wider social assistance, without which it is not possible to realistically assume that the young person is able to overcome this behaviour. In phenomenological terms it is conduct which implies a breach of criminal law (delinquent behaviour in the narrow sense), but more often about the behaviour which implies other violations of both written and unwritten norms: misdemeanour, customary and ethical (delinquent behaviour in a broader sense, predisposed delinquent behaviour).

Using research carried out at national level in England, Scotland and Wales⁸, factors were identified in the lives of young people which are associated with an increase of risky behaviour, and on the other hand protective factors were identified that reduce the possibility of risky behaviour, even in situations where young people are exposed to risks.

According to this study it was found that the exposure of young people to risk factors is significantly correlated with the involvement in problematic behaviour (criminal activity, alcohol consumption, smoking, violence, school avoidance ...), and, on the other hand, it is noted that greater exposure of young people to protective factors is significantly correlated with non-participation in anti-social behaviour.

⁸ A national survey of risk factors, protective factors and problem behaviour among young people in England, Scotland and Wales

Risk factors

<p>Family</p> <ul style="list-style-type: none">- Poor parental supervision and discipline- Conflicts within the family- Family history of behavioural disorders- Parental involvement / attitudes that ignore problematic behaviour- Low income and poor housing conditions	<p>School</p> <ul style="list-style-type: none">- Weak school performance, starting from elementary school- Aggressive behaviour, including rowdiness- Lack of advantages, including absence from school- School inadequately organized
<p>Community</p> <ul style="list-style-type: none">- Community disorganization and neglect- The availability of psychoactive substances- Underdeveloped community- Lack of attachment to the community	<p>Individuals, friends and peers</p> <ul style="list-style-type: none">- Alienation and lack of social obligations- Attitudes that approve of disruptive behaviour- Early involvement in problematic behaviour- The involvement of friends in the problematic behaviour

Protection factors

- Strong relationships with the family, friends, teachers, youth workers
- Healthy standards set by parents, teachers, youth workers
- Opportunities for involvement in family, schools and community
- Teaching social skills in order to enable participation
- Recognition and appraisal of positive behaviour

Ways of enabling support ⁹

Support to a young person	Support to oneself
<ul style="list-style-type: none"> - Interview with the a young person on the causes of performing of that kind of behaviour - Active listening and talking through which we demonstrate understanding of young people and problems - A discussion which provides a young person additional information and helps him/her to explore other options - Encouraging a young person to find a solution alone, i.e. to make informed decisions about his/her own life (behaviour) - Clearly note that we accept and support the young person, but that we do not accept this risk-taking behaviour - Provide enough information in order to ultimately reduce the damage from uninformed taking of psycho-active substances 	<ul style="list-style-type: none"> - Consult with a colleague about the event and possible further steps - Notify the coordinator or the supervisor about the event and consult on possible further steps - Knowing and clearly articulating one's professional and personal limitations in relation to young people (e.g. so that a young person knows that the youth worker/ leader must have further consultations) - Knowing the organization's policies and referring to policies when making an intervention - If appropriate, involve parents, group - Think about other resources that the organization has - more experienced and more professional youth workers for a particular topic
Support to a youth group	Support to the organization
<ul style="list-style-type: none"> - Create a safe environment for the youth group so that individuals and groups feel they can talk about the problem - Provide information for the group and expand on particular themes if it is necessary - Allow the group to deal with life's problems and make room for their ideas and their activism - Treat youth as a resource and support peer education (e.g. young people preparing a session on drug abuse themselves.) 	<ul style="list-style-type: none"> - Being familiar with the policies - Introducing young people and parents with the policies of the organization - Notifying the supervisor and managing detailed reports from the workshops
Whom to include? (legal obligations)	
<p>Generally, it is important to include the following people/institutions whenever we find it is appropriate and when we have a contact person whom we trust will do best in the interest of young people, and when we are obliged by law.</p> <ul style="list-style-type: none"> - Parents - School (especially if the workshops are conducted at the school) - Director , a psychologist, pedagogues ... - Centre for Social Work - social worker - Office for the Prevention of risky behaviour and psychoactive substances abuse - Health - Counselling Centres and Emergency Unit - “Safe Women's House” (“Sigurna zenska kuca”) and other institutions that provide care for abused children - Police (especially when it comes to reselling of psychoactive substances) 	

⁹ Training results on misuse of psycho-active substance. Training has been attended by students of the level A of the university programme “Leadership and developmental youth work in a community” in Podgorica and Ulcinj, February 2007

Preventative care

According to the UN there are several aspects of prevention, and the one on which Forum MNE's activities rest upon, including training for youth leaders is in the field of primary prevention. This is the so called alternative model which contributes by encouraging alternative activity for young people, such as: education/being informed, cultural events, creative activities, active participation. This can help them develop and/or modify their awareness, behaviour, attitudes and values, develop self-confidence and self esteem.

Self-esteem as an important precondition for reduction of risky behaviour

Self-esteem can be described as the way we think about ourselves, how we feel when we think about ourselves and our feelings about our own values.

Self-esteem is influenced by:

- the way we are treated by others, or how they behave toward us;
- what others say about us;
- what we see around us;
- how we feel.

Even as children we begin to compare our self-image. If the difference between what we regard as a real picture of ourselves and our ideal self-image is not too big, then we are likely to have a high self-esteem. Adolescents go through many changes, and are therefore extremely sensitive. They experience many self-initiated dilemmas, often seeing themselves as less attractive and successful in relation to their peers. It is notable that most researchers agree that even the (dis) satisfaction with their own physical appearance contributes significantly to the overall self-esteem that is associated with being socially accepted by their peers.

High self-esteem is a result of our sense of security, sufficient self-confidence to cope with life's challenges. Self-esteem increases with the support and acceptance of: the parents / guardians, peers, success in school or the wider community. Support from parents/guardians becomes less significant as an adolescent is growing up. Conversely, support from peers becomes more important. If an adolescent becomes too absorbed in the support and approval of peers he/she risks the occurrence of problems with his/her own self-image. As acceptance by peers varies, so does the self-esteem of adolescents. High self-esteem does not affect making an improvement in school, while improving in school influences self-esteem. Also, low school success can lead towards deviant behaviour and low self-esteem which can result in psychological problems. In some cases, involvement in deviant behaviour can lead to increased self-esteem due to the approval of such behaviour by peers. It has been proved that the greater interest in the development of adolescents by parents, guardians, teachers, youth workers often contributes to the development of high self-esteem of these young people.

Self-esteem is multi-faceted and may not be reflected in all aspects of life. For example, an adolescent who achieves good results in sport has high self-esteem as far as this area is concerned, while it may not be the case when it comes to, say, emotional relationships. What is a significant factor in the development of an adolescent's self-esteem is stability and sense of security.

Based on what has been presented so far, in order to contribute to the development and/or increase of self-esteem in young people, it is necessary to work on some things with them and some of these are: acceptance of oneself, creating a positive image of oneself based on reality, the development of value systems, development of independence, expressing emotions, self-reflection, self assessment etc.

The methodology in the service of needs - learning based on life skills

Working with young people, members of vulnerable groups, brings more challenges, and therefore it is important to have clear and realistic goals in order to make this process of learning and acquiring skills productive and of a quality.

What has proven particularly effective is the learning based on life skills that is reflected in the increase of knowledge and awareness of children / young people about various social issues and creating opportunities, through exercises and practical training, to acquire skills of facilitation, communication and presentation skills, to develop critical, analytical and creative thinking, to better understand themselves and others, to communicate with others, to make decisions, to find a common language of understanding, to overcome emotions and stress, to resolve conflict, to be empowered to actively participate in decisions that affect their lives and become agents of social change.

However, when we consider the methodology, the essential distinction in working with the groups of young people lies in the selection and variety of methodologies used to achieve their potentials for learning and acquiring knowledge and skills.

As each training block is necessarily characterized, apart from practical work, by an obligatory theoretical element, thus these parts were to be adjusted in a way



Welcome to 1 module, Bijela

that they were associated with examples from life, through repetition, graphics, through the game. For a theoretical framework of knowledge, with which the young people left the training, this extremely analytical approach, through awareness of behaviour and situations where the simplest examples are the resource for learning, is crucial. Particularly helpful in working with vulnerable groups of young people was the breakdown of concepts, from basic elements to more complex.

The approach focused on individuals, which is an inevitable requirement of every member of the group, especially vulnerable groups, should be directed so as to meet the needs of the entire group as a separate being. In this context, exercises and discussions focused on what makes a group work well and healthily are very useful. How we can contribute to group performance, with of course, conscious understanding of our role during the whole process, is important.

Language barriers, different work experience, different levels of learning and perception, with highly present defence mechanisms that slow down, but also deepen the learning process, and therefore represent a number of positive challenges for both participants, and instructors/practitioners.

Creative use of repetition and the application of what is learned make the participants gradually acquire and establish lessons learned, to practice, and also to acquire skills that confirm this positive and encouraging environment.

In working with groups of young leaders who belong to vulnerable groups it is necessary to have synchronized and parallel learning acquisition and the application of what is learned in practice.

This form of skills acquisition needs to be maintained after the training as well, when the learning process becomes more independent. Although focused on independent action, and the methods used for development and self-reflection, the young people from this target groups need this, possibly small but powerful, shift, when, during their supervised practice, they are strengthened further in the real situation in the field.

By encouragement and motivation with a certain dose of setting professional boundaries, young people will certainly strengthen their abilities and power in the community, learn how to act independently, and to unite in a healthy and democratic way for the purpose of positive change. Practical learning opportunities are a mandatory process that can be practiced even after the completion of the program.

The specificity of work with groups from Bijela and Konik referred to the usage of methodologies that have implied a very small number of presentations by a trainer, and great learning experience gained through: the torrent of ideas, games that resulted in the definition of certain theoretical concepts, examples from everyday life of the very young, and the situation which they face, constant repetition of concepts through the always different activities that resemble those of an entertainment character, usage of leisure time as a resource for their training initiatives and taking responsibility, leadership, involvement of others, planning, implementation activities, etc.

The most commonly used and also the best means were OPEN DOOR questions, which have served to familiarize themselves with how young people think, what they considered the key issues for themselves and their peers, as well as all those personal dilemmas, fears and weaknesses. Further deepening of various themes that came from young people and fall under the general concept of work that was planned, the instructors experienced excellent results when it came to teaching young people to think analytically, to get used to self-reflection, to separate the problem from people and to try to understand their own, sometimes not even particularly assertive reactions, to rationalize them and then try to react in an assertive way and in a way that does not infringe the other. These behavioural patterns that are brought by young people from their own communities, were one of the biggest challenges for the work and the change. Also change of these behavioural patterns (non-assertive into assertive communication, closed position into an open attitude, distrust into greater faith in the other, etc.) is essential to this group of young people so that it can work with other young people from their communities and beyond.

Of course, self-confidence is the basis, which should be strengthened so as to define themselves what is the key for the improved confidence and to prove to themselves and others that they are capable and that they can cope with new situations. In doing so, instructors took into account that these experiences, from which they learn and develop, are as realistic as possible. This was feasible thanks to constant analysis, which most resembles the SWOT analysis, but in a mini form, when, after successfully completion, task, achievements and progress are analyzed realistically. Of course there must be a positive stimulus. However, it must help to build confidence on realistic grounds, which leaves a very deep, long-lasting and positive effect.

In this context, instructors who work with this target group, should have many years of experience working not only with all those categories that are in the programme itself but also with specific groups, and they should particularly have an understanding of the individual work.

- What did the experience gained in the youth leaders programme mean to you? ●
- Milica:
- Self-realization
 - Strengthening the personality, awareness of some traits that need to be worked on (or changed)
 - Developing a sense for others and accepting differences
 - Developing critical thinking and a sense of importance in society, feeling that I can make a change even though I'm an individual
 - Strengthening so that after the programme I can continue to work with young people
 - An opportunity for others to learn from me and for me to learn from others
 - Then, 3-4 years ago, I wasn't generally aware of the importance of this programme, its quality and significance for me. A lot has contributed to my, back then, teenage "growth and development", but it would mean a lot more now because I would have more serious and more fundamental approach
 - I learned a lot through practice ●

Youth workers, as people responsible for the support and supervision of young people during the process of practice, must also be familiar with the work of specific groups, must be willing and able to initiate, on the experiential level, the desire of young people, to motivate them and be consistent with them.

Project coordinators must follow and support the activities of all groups of young people in certain time intervals that will allow youth workers the right support for the rather challenging work.

► Chapter 4: Successful stories

This chapter summarizes interviews of various participants who took part in the training programme for youth leaders: programme manager of Forum MNE, youth workers and young people who have attended the training within the project “Youth Resilience,” and success factors of project activities have been identified.

Programme for youth leaders seen from the angle of a programme manager, Dijana:

1. In your opinion, how important is the programme for youth leaders in the community in which you conduct the youth work?

I believe that this training programme is potentially very important for all groups of young people in Montenegro. It covers many areas of importance for active youth participation in social life and decision-making processes. Also, training provides a successful model for upgrading the knowledge acquired in formal education where students gain a higher degree of competitiveness in the labour market, with special emphasis on the less employable category.

Key skills and knowledge that the trainees develop are:

- Identifying youth needs in the community
- work with peer groups
- Organizing of youth exchanges, festivals, events, campaigns, youth educational camps, educational and entertainment programs ...
- Preparation of project proposals
- Implementation of the work plan for information points and information centres for children and young people
- Cooperation and establishing of partnerships with other youth organizations ; youth organizations at the national and international level
- Ensuring quality of work in accordance with the standards in youth work, etc.

Apart from professional qualifications, this programme offers a unique set of life skills that each individual can use as a strong basis for action in a number of situations, makes an impact on their critical thinking and the formation of individual attitudes on important issues and occurrences that they face.

2. What kind of changes have occurred in young people during the training programme for youth leaders? Please, describe!

When we talk about changes, they can be noticed during the training itself, but what is more measurable are the changes seen in young people after the training, in situations where they have the opportunity to use the acquired knowledge in practice. Depending on the openness and the willingness of each individual to adopt the novelties but also to share our own opinions, the change happens. At the beginning those are the changes that are reflected

in the way of communication, perception of the process, skills in various drills and awareness of oneself and others in the group, and later the knowledge and the skills are demonstrated through practical work, the reactions in crisis situations, ability to organize their time and the other resources, etc. Heredity (family, ethnic, cultural, experiential ...)

● What did the experience gained in the youth leaders programme mean to you?

Ivan:

It has helped me especially in the field of practical psychology and practice in leading people in some situations. Ability to listen to others and to make decisions based on the information of others. To predict what kind of leader I should be

manifest, and in this part of the training facilitators have an important role in the shaping of each individual and the assessment of methodological approaches and assessment criteria of acquired knowledge and skills. For a young person, successful public performance and the overcoming of insecurities can be considered as the success of the training, and the measure

for benchmark for the more ambitious would be launching the initiative in the community and gathering a large number of peers around an idea that aims to critically review the social events. Such an individual approach is one of the great values of the programme, and working methods have certainly so far proven successful.

3. How do you, as a youth worker, perceive the programme for training the youth leaders?

Youth work in Montenegro includes activities and programmes based on methods and principles of informal education, in order to facilitate the development of young people into conscious, responsible and active community members, working on the creation of the conditions for realizing their full potential. Working with young leaders is just one of the segments of this challenging vision. Things we are currently working on include the development of occupational standards of youth leaders and the process of placing this subject into the national qualification framework. Personally, I would be very happy if this process could be brought to an end shortly, so that all those who feel that they meet the required level of skills and knowledge to perform key tasks, could formally have their acquired knowledge and skills during the training recognized and valorised. Only the inclusion of this training programme into an official formal framework could represent a major step towards recognition of youth work and of informal education as a key link into the structural care of young people at the national level.

Programme for the youth leaders viewed from the perspective of a youth leader, Dragan:

1. In your opinion, how important is the programme for youth leaders in the community in which you conduct the youth work?

It is very important for young people who have undergone the training, for young people with whom the leaders work and for the organization. Young people from Konik spend every day in their community and know what is happening and what needs to be improved. They

are in the community and are well acquainted with the needs of other young people, they have undergone the training and now I hear more information from them, because they always think about the needs of young people and come with a lot of feedback from the field. They are quite strengthened. To see that, it is most important to me. Motivation exists and it is very important.

What did the experience gained in the youth leaders programme mean to you?

Suad:

A lot of things learned during the training for the youth leaders have been useful to me so far both: in private life, and in work with young people. Through a series of designed activities included in training, individual becomes a team player and strengthen his/her own, individual abilities and knowledge. To me, the most valuable experience is that I took a closer look inside myself and got to know some parts of me which I was not aware of.

2. What kind of changes have occurred in young people during the training programme for youth leaders? Please, describe!

During practice you could spot the seriousness in working with young people. The workshops are quite well conceptualized. Accountability is more evident. They are very interested in work on projects that they wrote during the training. They demonstrate will and desire to achieve the planned outcomes and to apply gained knowledge. The change in attitude is noticeable, they are all equal, responsible towards themselves; they provide opinions regardless of what the more experienced may think about it. Awareness, motivation, independence, attitude toward work - all those are the visible changes. In relation to children they build professional boundaries.

3. How do you, as a youth leader, perceive the training programme for youth leaders?

The good thing is that this happened. It is successful as far as people who have completed the training are concerned. When it comes to the realization of the sets of lectures with this group, four days for training represents really the minimum required for the learning. It is also important to note the residential character of the training, because young people are able to move outside of their communities and to learn undisturbed and to work on group dynamics and cohesion. I have a positive or a great feeling because I know that they learned a lot when it comes to: policies and procedures of work with children / young people, about how to work with young people, etc. I think that this process, with them, has been performed excellently.

It is recommended that the training of vulnerable groups of young people is done gradually so that they can have the opportunity to get to know themselves and to gain further understanding of the youth group from their communities. I believe this programme should be continued, should involve more young people. What is important to emphasize is that from the beginning to the end the training has been implemented by the same instructors. The programme is intensive, and so the individual achievements of young people should be continuously monitored.

Given that young people during the training learn how to write projects it would be nice if there would be some minor assets available so that they could deliver the projects immediately.

Programme for the youth leaders viewed from the perspective of the vulnerable groups members:

1. What the experience gained from the programme meant to you?

Pipi: Many things - how to lead a group, how to work with young people, how to write project. In the future I will work with young people. I will use the knowledge to work with young people in our community. Personally, all the acquired skills and knowledge would mean a lot to me even if I am not working with the young people in future.

Denis: We have learned a lot. I particularly valued the knowledge of how to write a project and how to form a group, how to recognize a problem and when I do how to solve it. I gained experience that might help me in future work with children, to know how I approach them, how to talk to them, how to hold a workshop, how to address people for help.

Serđo: For me this is a new experience in non-formal education, Even though I have already been a volunteer in Konik for 3-4 years. This was a necessity. I learned how to organize a youth exchange, the festival, how to organize youth camps, how to write a project, what are the needs of young people, how to approach young people. What I particularly value is the knowledge of how, with the project, we can make an impact on some problem that exists in the community. Throughout the training I developed responsibility, confidence, communication skills, which I consider the most important, not only in the informal but in formal education as well.

Ana: It meant the most to me that we had training outside of home and that we were together with the group from Konik.

Kristina: For me, the most important thing is that I was with the young people from Konik and that we did training outside of the home.

2. How do you apply the knowledge and skills acquired during the course in real life?

Pipi: Previously, I reacted differently to young people, family and neighbours, but I figured that if I'm going to work with the young people, I need to change and not to react turbulently.

Denis: I apply acquired knowledge in society and family. If someone has a problem I try to talk it through in order to help him/her.

Serđo: I apply knowledge and skills acquired in the course in communication with others. When I facilitate workshops I try to have an equal attitude towards everyone, so that each participant gets the maximum out of themselves if possible.

Ana: Since we have gained plenty of knowledge and skills on the course, at least some of it we will need in real life; e.g I learned how not to react turbulently, and how to solve problems, which I will certainly need in many situations in life.

Kristina: I learned many things that might be helpful to me in future; knowing how to face a problem and how to tackle the problem and not a person means a lot to me.

In which way do you apply the knowledge and skills acquired during this course into your life?

Milica:

- "Trying to explain to young people I work with how all the knowledge from youth work is applicable in life and to convince them that there is no such a division as "workshop-real life", that the situation from workshops and the life situations is the same. I explain the importance of youth work to them in exactly the same way as it was explained to me. Through children from workshops I see during training and that is a valuable experience. I can know what they think and feel and how some things from theory are abstract to them, and to what extent they might be useful to them as time passes by and they become more mature.
- I accept differences
- I try to practice values, policies and procedures in real life
- I talk and solve problems in open discussions as much as possible
- I try to be professional, precise and responsible in work with young people and, generally, in life

3. How do you perceive the importance of the youth leadership for the community and the other young people?

Pipi: This programme means a lot to the community and young people, as youth leaders try to act in the best possible way towards the problem when they detect it. When we see that there is a problem and that this problem affects the community we all try to solve it, eg in the Roma community there are children who are not educated and the youth leaders could work with the small children who do not attend school on their literacy. We would attempt to work with the mixed groups, with the children not who do not attend school and with children who attend school and hope to, in this way, enlarge the number of young people who would continue their education. Youth leader is someone who recognizes the problems in the community, who initiate things, and strives to contribute to positive change.

Denis: Denis: Since the situation in Konik is very bad when it comes to preserving the environment and ecology, we, youth leaders, all try to work on the solution of this problem. I have a group of friends who are also youth leaders, and who work on this problem with me.

Serđo: The community has someone to lean on when young people are concerned, and those are youth leaders. We all have between 16-25 years and we love to work with young people. Youth leader is responsible person, who cares about others and oneself. Our community is multicultural and in it there is a lot of prejudice. Role of youth activists, in this case is to work to eliminate prejudices, in a way that will help young people get to know each other in the right way. I think it is very important for young people who have only one type of education, for example, only primary school, to experience something like this, and pass this training, because in this way they acquire better picture of the possibilities that exist.

Ana: Youth leadership is important for young people and for the community as young people work together and contribute to community so it can change for the better.

Kristina: It is essential that young people work with young people, that they progress together, to learn from each other. Young people are a great resource and can contribute a lot so that everybody is happier.

In which way do you apply the knowledge and skills acquired during this course into your life?

Suad: Art of discussion and the ways in which the discussion is conducted on a daily basis. Also, in educational workshops and camps I use the knowledge I gained during the training. But the most important traits a person can apply in life after the training are: acceptance, understanding and the respect for diversity.

Factor of success

Based on the knowledge, experience, evaluation and feedback, identified success factors of project activities and achieving the planned results are the following:

- a good quality assurance system - the existence of common practice for conducting, monitoring and evaluation, support meetings, and supervision meetings and the existence of tools for assessment (evaluation form, scale of assessment, form for observation, a plan for personal development and learning, feedback, consultation ...);
- building trust with children / young people - creating a safe environment for children and young people in which they feel accepted, safe, supported, which contributes to the increase of motivation and self-esteem;
- monitoring the needs of children / young people and responding to those needs - this, among other things, requires an understanding of techniques of group and individual work, process-oriented work and flexibility in approach;
- a good team within the organization - clear duties and responsibilities, a good division of tasks, knowledge of organizational policies and procedures, good communication skills, knowledge and skills in the field of youth work;
- establishing and maintaining partnership relations with relevant entities;
- existence of policies and procedures to protect children and young people;
- nearly a decade long experience in working with young people.

In which way do you apply the knowledge and skills acquired during this course into your life?

Ivan: It is applicable in conversation with people, organizing events and prediction of possible problems when it comes to long-term planning. Some of the skills I began to develop during the course, and I developed them further through various activities. Especially in regard with the importance of information transfer, and in terms that now I have a lot calmer approach to a problems solving.

➤ Chapter 5: Challenges

Youth work in the community and work with vulnerable groups of young people, described in the previous part of this publication, are considered extraordinary for several reasons:

- we have managed to transfer knowledge to generations and skills that leaders pride themselves in;

- we were able to keep and

cultivate the individuality of the participants throughout the training;

- we learned from the socializing and work as much as we tried to convey to others;
- we have witnessed incredible changes in behaviour, attitudes and self-assessment of these young people;
- we have established a link between theory and practice by contributing to community development through every initiative implemented by young people;
- we stimulated creative thinking and critical attitude priceless to a modern society and a dynamic social change.

However, on the way to achieving all of these categories, we certainly had difficulties and challenges from which we have both learned and upgraded our life skills.

Foreknowledge and different experiences that young people “brought with them” constituted a special kind of challenge in terms of achieving the balanced results. In fact, we used this kind of diversity as a valuable resource and tried, in this way, to avoid stratification into groups of those with more and less experience, and those with more and less knowledge. The purpose of the group work is to achieve a cohesion in which each individual will contribute to a whole, in the best way he/she can, by investing a maximum of capacity he/she owns. Being familiar with adolescence as a specific period of growing up, the theory of communication and efficient teamwork, resolving conflicts and the stimulating of learning and participation represented the basis for overcoming difficulties. Initial uncertainties, “weighing the strength”, positioning in the group, competition and proving, rather than being left to random circumstances, entanglements, were channelled in a positive direction, where with the less confident participants had been worked in order to strengthen their confidence, competition had been turned into a healthy ambition and motivation, and roles in the team had been used for solving the tasks of the team and had been awarded and analyzed together with the participants. Young people were directed at each other, encouraged to share experiences and knowledge, to exchange ideas and develop a concept for the realization of the achievements of the whole group in a team spirit.

Motivation, as a category that largely conditioned the work and managed the processes during the training, and in our experience proved to be a key ally, but also a great challenge. Several factors influenced the motivation of young people, participants of the training: signing

up for training (arbitrarily, with persuasion, by decision of a third party, etc.), the time frame training, space for conducting the sessions, personal dilemmas and life moments through which young people are passing through, the degree of success on the lecture sets, etc. All these factors make an impact on each of them individually, and it is important to note that in working with vulnerable groups, abandonment, fear of failure, lack of will and enthusiasm, and similar demotivating phases, are very frequent and often intensive, and therefore the role of the instructor was demanding and essential. The process of motivating this small group of young people, who daily live in a different and more complex living environment, was especially interesting. In this context, previous experiences and good practices of the programme manager / practitioners and young people from other groups were useful for the increase of the motivation and the expressed desire for further engagement in the field of youth

How do you perceive the importance of youth leadership for the community and other young people?

Ivan:

It is an ideal way to get some of the skills essential to leadership developed, especially because we know how it is sometimes difficult for young people to get used to taking the initiative. This can help them, in almost ideal conditions, to get used to future challenges and to get better prepared for the real situations and problems.

activism. The group with a similar problem proved to be an extra motivating factor in the joint work and activities where one goes beyond those boundaries that he/she believes he/she reached and accomplish better results.

Recommendations

Based on the identified challenges in the work some of the recommendations would be:

- constant monitoring of the needs of the group, providing timely and adequate response to identified needs;
- developing of relations of trust with the participants and the creation of such an environment that provides opportunity for learning from mistakes;
- identifying of the potential participants have and different learning styles and adapting teaching content to the individual needs of participants;
- familiarity with the group work and process-oriented work that contributes to building a team and better relationships among participants;
- ability to react in crisis situations and resolve them;
- consistency in work, respect of the agreement, the existence of clear criteria, guidelines and boundaries;

➤ Chapter 6: Influence

On the basis of interviews with young people who were involved in the training process one could have some insights about the importance of training for these young people, the impact of the changes that have taken place at the individual level. Training for youth leaders has a significant impact on the increase of the participation of children / young people in the processes relating to quality improvement of living conditions in communities in which they live. Young people are more willing to fight for their rights, to plan how they can get to achieve their goals, they know who to turn to for help in certain situations, how to establish communication and generate partnerships in the community, whether it comes to peers, school representatives, institutions or organizations. This process has been significantly contributed to by regular monitoring of the progress and achievements of young people during the consultation and observation of practice with clearly defined action plan for individual development and learning of each individual. Regular practice that we have applied in the training programme consisted of individual consultations after each set of instruction in which we identified acquired knowledge and skills of individuals and worked out a plan for additional application of the acquired knowledge in practical activities. Participants were directed to use self-reflection or self-evaluation and encouraged to seek feedback on their achievement, both from the trainer, youth workers, and their partners with whom they worked and other participants in the group. Providing feedback to participants represented an integral part of work of all persons directly involved in the implementation of training. Young people had been regularly observed during the practical work, during which the youth workers received the necessary support and guidance to improve their work or approach to the work.

The above practices, methods and approaches in the work represent a good model for replication by other organizations / institutions dealing with the education of young people, especially those who undertake long-term training programmes and apply development work with young people. Some of these instruments for monitoring the progress and development of the participant, both at personal and at the professional level, can be found in the appendix to this publication. During project implementation information and useful references were distributed to relevant partners, but we think that this model of work with young people would have been beneficial to the many who are engaged in work with young people, such as teachers, educators, pedagogues, psychologists, etc, and for young people.

During the project a significant impact has been achieved when it comes to co-operation with other relevant institutions and organizations concerned, such as municipalities, centres for social work, schools, NGOs, etc. A large network has been established of subjects that deal with youth issues, particularly issues of vulnerable groups with whom we worked. In working with young people inter-sector cooperation is of multiple importance because it represents:

- an opportunity to observe certain issues comprehensively and it contributes to more systematic and more adequate resolution of issues and problems that concern young people;
- a healthy attitude towards the young population as a resource and the potential in which should be continuously invested;
- structured care for the issues of young people.

Below you can find some examples related to behavioural change among young people who were involved in the project and which represent the result of all these influences.

Example related to the behavioural change among children/young people

Denis Kajtazi - Konik

Denis Kajtazi has been coming to our workshop for three years. In the first year he attended the workshop “Learn to learn” where children of the RAE population were helped to master the school curriculum and motivated to continue their education, because it was largely abandoned. For the last two years he has been a participant of the project “Youth Resilience.”

Initially working with him was not easy. He used to attend the workshops sporadically, and when he did he was disinterested, he distracted the others, he perceived it as a place where he can get to socialize a bit and it was his only goal. To relax and by mischief “to prove to others”. Often we conducted individual conversations through which it has been observed he has great potential that lies below the “dangerous exterior” and does not want to show it, because in his society and it is not positive or good to show that you know something, that you are skilled, that you can. Working with him, I understood as a challenge. I knew if I help him to change he would, as a “leader” of the whole group, make a good influence on others.

Now, after three years of working with him, I perceive him like my ‘right arm’. He is the leader ‘without a crown’ and so it sees the group. He is prepared to help everyone, to raise the motivation, to assemble a team, given that only he has the phone in the group, to launch an initiative, to calls for work, to guide to the peaceful resolution of conflicts, to convey to the environment the knowledge gained at the workshop. He makes the same impact both inside the group and outside of it.

Kristina Đurković – Dječji Dom “Mladost”, Bijela

Thanks to the work of the Forum MNE, we, the young people from the Home, have perfected many skills. I’m not saying it just like that, but because it is and so I think.

The training given by Forum MNE was one of the most beautiful things in this, as we like to say, „programmed life.” They have paid special attention to the development of skills we would need one day in order to become the real youth leaders.

I would like to cite one example. During a dispute with a school friend, thanks to the skills that I acquired and developed at the training, I have not reacted turbulently and attacked the friend. I composed myself and calmly answered the question (of course in my head I ‘scrolled’ papers on which we drew how to attack the problem, not the person). I explained him the situation, as well as how his question, which was inappropriate, affected me. As per scheme given in the training: I attacked the problem, not my friend!

How do you perceive the importance of youth leadership for the community and other young people?

Milica:

- For young people - personal and professional development, strengthening, encouraging with the support of youth workers, compliance with policies and procedures, with a constant awareness that the youth worker is role model to the young person, liberating, acceptance of diversity, tolerance and mutual respect ... these are all very important skills and qualities that young people acquire in informal education
- For the community - critical consciousness and responsibility of each individual in the community, developing a democratic, healthy environment in which everyone thinks for themselves, knows what their responsibilities are and knows their rights, takes the responsibility for the their actions.

➤ Conclusion

Training for peer educators/youth leaders resulted in 13 youth leaders from communities Konik and Bijela. Empowered to make and deliver changes in their communities, young people implement peer education on various topics identified on the basis of the needs of young people in given communities, and at the same time they have inspirational effect on other young people and are seen as role models among their peers. What was until recently seen as impossible and unattainable is now becoming manageable and represents the incentive for young people to go into new positive changes.

Often, after the training period is over, we reflect at the period behind us and remember ourselves and those young people who came to on the first day in order to become leaders, to assess their capacities and curiously to scratch that immense field of education that is offered to them in an entirely different way.

Thanks to the invaluable potential of these young people we are happy that their empowerment process has now seen the results, and we believe that with the formal recognition of the profession of youth leader, these young people will show the society the true power of desire, will and spirit of the young person. Youth leaders you will be able to identify in youth centres, youth clubs, summer resorts, youth camps and festivals, elementary schools, remote villages, rural areas, in institutions' backyards, at the offices of NGOs. Those will be young professionals who are aware of themselves and their capabilities, with the same conscience level about others and opportunities of the communities in which they work. Peer education, for years, has been delivering significant results in the prevention of risky behaviour and structured consumption of free time, and we hope that these and future generations of youth leaders will complete the offer of programs and actions, and to make Montenegro a better place for growth and development, life and participation of all young people.

The training programme for youth leaders/ peer educators is, in itself, an example of good practice to other organizations and institutions to see and recognize the real possibility of these target groups. It is a link which can make this society a better place for living for present and future generations and make it fairer and stronger.

How do you perceive the importance of youth leadership for the community and other young people?

Suad:

Youth leaders are trained to actively influence the animation of youth, primarily, by peer education. The main importance the youth activists can have in raising awareness and eyes opening for the environment that is oblivious to many things that are part of our everyday life, and I think primarily on stereotypes, prejudices based on different things. Youth leaders could make this change to live in a healthy society.

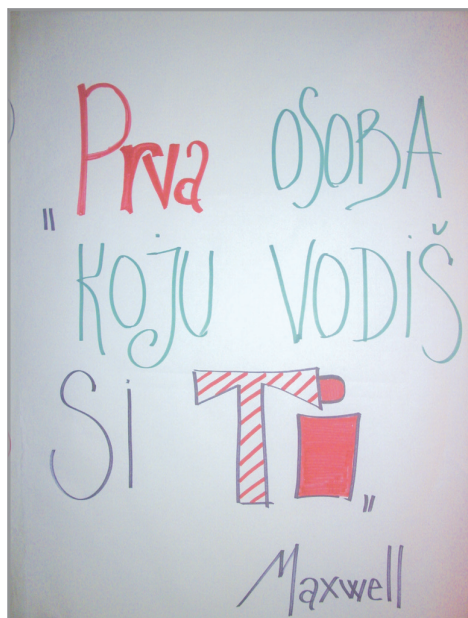
➤ **Appendixes:**

Appendix 1: Files and material used during the programme – programmes of the three realized modules with the youth leaders from Konik and Bijela, consultation form, personal development and learning plan.

Appendix 2: Example of the assignment for the youth leaders, guide for the the contract in the team and a feedback on activity:

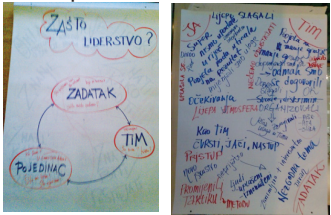
Appendix 3: Evaluation forms

TRAINING PROGRAMME FOR THE YOUTH LEADERS




SET OF LECTURES I

Day – I				
Duration	Name of the activity/description of the activity/work methodology	Aims and results	Person responsible	Materials
10 min.	Presenting of the participants, us and the organization	Interactive familiarization	All	---
15 min.	Name+Adjective, Name+Hands, thread-ball	Getting to know the participants	All	Thread-ball, big piece of the white paper
10 min.	The wind is blowing, Little fruit	Elevating the energy of the participants	All	
5 min.	«What we going to do now?» :) OBJECTIVES OF THE TRAINING + PROGRAMME OF THE DAY	Familiarization with the training objectives!	Instructor	Programme chart
20 min.	Interviews	Better understanding of the participants		
20 min.	«What do you expect? What you wouldn't like to happen?»	Raising awareness of the expectations and fears	All	Chart
15 min.	«A circle chosen by us :) » / Work in a small groups	Raising awareness of the essential needs of the participants in this group, basis for the common agreement	All	Chart
15 min.	Group agreement / Presentation	Creation of the «fundamental» rules for the work in the group	All	Chart
15 min.	BREAK	Rest :)	All	Refreshments (juice, fruit)
10 min.	What is happening to us? SITUATIONS WE ARE (NOT) RESPONDING TO! **I notice that the guy is aggressive towards the girl **they wait in the queue but some people enter regardless to the queue **nobody gives a seat to a granny in a bus **a guy hits the girl **home violence?*	Recognize the activism in the community Define the youth activism and leadership	All	
10 min.	Leadership / Storm of ideas We change things... Why leadership? Which are direct and which indirect influences? Initiator – assignment, community, individual, group	The initial stage in the raising of awareness of the participants, starting from their association to mentioned term	All	Chart

20 min.	¹⁰ Leadership/leader Presentation	Better understanding of the term 'leadership'	Instructor	Chart
10 min.	Leader (to lead people) - Manager (manages processes and people, facilitates) There are 2 white sheets of paper in the room. Participants on posts recognize the traits of the leader/manager and associate them with the person leader and manager so that they could make clear distinction between the two. / Discussion + summing/	Raising the awareness about terms 'leader' and 'manager'	All	Stickers, Chart
5 min	Leader - Manager ¹¹ Presentation Traits of leaders – chart	Better understanding of the terms leader and manager	Instructor	Chart, laptop, projector
45 min.	Role of the leader Exercise with an egg Work in small groups Discussion - How much are they happy with the accomplished and how do they feel? - Whom they recognize as a leader and why (actions, characteristics...)? Context in which the leadership is developed:  SUMMING UP OF THE ME,TEAM, ASSIGNMENT!!!	Raising awareness about the role of the leader, profile of the leader		10 eggs, 5 scissors, 5 thread balls, old socks.
60 min.	LUNCH BREAK	Rest...	All	
10 min.	Caterpillar	Elevating the energy level in the group	All	

10 LIDERSTVO, Priručnik za predavanja, dodiplomski studij komunikolog – razvojni rad sa mladima, modul I, Rad sa grupama/LEADERSHIP, Lectures guide, undergraduate studies – communicator, module I, Work in groups, p. 59.

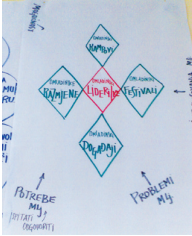
11 Council of Europe, Project Management , T-kit, p.41.

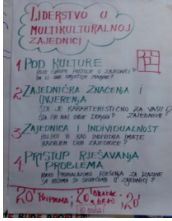
30 min.	<p>Community/Divide participants according to towns they come from, give them instruction to draw their communities with all, according to them, important places – formal and informal/ Work in small groups</p> <p>I – wall papers/Give an instruction to the participants to support the drawing by, in their opinion, relevant information about the community which they come from (what exists in the communities, what the communities lack and is important for the young people) Work in small groups</p> <p>II – gallery/ Participants create a post where one member of the group presents and responds on the questions asked by members of the other groups/ gallery visitors, his/her community, while other members of the group tour the other three galleries.</p> 	<p>Getting familiar with the term 'community', making connection with his/her own community,</p> <p>Raising awareness about the fundamental characteristics of the communities they come from,</p> <p>Info exchange on communities, needs of the young people</p> <p>Focus is placed on needs of young people in communities!</p>	All	Chart paper, paper A-4, pencils, colour pencils, newspapers
10 min.	Red queen	Elevating the energy level	All	Key bundle
45 min.	<p>Exercise: The role of the leader, We Choose the Leader :) ¹²</p> <p>We chose the leader group; We chose the best idea for problem solving!</p> <p>5 groups of leaders competes in the offered options for solving the problems/need that is at the same time the assignment (topic is selected by instructors according to the problem/need that is mentioned earlier during the activity Community)</p> <p>3 problems in the community ... from the role of the leader ... they suggest solutions.</p>	<p>Awareness of the role of leaders in the context of the community with real obstacles, options for problem solving;</p> <p>Encouragement of the competitive spirit, team cooperation, analytical thinking about the problem / needs of young people, representing the ideas in the context of the community;</p> <p>Awareness of the role and profile of the leader;</p>	All	Chart, paper, pencils, felt pens

12 Made according to the TV show «Biram lidera» (We chose the leader), Sabrija Vulić, TV Atlas.

<p>40 min.</p>	<p><u>The notion of multicultural and intercultural in the community</u> <u>Brainstorming: CULTURE</u> <u>Topics:</u> <u>Culture,</u> <u>* different teams are communicating. 3 people circles in the room. Each group has a thread-ball. How do they communicate??</u> <u>Each group has its own characteristics: blue, yellow, green group...</u> <u>they are given 5min to mark themselves and the instruction to communicate among each other.</u></p> <p><u>Discussion:</u> <u>Was there a communication in a group?</u> <u>Multicultural-existence of groups on one space-There are cultures of green, yellow, blue, something that makes them culturally ... You were a multicultural group when I set you the task,</u> <u>Intercultural ... if these cultures do not communicate with other cultures, they are not in Intercultural ... if the cultures are turned to itself, and its circle and do not receive or give the influence from the environmental or from the other cultures</u></p> <p>- <u>Brainstorming +</u> <u>Presentation of the terms</u> ¹³</p>	<p>«Get hold of» the notions of culture, multicultural, intercultural in order to better understand them, especially to understand the multicultural in the community</p>	<p>All Instructor</p>	<p>Chart, markers</p> <p>25 copies of the material from the T-kit, Intercultural learning, page 15.</p>
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13 Council of Europe, Intercultural learning, T-kit, p. 15.

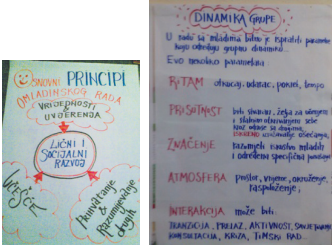
<p>10x4= 40 min.</p>	<p>Exercise: Review 'Cool-tura' (as of cool culture, trans.rem.) Present the cultures of young people from their communities (the most characteristics ones) creatively + Multicultural -</p> <ol style="list-style-type: none"> 1- A song :) + choreography 2- A flag - multicultural 3- A crest – multicultural 	<p>Better, more intimate understanding of youth cultures, connecting with the real from the community they come from in a creative way; Summarizing and integrating of the lessons learned and expression of meaning, for this group of young people, the concept of multiculturalism in a creative way;</p>	<p>All</p>	<p>Newspapers, coloured crepe paper (red, black, blue, yellow), selotape, scissors...</p>
<p>100 min.</p>	<p>Leadership in a multicultural community</p> <p>To come back into three groups: blue, yellow, green. Now our objective is to connect them and make them intercultural. How we going to do that?</p> <p>Mechanisms: how? Job of the youth leader: EVENTS, EXCHANGES, FESTS, CAMPS</p>  <p>CHART!!!! JOB OF YL</p> <p>OF YL HOW TO ACHIEVE INTERACTION? WHY DO WE TURN TO ONE ANOTHER? BECAUSE OF WHAT? WHO WE ARE IN THAT PROCESS?</p>	<p>Encourage participants to learn from their relationships and to relate with the context of the community; increase awareness about leadership in a multicultural community (importance, methods);</p>		

10 min.	<p>Leadership in a multicultural community Presentation</p> <p>WRITE A CHART</p> 	<p>Summarize the essential characteristics of leadership in a multicultural community; The principle of equality, inclusion;</p>	Instructor	
15 min.	Check out	Estimation of the working day, energy level in the group...	All	

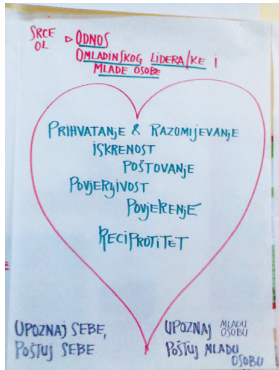
Day – II				
Duration	Name / Description of the activities	Objective	Persons responsible	Material
20 min.	Check in (on balloons they write how they feel)	With what kind of emotions, thoughts we enter the group...	All	40 balloons
10 min.	Balloons (they play with the 'fallout' with the balloons or 'balloon centipede')			
10 min.	<p>Panic, safety and challenge zone. In the context of creating the basic personal and professional (leaders') skills. *Connect it with the triangle – to be, to know, to do. Connect to work in a group.</p> <p>CHART</p>	<p>Encourage participants to think about how much may be learned in dealing with others, in new situations, etc. (the new situation and environment can leave us in the zone of comfort, how to expand the zone-through new knowledge and experience ...)</p>	Instructor	

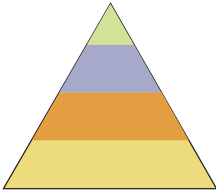
30 min.	<p>Trust activity: Pilot and flight controller Participants divide into pairs. One person is A, the other person is B. Task of the person A is to lead the person B through the room with many obstacles. Person A has his/her eyes closed and talks to person B. The roles are changed after a certain time.</p> <p>Discussion: What was the feeling during the "walk"? How safe the guided felt? How happy with the journey he/she is?</p>	Development of trust; thinking about the importance of the trust in a group work;		Chart
10 min.	Rain			
40 min	<p>Dynamics of the group work</p> <p>I – Group gets the assignments to realize. They make an agreement about who is going to do what and in which way (15 min.). After the agreement is reached they have 25min to realize the assignment. For every assignment it is necessary that they get the affirmation on the realization.</p>	Awareness of elements that affect the group dynamics, first through encouraging participants to think about the example of their group, followed by presentation of the theoretical concept of groups and group dynamics;	All	Chart, laptop, projector

15 min.	<p>Assignments for the group consists of the research made in the towns they live in on the topics from the previous activity: Make an agreement about the division of the groups on 4 given topics (subculture, common meanings and convictions, problem solution approaches, community and individuality)</p> <ul style="list-style-type: none"> o Define questions o Record the answers by writing them down and photographing it. o Present the research <p>II – Discussion:</p> <ul style="list-style-type: none"> - How did you feel during the work? - How you made the agreement? How did you divide the labour? - What were the skills that were required for the work? - What are you a group? Why are you a group? - Roles in groups that they recognized? - Satisfaction with the results! 		Instructor, Group	
5 min.	<p>Throughout the discussion we will write down, on a big white paper, the important elements about the group dynamics that came from the group and what we going to use for the presentation.</p> <ul style="list-style-type: none"> - Group dynamics – elements (Rhythm – beat, blow, movement, tempo; 			

60 min	<p>Being present – being real, have a desire to learn and to constantly discover oneself through relations with others; honest expression of feelings;</p> <p>Meaning – to understand the experience of the young people... behave in a specific way;</p> <p>Atmosphere – space, time, environment, mood</p> <p>Interaction can be: transition, activity, counselling, consultations, crisis, team work;</p> <p>WRITE A CHART</p> 			
20 min.	Break			
10 min.	<p>Youth exchange – Brainstorming</p> <ul style="list-style-type: none"> - What is exchange? - Why exchange? - Previous experience in exchanges? 	Gaining insight into the knowledge, experience and the image of the exchange of the participants in the group, setting the bases for defining the exchange;	All	20 copies of the brochure
20 min.	<p>Presentation – educational exchange</p> <ul style="list-style-type: none"> - What is the exchange? ¹⁴ (objective, benefits for the both the group and the individual) - Process and the time-frame - Preparations - Programme of the exchange - Responsibilities during the exchange - Evaluation - Narrative report - Follow up - The quality assurance system <p>POWER POINT</p>	<p>What is the exchange?</p> <p>Why do we organize it and what do we achieve?</p> <p>What are the obstacles and how to overcome it?</p> <p>Steps...</p>	Instructors	
	LUNCH BREAK			
10 min.	:) Crocodile and frogs	Elevating the energy level of the participants	All	

14 Manual for Organizing Youth Exchanges/Visits, Lifelong Learning, FSBP, working group: Amela Beganovic, Isidora Isakov, Tamara Krivokapic, Njegos Sumatic, Sever Dzigurski, Ognjen Radonjic.

<p>20 min. 25 min. 20 min. _____</p> <p>65 min.</p>	<p>Exercise:</p> <p>I – What and why? (Objective?) II – How?</p> <p>Small groups: identification of the obstacles and overcoming them + preparation of the role play!</p> <p>Big group – play role! + discussion + summarising</p>	<p>Gaining better insight into what it takes for the exchange organization, training and gaining experience through a practical example;</p>	<p>All, Instructor</p>	<p>Paper, pens</p>
<p><u>40 min.</u> <u>4x5=20</u> 60 min.</p>	<p>III – They summarize and create the final exchange in small groups</p> <p>Youth exchange – presentation in a big group</p> <p>Feedback on exchange from the instructor and the participants To pass the security policies and procedures</p> <p>*sexuality – two of the young people are 'hitting on each other' and seem as if they are going to have sex. What shall we do? *one of the participants is late for the bus. What shall we do? *How the youth leaders react when the participants get drunk?</p> <p>Summarizing of the knowledge - recommendations RELATION OF THE YL AND THE YOUNG PERSON</p> 	<p>Practice of the exchange and reflection on the good things, those that can be improved, for the purpose of further development;</p>		

20 min.	<p>A. Maslow –</p>  <p>Theory (hierarchy) of needs: Physical needs, Safety needs, Relation needs, Respect needs, Cognitive needs, The need for self-actualization¹⁵</p> <p>CHART</p>	Awareness of the needs and the hierarchy of needs, with emphasis on self-actualization and how important it is for a young person.	Instructor	Chart, markers
15 min.	Evaluation - creative	Estimation of the two day long training	All	
10 min.	Check out (leader's recommendations)	Working day closure	All	

Day – III				
Duration	Name/description of the activity	Objective	Persons responsible	Material
10 min.	Check in What with the participants begin the second part of the training, what important have happened between the weekends?	«entrance» into a working day, getting to know each other better and giving feedback about where and how we see our colleagues;	All	
5 min.	Plan for this weekend training Where do we stand?	Reminder of the terms we processed	Instructor	Chart
15 min.	Pantomime – Reminder of the concepts from the previous weekend. Participants write on the stickers the terms they recall from the previous training session. Participants draw a term from the bowl and try to explain it by mime to the rest of the group who try to guess the term.	Reminder of the concepts from the previous weekend.	Svi	Stickers, Felt pens

¹⁵ Groupwork Skills and Theory, Margaret Hough, Hodder & Stoughton, str.196, 197.

10 min.	<p>Energy</p> <p>Participants divide in 3 groups. Groups get the assignment to, in small groups, determine the sound and the movement that express the energy in the best way, power of your group.</p> <p>Groups individually and on the group level show which are those characteristic movements and sounds.</p>	Elevating the energy level of the participants and encouraging to make a group agreement.		
30 min.	<p>Youth events and fests</p> <p>-Brainstorming</p> <p>What is the youth fest, event for the young people? Why is it organized?</p> <p>Presentation – Fest in steps...¹⁶</p> <ul style="list-style-type: none"> - Set the basic idea of the fest/ event - - Time frame - Criteria/responsibilities/rights/ obligations - - Preparations - Realization - Estimation - - Recommendations <p>WRITE a CHART or POWER POINT</p>	To examine how participants perceive the purpose of youth festivals and events for young people; connect their thoughts with the theoretical concepts of festivals and events for young people and with young people; divide and bring closer the working concepts of for young people and with young people;	All Instructor	20 copies of the brochure
60 min.	<p>Exercise: Organizing of the events</p> <p>Phase I: What? Why?</p> <p>Phase II: How?</p> <p>Phase III: Event preparation</p>	Organising events with available resources, experiential learning about the organization of the events;	All	Available material, old newspapers...
	LUNCH BREAK			
10 min.	'Tangle' or 'Bomb and Shield'	Raising the energy level of the participants; listening-monitoring		
20 min.	Event - realization		All	Chart, markers
20 min.	<p>Discussion:</p> <p>What could be better and what was good?</p> <p>Content?</p>	Reflections on organized event, participants and instructors give their feedback about the good things and what should be improved in future situations;		

¹⁶ Youth Festival in Steps, Forum Syd/Forum MNE, Aleksandra Radoman, Podgorica, December 2006.

40 min.	<p>Team work and leadership What was important in the team work? How did they function? Job division! Discussion: -How do you feel? Are you happy with the result? Are you happy with the atmosphere? Team work? Role of the leader?</p>	Raising awareness about the importance of teamwork and connections with leadership: a causal relationship;	All	Chart, markers, wide selotape
<p>10 min.</p> <p><u>20 min.</u></p> <p>30 min.</p>	<p>Team/pairs formation and defining the contract Participants are divided into teams / pairs according to interests; Individual participants fill in a working papers with the following questions.</p> <ol style="list-style-type: none"> 1. I do very much appreciate working with someone ... 2. I wish I can do the ... (festivals, of the exchange, camps, organizing of the events) 3. I am good with ... (organization, logistics, contacting people, planning, "behind the scenes" and "being in the focus") 4. It bothers / blocks me when someone ... 5. It annoys me ... 6. I had a problem in previous work when 7. I have had excellent results in previous work when ... <p>Within the teams / pairs they exchange the contents of working papers and after that they create mutual agreements.</p>	Expectations and preferences in regard with the common work		Pens, paper, working papers for the contract of a team/pair;
	Check out			

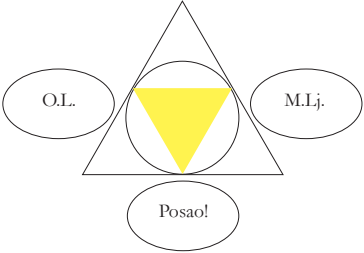
Day – IV

Duration	Name/Description of the activities	Objectives	Persons responsible	Material
20 min.	<p>Check in</p> <p>On the chart a boy/girl is drawn; each member individually, put the name of his colleague from the place which is a characteristic, for example, Maja draws an eye and says that in her opinion Igor is the eye of this group because he ... very well observes stuff around himself, etc .)</p>	«entrance» into a working day, getting to know each other better and giving feedback on where and how we see our colleagues;	All	Chart; Prepared drawing
30 min.	<p>Value Auction</p> <p>-personal values and codes of ethics, exercise</p> <p>- Each person gets a card that says who they are, with a specified sum of money.</p> <p>- Auctioneer sells the values to the person who offers the highest amount of money (love, health, family, a house with the swimming pool, Mercedes, spiritual wealth, creativity, honesty, power, sincerity, education, play station, political position, courage, popularity, libraries, peace, airplane, magic, children, designer clothes, money, good work, spiritual enlightenment, diamonds, fortune, freedom, friends, yacht)</p> <p>Discussion: Which experiences, values do we, as youth leaders, have?</p>	Encouragement to think about the values that are important to us and to relate them to the codes of ethic essential for the youth work;		Chart, markers, envelopes, money
20 min.	<p>King/Queen of leaders</p> <p>Within the centre of the room there is one person from the group (volunteer), which represents a king or queen of leaders; each of the participants, on stickers, writes 5 qualities/skills that would make the right leader queen/king;</p> <p>- Discussion: What do you expect from yourself? What are the expectations of others in the context of leadership?</p>	Become aware of the expectations of ourselves and the other in the context of the youth leadership	All	Stickers

30 min.	<p>Bag¹⁷</p> <ul style="list-style-type: none"> - Individually every participant fill in a working paper Bag! - Values - What do I, as a person, have? - Skills - What do I know to do? - Knowledge - where to find it and how to use it, - Experience - makes us richer, the combination of theory and practice - Personal competence - Professional competence (what do I want and can do?) - - What should I know as a youth leader? (head) - - What do I need to be able to do? (arms) - - What an emotional and personal skills should I have as a youth leader? (head) - - What do I need to have in a backpack? 	Raising awareness about personal and professional competencies in context of the Youth Leadership;	All	
15 min.	Break	Rest and recreation	All	Refreshment, snacks, music
10 min.	<p>Johari Window ¹⁸</p> <p>Feedback in a context of self-assessment</p> <p>Feedback can be very valuable in self-assessment.</p> <p>Model 'Johari Window' includes 4 aspect ...</p> <p>WRITE a CHART</p>	The importance of feedback for the self-assessment, the fields of the visible and invisible;	Instructor	Chart, markers
10 min.	Chair Wave	Elevating the energy level of the participants;		

¹⁷ Council of Europe, European Portfolio for youth workers and youth leaders working in the context of non-formal education/learning, p.31.

¹⁸ Council of Europe, European Portfolio for youth workers and youth leaders working in the context of non-formal education/learning, p.19.

15 min.	<p>The context within which the youth work is conducted, Presentation¹⁹</p>  <p>- YOUTH LEADER Who am I and what do I do? - YOUNG PEOPLE Who are they? In which way are they involved and how do they use the involvement? (terms work FOR the young people and WITH the young people, explain the difference) - WORK! What do we do with the young people? Why do we do what we do? (relate it to the exchanges, festivals, camps and what we going to do afterwards)</p> <p>Explanation: Basic triangle – In order to fulfil the purpose of their work, we must understand that there are 3 components in youth work Circle – We must be equally aware of all three fields so that they can all be effective. These fields are closely tied/ conditional. Internal triangle – While young people represent a part of the foundation, they are also in the centre of how we do our job. WRITE a CHART or POWER POINT</p>	Understanding the context in which the youth work is conducted and relating it to a role of the leader	Instructor	<p>Chart, Laptop, projector</p> <p>Material Context within YW of a YL is conducted</p>
60 min.	<p>Familiarization with the policies on child protection...²⁰ THE CONTEXT WITHIN YOUTH WORK IS CONDUCTED AND WHAT'S IMPORTANT TO COMPLY WITH! Presentation WRITE a CHART</p>		Instructor	Chart
	Lunch break	Rest	All	

¹⁹ Council of Europe, European Portfolio for youth workers and youth leaders working in the context of non-formal education/learning, p.31.

²⁰ Zaštita djece i mladih/Protection of Children and Young People, Forum MNE,2006.

40 min.	<p>Swimmers!</p> <p>Participants are introduced to a story ...</p> <p>Imagine that you are on the beach. The sun burns your skin you wish to enter the water</p> <p>In which way you will get in - jump in, get wet gradually, enter the water and start to swim, wet your hands, head, and only then slowly enter the water.</p>	<p>Identifying of leadership styles, examining what group think of each other on basis of different styles, testing the prejudice;</p>	All	<p>Pens, Chart papers, felt pens</p>
60 min.	<p>Evaluation</p> <ul style="list-style-type: none"> - written - creative (acting) + presenting 			<p>Pens, paper, Chart</p> <p>Typed evaluation;</p>
30 min.	Invisible friend			
20 min.	Check out – I am... :)			«I am...» work papers

SET OF LECTURES II

Day I				
Duration	Name/Description of the activities	Objectives and results	Persons responsible	Material
20 min	Hello, hello... (Participants, at the entrance, receive individual messages that are related to leadership)	Starting the work, checking the energy, mood, what happened in the meantime?	All	Leadership messages
10 min	Activities for elevating the energy	Shake up	All	
20 min	What are we going to do? + Role division during the training day CHART	Familiarization with the objectives of the training II	Instructor	Big white papers, markers, papers for division into the groups
60 min	Personal introduction Tree: 1. Who am I? 2. What do I like? 3. What makes me happy? Directing of the personal aspects to group identity	Raising self-esteem through awareness of positive aspects so that the participants can be willing to begin to share personal things and connect on the group level	All	Old newspapers, scissors, markers, felt pens, Hammer paper
10 min	Break	Rest and recreation	All	
10 min	A-HA	Raising the level the energy, concentration, memory of the names	All	
50 min	Motivation – Accordion Three motivational questions: 1. Why have I enlisted for the training? 2. What do I wish to learn in the training? 3. In what way do I want to participate in the group work?	Examine and raise awareness of the motivation of participants in the program, as well as the direction of participants to have a personal responsibility for encouraging the participation of the participants (for knowledge and learning process);	All Individually Work in small groups	Work sheets with questions, big white paper, felt pens, pens
50 min	Castle – we are ‘building’ group agreement -Foundation (fundamental rules and values), -Walls (what do we do to provide that everyone in the group feels good and that we all function in a healthy way), -Roof (objective of the group – what do we wish to accomplish as a group)	Establishment of group arrangements in a creative way through shared decision-making and encouragement of the participation	All Work in small groups	Hammer paper, scissors, big white paper
10 min	Odjavljivanje	Summarizing of the impressions, estimation of the day		
90 min	Evening activities: Topics- Getting to know each other and team activities		Coordinator	

Day II				
Duration	Name/Description of activities	Objectives and results	Persons responsible	Materials
15 min	Good morning!	Introduction and working day...	All	
30 min	Team activity – Glasses and elastic band	Team formation	All	50 glasses, 1m of elastic band, rope
20 min	Who am I in a community? What do I do? Whom I work with? YOUNG PEOPLE – needs, influence (we draw in symbols) concentric circles, an explanation of the influence and connections	Encouraging them to think about themselves / young people - the needs, influences; Understanding of oneself/ young people through the needs and the context in the which they develop, as well as the possibility of influencing some of the problems;	trener/ica, učesnici/e Bujica ideja, rad u malim grupama, prezentacije	Big white papers, markers
15 min	Community... They draw community – people, institutions, problems and needs Community as we want it?	Adopting the concept of community and what makes a community; Raising awareness and recognition of the important people and institutions in the community	Rad u grupama, prezentacije i diskusije	Big white paper
15 min	Break	Rest and recreation	All	Refreshment, fruita
20 min	ACTIVISM – brainstorming Active attitude toward yours and problems in the community How to make the community we want to have? Exercise: DOTS Green, blue, red dots in a community – who present our allies and who present the obstacles	Awareness of the activism, importance and influence to positive change in the community, what it means to be active and proactive;	Treneri Frontalno Rad u malim grupama Prezentacija	

40 min	<p><u>Leadership potential in young people</u> As allies, we have young people in the community. How to recognize the leadership potential in young people and pal up?</p> <p>CHART</p> <p>Exercise: ROLE PLAY 3 different groups of young people. 1- in front of the building 2- in school 3- in bar, pub, outside in the public place</p> <p>They make a performance representing the behaviour of young people. Discussion: Whom they recognize as leader and why?</p>	Recognition of the leadership potential in young people;	All	Assignment papers
30 min	<p>Key problems we face in the community: DISCRIMINATION, STEREOTYPES, PREJUDICE CHART</p> <p>Exercise – Hats</p> <p>Table: WHAT IS WHAT? Discrimination, stereotypes, prejudice</p> <p>SEX and GENDER</p>	<p>Understanding the concepts of stereotype, prejudice and discrimination; The distinction between the concepts; Connecting with examples in practice</p> <p>Awareness of their attitudes regarding gender roles ...</p> <p>Understanding the concepts of sex and gender.</p>	All Brainstorming Presentation Exercise Discussion Table	Hats, big white paper
30 min	<p>CONFLICTS Virginija Satir</p>	How to identify the causes of conflicts, Identifying with the examples from everyday life	All	Big white paper
120 min	Break	Rest, recreation, preparations for the rest of the day	All	:)
20 min	Energizer – square with the ribbon for over the eyes	Development of teamwork and cooperation, The development of group trust	All	Ribbons, rope
40 min	<p>Bidding for the HUMAN RIGHTS</p> <ol style="list-style-type: none"> Bidding Discussion 	Understanding the Universal Declaration of Human Rights, Encourage participants with the mode of application of the declaration	Instructor, all	Big white paper, markers, money and charts of the human rights

60 min	<p>Summer educational camps Brainstorming.....</p> <p>I – people who were not in camps, how do they picture them II – people who participated</p> <p>Camps — presentation.....</p>	<p>Introducing the participants to the concept of educational youth camps, Familiarize them with the objective, method of work Exchange of experiences with the participants who had a chance to be at the camp</p>	All	<p>Projector, laptop Projection canvas</p>
	<p>How? (managing of the resources – human and material) Human resources – roles, obligations and communication lines</p> <p>Material resources – managing, disposing</p>	<p>Understanding of the concept of youth camps ...</p>	Instructor	PPP
15 min	Break	Rest	Participants and instructors	Refreshment
15 min	<p>Job of the youth leader...</p> <ul style="list-style-type: none"> -Organizing of the exchanges -Festivals -Events -Camps 	<p>Restoring the ways of action for the problems of young people through youth activism, Reminding what is the job of youth activists</p>	Participants and instructors	Big white paper
80 min	<p>Young people in camp... Policies and procedures... Exercises: Obstacles through situations ...</p> <ul style="list-style-type: none"> - alcohol (expulsion from the camp ...) - intimate relations ... professional and personal boundaries with the participants + responsibility for the underage participants - role in the relation with people who visit the camp .. communication ... attitude ... <p>RECOMMENDATIONS</p>	<p>Introducing participants to the policies and procedures at the camp</p> <p>Practical application of the lessons learned in real situations, summarizing of the lesson learned about procedures and policies at the camp.</p>	All	Big white paper, markers
10 min	Break	Rest	All	Refreshment
30 min	<p>My role in work with young people at camp</p> <p>Free time:</p> <ul style="list-style-type: none"> -familiarization -animation and entertainment -communication -team work -confidence <p>Division of participants into groups according to the topics!</p>	<p>Awareness of the participants about the role of the youth leader in camp</p>	Instructors	Lists for division into the groups

10 min	Organizing of the activities How? What do we need? CHART	Familiarization with the concept of organizing the activities and what is needed for the realization of an activity	Instructors	Big white paper, coloured paper
20 min	Check out	Summarizing of the impressions of the day	All	-
90 min	Participants prepare practical work		Coordinator, instructor	

Day III				
Duration	Name/Description of the activities	Objectives and results	Persons responsible	Material
15 min	Good morning!	With what kind of feeling do we begin this day?, Explore what happened last night and with what kind of energy do we begin the new day	Instructors and participants	
15 min	We pass the oranges to one another by holding it with our knees	Shaking up, development of a team work and cooperation	All	Oranges
30 min	Group dynamics and YL in work with group	Defining the essential elements in group dynamics identified through practice and basic skills of YL required for the work with a group	All	
30 min	Feedback... How we receive it and how we give it	Understanding the importance of giving constructive feedback, encouraging participants to receive a FB in the way that will be useful to them	Instructors, participants	Big white paper, lists with feedbacks

90 min	<p>Exercise: Animation of the potential camp participants - preparation for the practical part (30 min.) - activity performance</p> <p>* Divide them into pairs and small groups of three Each pair has 20 min. to perform activities. Following this, feedback of the group members who were predetermined, while the other participants actively participate in activities;</p> <p>Make a table - pairs who perform activities and pairs who give feedback, ask other members to supplement the FB Conclusions recorded.</p> <p>Working with participants of the camp on the following topics: -introduction -animation -team work -communications -trust</p> <p>History: 1. Preparation for the performance of activities 2. Performance of the activities 3. Giving the FB 4. Summarizing and recommendations 5. Preparing for the next pair/trio</p> <p>Forms for the activities and forms for FB</p>	<p>Implementation/ practical application of activities for young people at the camp;</p> <p>Giving and receiving feedback;</p>	All	Forms for the activities and feedbacks
	<p>Summarizing: Positive experiences and obstacles in working with young people</p>	<p>Summarizing of learning of the preparation and implementation of the activities at the camp.</p>		
30 min	<p>Check out: summarizing impressions of the day</p>			
90 min	<p>Evening activities: Theme dancing evening, entertainment</p>		Coordinator	

Day IV				
Duration	Name/Description of the activity	Objectives/Results	Persons responsible	Material
20 min	Check in	Estimation of the energy level the group begins the day with	All	---
40 min	Energizer	Elevating the level of energy and preparation for the rest of the day	All	---
60 min	<p>SELF-ESTEEM</p> <p>SELF-ESTEEM</p> <p>Say 3 positive things about yourself! What is self-esteem? How can we help others if we can not help oneself? First, strengthen ourselves, to be able to empower others!</p> <p>MASK about oneself: * The eyes-how I see myself * The mouth - what is said about me * The head - what do I think about myself * The ears - things you'd like to hear about yourself</p> <p>CARNIVAL MASK - Hiking and sightseeing in the area and the issue + presentation</p> <p>List - that's me ... - individual work</p>	<p>Understand the components of self-esteem;</p> <p>Understand the concept of self-esteem and its importance in their own development;</p> <p>Connection with identity components;</p> <p>Development of confidence and self esteem.</p>	<p>All</p> <p>Individual work</p> <p>Presentation within a big group</p> <p>Individual work</p>	<p>White paper and coloured paper</p>
15 min	Break	Rest	Participants	Refreshment
40 min	<p>Swimmers!</p> <p>Participants are introduced to a story ... Imagine that you are on the beach. The sun burns your skin you wish to enter the water In which way you will get in - jump in, get wet gradually, enter the water and start to swim, wet your hands hands, head, and only then slowly enter the water..</p>	<p>Identifying the leadership styles, examining what groups think of each other on the basis of different styles, investigation of prejudice;</p>	All	<p>Pencils, chart paper, felt pens</p>

65 min	<p>Support for youth initiatives</p> <p>Introduction into the basics of youth participation in social life under the European Charter</p> <p>SEARCH FOR THE EUROPEAN CHARTER</p> <p>Keys of the European Charter CHART</p>	<p>Introduction to the support systems that can be provided for young people through work (activism, the need for activism, the simple steps in activism, a division of the action plan, programme planning) and framework solutions (the European Charter on the Participation of Young People)</p>	All	<p>Working sheets:</p> <p>Compass, Taking action, page 269.</p> <p>European Charter on the Participation of Young People</p>
120 min	Lunch break	Rest and recreation, preparations for the rest of the working day	All	:)
15 min	Energizer	Elevating of the energy level of participants	All	
75 min	<p>Evaluation of the knowledge –</p> <p>1. Creative evaluation – fashion show of learning</p> <p>2. Written evaluation</p> <p>3. Verbal evaluation</p>	Evaluation of the content of the module and lesson learned;	Participants	Different material
15 min	<p>Group energy</p> <p>In three groups they are representing the energy of their own group...</p>	<p>Focusing on individual group energy;</p> <p>The formation and direction of joint energy;</p> <p>Feedback on the essential elements of a group energy</p>	Participants	Material selected by participants themselves in the process of group representing
15 min	Check out and closure of the group	<p>Summarizing the impressions from the training II for the YL;</p> <p>Group closure;</p>	All	---

SET OF LECTURES III

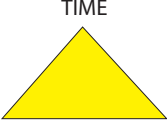
• DAY I					
Duration	Name/description of the activity/work methodology	Objectives/Results	Persons responsible	Literature, sources	Material
30 min	Welcome...		All		Flip chart with the inscription
	Check in				
	Energizer	*Elevating the energy level	Instructor		
10 min	Objectives of the training - introduction	Familiarization with the training programme	Instructor	Training programme for the Youth Leaders	Big white paper
35 min	AKTIVE participation in a community	* Implementation / practical application of the activities for young people at the camp, giving feedback;			
15 min	Break		All		
30 min	Leadership for the purpose of activism and positive change in a community How to initiate action through the concrete idea? Work in 5 small groups – introduction + discussion	* Understanding of the action for the purpose of raising of the awareness about leadership roles	All	- Kompas	Big white paper
30 min	Citizenry European citizen -brainstorming- Introduction: Concept of the European Citizenry (individual and community, internal and external) CHART	* Introduction to concept of citizen * Introduction to concept of European citizenship	All	Šta je aktivno građanstvo? NGO Novi horizonti	Big white paper Graphic of the concept of Citizen

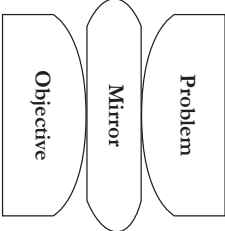
30 min	<p>The role of young people in a civic society</p> <p>My/Our role in a civic society! (active, proactive)</p> <p>* Introduction to basic documents concerning the position of young people that exist in the EU</p> <p>* Mechanisms for the Advancement of Civil Society</p> <p>PIRAMYD FOR YOUNG PEOPLE</p> <p>Institutions concerning the young people: Youth Council, the Office for Young People, NGOs that work with young people.</p> <p>Documents: NPAM, LPAM, Convention on the Rights of the Child, Universal Declaration of Human Rights</p> <p>"Graphics ..."</p> <p>CHART</p>	<p>* Upoznavanje sa osnovnim dokumentima i tijelima za mlade koji postoje u EU i CG</p>	All	<p>„Mudar čovjek nije onaj koji zna prave odgovore, već onaj koji postavlja prava pitanja.“</p> <p>Claude Levi-Straus</p>	<p>Veliki bijeli papir</p> <p>Grafik koncepta građanstva</p>
120 min	LUNCH BREAK	* Rest			
20 min	Energizer	*Elevating the energy level			
30 min	<p>POWER – concepts of power</p> <p>Relation between the concepts of power and the role of the young people in a civic society!</p> <p>*brainstorming</p> <p>*presentation</p> <p>CHART</p>	<p>* Introduction to different concepts of power and how to use it as a young person in a civic society</p>	Instructor	<p>Internal notebook:</p> <p>Work with groups</p>	

45 min 20min 25 min	<p>Prejudice and stereotype **** Each participant gets a hat which represents different identities (ethnic, religious, local, gender, etc.). Participants can relate to one another according to the determinations stated on their hats.</p> <p>Discussion in large group; draw conclusions.</p> <p>Prejudice and stereotype - presentation (cumulative and positive discrimination) CHART</p> <p>Case study – community – how to (not)react to the obvious problems in a community, what kind of attitude should we have toward the negative issues in a community;</p>	*Introducing the terms ‘stereotype’ and ‘prejudice’; exploring the effects they have on people’s lives, attitudes and relations.	All	Amir Hodžić, Nataša Bijelić, Sanja Cesar, Spol i rod pod povećalom, priručnik o identitetima, seksualnosti i procesu socijalizacije, CESI, page. 143. (The brochure on identities, sexuality and process of socialization, trans.rem.)	
15 min	Break	*Relaxation :)	All		
10 min	Energizer	*Elevating the energy level of the participants	Instructor		
45 min	<p>Ideas resulting from identifying the problems, needs and rights of young people</p> <p>Ways to affect the existing identified problems</p> <p>Work in groups: (20 minutes)</p> <p>Table: Short-term (immediate action) and long term (continuous action) active participation</p> <p>Individual action (writing an article, a petition), a group response (protests, work with youth in order to change values, attitudes).</p> <p>Youth leader - short-term actions (festivals, events, exchanges, camps)</p> <p>Youth worker - long-term work with groups</p> <p>The activities may be various, namely: writing proposals, writing of practical policies writing letters, organizing events, festivals, camps, etc. for the purpose of a change and an objective through specific activities.</p>	<p>* Encourage participants to think about alternative solutions for tackling the problems in their communities</p> <p>* The difference between short-term and long-term action</p>	Instructor	„A capable man is the one who believes he/she is capable.” -Budha	Big white paper with tables on it


15 min	<p>Check out - TARGET</p>				
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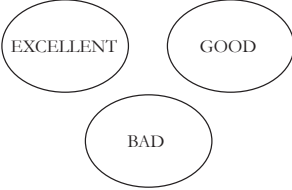
• DAY II					
Duration	Name/Description of the activity/Working methodology	Objectives/Results	Persons responsible	Literature/ Sources	Material
30 min	Good morning				
15 min	Energizer	*Elevating the energy level of the participants	All		
30 min	<p>INTRODUCTION TO DONERS</p> <p>Introducing the donors and possible means of financing the projects (focus placed on donors)</p> <p>CHART</p>	*Explaining the participants the concept of financing on the EU level	Instructor		
30 min	<p>Why project?</p> <p>What is the project? What does it consists of?</p> <ul style="list-style-type: none"> * Cover letter (about the organization) * Project Summary * Introduction * Problem Description: * Purpose/objective of the project <ul style="list-style-type: none"> * Sub-goals * Activities * Expected results * Evaluation * Budget * Presentation CHART 	*Presenting the structure of the project proposal	Instructor	<p>NGO strategies for acquiring resources</p> <p>lštvan Kostolanji, Pisanje prijedloga projekta, izgradnja održivih neprofitnih organizacija</p> <p>(The brochure on writing project proposals, trans.rem.)</p>	Big white paper

30 min	<p>Search for the project</p> <p>Participants are divided into three small groups and tasked to find and assign certain parts of the project. Envelopes with assignments! In each envelope are explanations of steps in the project, the task of the participants is to define this step. In the last envelope, participants line up the structure of the project according the established order.</p>	<p>* Developing practical steps of the project proposal * Understanding and identifying the steps in the process of writing the project proposals</p>	Participants	Internal material, VI module	Envelops, maps, coloured paper
15 min	Break	*Rest	All		
10 min	<p>What make the successful project?presentation</p> <div style="text-align: center;">  <p>TIME</p> <p>BUDGET QUALITY STANDARD</p> </div> <p>This is a project that is: -Completed on time (realistically planned timelines) -Within-the anticipated budget/resource -according to certain standards/specifications</p> <p style="text-align: center;">CHART</p>	<p>* Understanding of the essential elements for a successful project implementation</p>	Instructor	Training: Fundraising and writing the project proposals	Big white paper
	Participants work in small groups on specific project ideas.				4 Laptops


20 min	<p>Division into groups according to the project ideas – to towns</p> <p>1. Problem identification</p>  <p>2. Defining of goals and sub-goals Basic elements of goals: change, target group, location or territory, service</p> <p>SMART analysis CHART</p> <p>3. Identifying of the target group</p> <p>4. Anticipated results</p> <p>Results must be:</p> <ul style="list-style-type: none"> • realistic – can be realized with the existing resources within the given timeline, • concrete – can be clearly defined and progress can be related to project and not to something else, • measurable – according to them a success level of the project can be determined. <p>After defining of each step participants have a presentation in a big group and discuss the results of the work.</p>	<p>* Recognizing the problem, defining the goals and sub-goals and criteria that are essential for a successful project base</p> <p>* Presentation of results</p>	Instructors, participants	<p>Guide for youth leaders, page 75 and 76</p> <p>„ The goal is not always set to be achieved, but to serve as the point we need to strive for.“ Joseph Joubert</p>	Big white paper, felt pen
120 min	LUNCH BREAK	*Rest	All		
15 min	Energizer	*Elevating the energy level of the participants			
30 min	<p>Exercise: In the elevator with the donor Participants meet in an elevator with a potential donor and within 2-3 min. present their project.</p>	* Participants practice ways of presenting the project and the necessary information that represent the project in the best way to (basic info)	Participants		Big white paper

105 min	Continued work on projects by the identified steps + presentations HOW TO REACH THE GOAL? * Action Planning *Establishing a method for the realization of the project * Defining the time frame CHART	* Learn the action planning, timeline and other components that affect the planning	Instructor, Participants	"If you shout Forward! You have to give precise guidance on the direction of movement. Do not you see if you fail to do it, and demand the same thing from priest and the revolutionaries, each of them will move to completely opposite directions!" Anton Chekhov	
15 min	Break				
30 min	How to recognize and face the obstacle? Working in small groups: returning to existing groups and identifying the potential obstacles	*Identifying of the potential obstacles and overcoming them	Instructor, Participants	„ He who accepts evil without protesting against it is really cooperating with it. !“ Martin Luther King	
30 min	Exercise: Display of the Action Plan Gallery of Action Plans	* Presenting the Action Plan * Introduction of action plans for other projects	Instructor, Participants		
18:45-19:00	Check out *Write several verses on the selected project	*Giving the feedback in a creative way *Summarizing the impressions			
• DAY III					
Duration	Name/Description of the activities/Work methodology	Objectives/Results	Persons responsible	Literature/ Sources	Material
20 min	Check in				
10 min	Energizer	*Elevating of the energy level, shaking up	All		

45 min	<p>PROJECT EVALUATION</p> <p>Qualitative (usually indicators of goals) and quantitative (primarily indicators of tasks/sub-goals)</p> <ul style="list-style-type: none"> * We evaluate the achievement level of project tasks and goals * We follow (we monitor) project activities, the work progress of the project, developments in the project context * presentation <p>The cycle of project planning</p> <p>CHART</p> <ul style="list-style-type: none"> *Anticipated results *Work in small groups 	<ul style="list-style-type: none"> * Assess qualitative and quantitative indicators of the project * Plan the project evaluation 	All	<p>„ What you do may seem insignificant, but it's important that you do it.“</p> <p>Mahatma Ghandi</p>	
15 min	Break	Rest and recreation	All		
60 min	<p>BUDGET</p> <p>Planning of assets and resources (human and material) for the project.</p>  <p>*Working in small groups</p> <p>CHART</p>	<ul style="list-style-type: none"> * Plan material and human resources for the project Make a realistic calculation of costs 	Instructor, all		
60 min	<p>NETWORK OF PARTNERSHIPS</p> <p>Mapping the community and forming a network of potential partners</p> <ul style="list-style-type: none"> * Working in small groups 	<ul style="list-style-type: none"> * Identify potential partners within the wider community 	Instructor, all		
30 min	<p>Feedback</p> <p>Presentation</p> <p>CHART</p>	<ul style="list-style-type: none"> *The importance of FB 	Instructor, participants		
120 min	LUNCH BREAK				
15 min	Energizer	<ul style="list-style-type: none"> *Elevating the energy level 	All		

135 min	<p>Public Relations</p> <p>How can you advertise your project?</p> <ul style="list-style-type: none"> * Appearance on TV - in a show * Press Conference * Appearance on the radio <p>Inviting people to the Fair Projects</p> <ul style="list-style-type: none"> -Preparation 20 min. -Realization of shows -FB after each show <p>* Print on the flip chart concluding observations after each discussion</p>	<ul style="list-style-type: none"> * The importance of publishing and promoting the ideas * Understanding how to promote the idea * The importance of FB * Summarizing the knowledge 		„Every advertising is good advertising.“	
15 min	Break				
60 min	<p>OUR PROJECT?</p> <p>How to attract the attention of donors?</p> <p>To publish projects Preparation of materials for PR:</p> <ul style="list-style-type: none"> -Commercials, distributive materials, drawings, printed material -Interactive method - animation, movement, dance ... <p>The appearance and content of the stand</p> <p>Casting</p> <ul style="list-style-type: none"> -presentation -work in small groups 	<ul style="list-style-type: none"> * To plan the presentation of projects * To introduce them to different ways of publishing projects 	Instructor, participants		
15 min	<p>Check out – FLOOR PATCHES (excellent, good, bad)</p> 		All		

• DAY IV

Duration	Name/Description of the activities/Work methodology	Objectives/Results	Persons responsible	Literature, sources	Material
15 min	Check in				
15 min	Energizer...	*Elevating the energy level of the participants			
120 min	Project fair *simulation... *feedback- assessment of the project fair	* Developing individual project presentations * Preparation the event itself			
30 min	Future activities -Importance! Work in small groups! Presentation... Final discussion	*Plan future activities *Development of the project in the following period			
20 min	EVALUATION OF TRAINING FOR YOUTH LEADERS I, II, III * Individual work Writing on charts CHART	* Evaluation of previous work (positive experiences and less positive experiences)			
40 min	EVALUATION *written *creative	*Evaluation of the training performance *Creative expression of the participants			
20 min	LETTER TO ONESELF IN THREE MONTHS 	*Planning of the personal goals and activities for the following 3 months			
10 min	Group check out	*group closure			

QUALITATIVE MONITORING AND DEVELOPMENT

*Consultation*²¹

Name and surname the participant:

Date:

Explain the purpose of consultation; duration, and relation between tutor and the participant of the training in conjunction with information gained during the consultation (confidentiality)

What might be helpful to student to make this process successful and what could be an obstacle?

1. What was the content of the training like?

(reflections on the set of the lectures: What are the most interesting parts? What is the understanding of youth leadership, leadership in a multicultural community, the dynamics of group work, youth exchanges, the context in which the youth work/leadership takes place , organization of events, one's leadership skills, the policies on the protection of children/young people)

2. Group

(How do we perceive the group, ourselves in the group; composition, dynamics?)

3. How do I perceive myself as a youth leader?

(skills and the knowledge I have, those that I want to gain/develop?)

²¹ Form borrowed and adopted from the programme „Leadership and Developmental Youth Work in the Community“ – Forum Syd and Forum MNE

Consultation ²²

-MONITORING AND SUPPORTING THE PARTICIPANTS-

Name and Surname: _____

Training	Date	Objective:	What should be given an additional attention to in the following training session?	Agreement on the following training session?	Observation/ Conclusions:
I					
II					
III					

²² Prepared by: Aleksandra Radoman and Sava Kovacevic

PERSONAL PLAN OF LEARNING AND DEVELOPMENT

Assess your knowledge, skills and values, then plan your learning in the future.

Characteristics:	Scale
CONFIDENCE To what extent do I love, respect and believe in myself? How much am I willing to fight for myself? How much do I believe in young people and in the positive outcome of the problem?	1 2 3 4 5
RESPONSIBILITY How responsible am I toward the knowledge I gain, myself, my job, young people, other people, situations?	1 2 3 4 5
COMMUNICATIONAL SKILLS How do I communicate? Which are the good sides of it and which should be improved? Giving and receiving the feedback!	1 2 3 4 5
UNDERSTANDING OF YOUR FEELINGS AND NEEDS (recognition of one's own feelings and needs in concrete situations)	1 2 3 4 5
CONFLICT RESOLUTION (approach to conflict resolution – my style, what do I do to improve the relations with other people)	1 2 3 4 5
EMPOWERING THE YOUTH (In which way can I motivate and empower young people to make change)	1 2 3 4 5
EXPLORING, UNDERSTANDING AND IDENTIFICATION WITH OTHERS (What are the things in which they can accept and understand young people and their behaviours, feelings and needs? Empathy, compassion and decentralization)	1 2 3 4 5
GIVING YOUNG PEOPLE THE CHANCE TO LEARN (In what way they can engage young people? How do I know what they need? Learning from experience)	1 2 3 4 5
Key KNOWLEDGE, SKILLS and VALUES in youth leadership (honesty, equality, trust, „common sense“, flexibility, consistency, see the good in everyone, the problem should be defined by person who has it, freedom of choice)	1 2 3 4 5
ACTION PLANNING (ability to plan in advance)	1 2 3 4 5
EVALUATION OF PERSONAL SKILLS (learning from the experience)	1 2 3 4 5
NEGOTIATION SKILLS (making joint resolutions, democratic resolutions)	1 2 3 4 5
1 – It stands for me; 2 – It more or less stands for me; 3 – It is not characteristic for me; 4 – Does not refer to me; 5 – It is not relevant for me;	

Purpose:

Skill:

When was the last time I performed this skill?

Who was involved?

What happened?

What would I do differently the next time, if there is anything?

According to the answers provided here, what should I put in the PLAN OF DEVELOPMENT/LEARNING?

OBJECTIVE Why do I want to work on these things?	TYPE? (skills, knowledge, attitudes, values)	HOW? With what kind of activities I can accomplish the objective?	WHOM WITH? Who can support me?	SINCE WHEN?

Appendix 2.

Task for the youth leaders

To-do-list for the participants of the training for youth leaders is:

1. PRACTICE OBJECTIVE
2. TEAM CONTRACT
3. ACTION PLAN - Planning of the Practice (target group, location, time, material)
4. IMPLEMENTATION OF PRACTICE:
 - * Action Plan
 - * Report on the activities
 - * Feedback - Review of participants/youth workers on practice

Important!

The activities must have a structure: the goal and the steps that lead to the achievement of goals.

Guide to the team contract ²³

Working together implies a common goal, a willingness to overcome differences, to share problems, to become aware of the talents and skills, to be honest and open.

The following are questions that can be used to start a conversation with your partner /s on several important parts of your work and cooperation:

1. **“I highly appreciate the work with a person ...”**
2. **“I would like to do... (festivals, exchanges, camps, organizing events) »**
3. **“I am good in... (organization, logistics, contacting people, planning, “behind the scenes” and “centre of the stage”) “**
4. **“It bothers me when someone ...”**
5. **“I get upset when someone ...”**
6. **“I had a problem in previous work/cooperation when»**
7. **“I had excellent results in previous work/cooperation when»**

22 Borrowed and adopted from: B level materials, Mary Lynch and Mario Ianniello, University course “Leadership and developmental youth work”, Forum Syd, Montenegro Project, 2005.

Working sheet:

Feedback of activities

Name of the activity: _____

Aim of the activity: _____

Activity realized by: _____

Duration: _____

Good things:

- Team instructions (*are the instructions clear*)

- Role division within the team (*how does the leader's team function, , do the roles overlap, does everybody participate equally?*)

- Activity choice (*whether the activities suit both the group and the individuals*)

- Technical characteristics (*space organization during the realization of the activities, material set up, flip chart set up*)

- Atmosphere

- Participants involvement (*were all the participants involved?*)

- Attention (*to what extent were the participants involved in the activities and work?*)

- Motivation

Things I would do differently:

In which way did the team of leaders respond to the facing obstacles?:

Obstacle	Team response	What would I do?

Recommendations for the team of leaders

Feedback given by:

Appendix 3.

EVALUATION PAPER

1. Did you gain new knowledge/skills? Please list some of them...

What 1 2 3 4 5
knowledge? _____

Which 1 2 3 4 5
skills? _____

2. To what extent are the knowledge and skills applicable to your future work?

3. What did you particularly like about this training?

4. What did you liked the least in the training?

5. Mark the work quality of the instructor! 1 2 3 4 5

6. Mark the way of topic presentation! 1 2 3 4 5

7. How interesting the training was? 1 2 3 4 5
Elaborate:

8. How happy were you with the hotel conditions? If you would change something be free to write it down!

Accommodations 1 2 3 4 5
Food 1 2 3 4 5

9. Other comments...

THANK YOU :)

HOW DID I FEEL DURING THE TRAINING?

Carefully read all the questions and evaluate on the scale from 1 to 5 where 1 denotes I did not like it, 2 I am satisfied, 3 it was good, 4 it can be better, 5 it was great. Put X under the rating that deserves the term or phrase.

	Characteristics...	1	2	3	4	5	Put additional comment if you like
1.	At the beginning of the training I felt...						
2.	During the training I felt...						
3.	At the end of the training I felt...						
4.	I learned...						
5.	I knew...						
6.	I gained skills... (now I know how to do...)						
7.	The topic was....						
9.	Presented topic....						
10.	Was the seminar interesting...						
13.	The instructors were....						
17.	The accommodation was...						
18.	The food was...						

Please write what would you do differently if you were the instructor?

THANK YOU!

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*Translations of the book titles are not official. (trans.rem.)



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