

YOUTH CAN DO IT



Training manual for Active Youth

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YOUTH CAN DO IT

To young people who want to be trainers for other active youth

Young people as well as advisors working with youth at NPA have long been talking about designing a tool to enable young girls and boys to become effective activists as well as good trainers for other youth. We started the work on the manual at the international meeting in South Africa in November 2006.

This draft manual is written for you, young activists, who want to continue as active change makers in your own communities; and at the same time would like to contribute to recruiting new activists and help them to become effective change makers in their own right. NPA hopes to contribute to empowerment of young people. NPA supports active youth partners who contribute to creative and critical thinking in their communities, who struggle for democratic rights and equality for all. This draft manual is an attempt to make a tool to help our youth partners become more effective as mobilisers. It is meant as a tool for you to support and train other young people. We all, young, adults and old people, need to look at our own situation, our attitudes and our values to see if we need to change our thinking or our actions. NPA hopes this manual will encourage young people to look at their own situation and to come up with activities and projects which might contribute to changing their society for the better.

A manual will never be perfect for every one. We live in different countries with different cultures and traditions. Each and every one will have to add and take away exercises according to their own situation. This is not a manual carved in stone, it is meant to be a starting point for you to work with and change according to your experiences and background. Please let us know if you find serious flaws or things you would like to add. Help us make this YOUR manual, a tool that you all feel you can use and help develop. The goal is to contribute to a better world where young people are considered as resources, where young women and young men have the will and the skills to become active change makers who are able to mobilise for equality and justice for all.

On behalf of NPA

**Liv Tørres
Head of International Department**

This manual is to some extent based on manuals named Women Can Do It, produced by Norwegian Labour Party

To you who want to be trainers!

Background

Almost 50 % of the world population are children and youth below 25 years of age. Most young people are ordinary people, doing what they have to do, trying to find a way to make a living, get an education, trying to fit in with their community, their family. Some are activists, trying to change their community for the better, some have for some reason given up and are not contributing positively to their community. In some societies young people are "to be seen, not heard", older people are in charge and do not want young people to interfere and introduce new ways, new ideas.



This manual has been made in order to enhance young people's participation in public life. NPA wants both boys and girls to be able to participate and contribute actively to their society. We all know that too many girls never had the opportunity to be active change makers, they have too many chores in the family and their society has accepted that the role of a girl is to be obedient, do what she is told, get married and raise a family. Young boys have other problems; their role is to provide, to take charge, to get a well paid job, to be a decision maker. These different roles cause problems for both men and women.

The world needs young people, both boys and girls, who are able and allowed to use their talents, their energy, interests and creativity to contribute to a better world. We need young people with enough self confidence and enough knowledge and skills to be able to participate actively in the development of their society. We need young people who are able to challenge old thinking and unfair roles; young people who are able to take charge and contribute to a better world for themselves, for their communities and for future generations.

This is a huge task. This manual is only a tiny drop in the ocean. But if we succeed, this manual might help young girls and young boys gain enough insight and enough skills to start working. Our aim is to help young people become active in their own communities, to become effective activists and to help train other activists. If we want gender equality we need active young women as well as active young men. We need young people who know how to organise and mobilise, young people of both sexes who will fight discrimination and support justice and equality in practice.

We hope that this manual will be of help for you who want to participate in training young activists. We hope that you will help develop the manual, add your own exercises, your own ideas. We recommend that you after each training workshop write down your experiences, so that other trainers have the opportunity to learn from you. Good luck!

Your role as trainers/ facilitators

As a facilitator you have a special role to play. The word facilitate means “to make things easy” As a facilitator, you are not a teacher, you are not a leader. Your job is to organise the workshop and make it easy for the participants to contribute actively! As well as introducing new knowledge and practical skills, your job is to give the participants the opportunity to share their own ideas, knowledge and experience with each other.

With this in mind, here is some advice:

A good facilitator/trainer is always well prepared, but also flexible. As a facilitator you have a programme well planned, but you are always willing to change if you realise that the participants have other important needs or wishes. You will take the time it takes to discuss questions that are important to the participants before you decide to follow your own plan or to change.

A good facilitator/trainer is well informed, but you do not have to know it all. It might be a good strategy to throw some questions back to the audience in order to have their views, rather than pretending that you have all the answers.

A good facilitator is open, tolerant and a good listener. If you are willing to accept critical comments and suggestions you will have a much better relationship with the participants. And it will hopefully lead to a better workshop. Make sure you ask for feedback and reflections throughout the workshop; do not wait till the final evaluation at the end. This will give you a chance to adjust the programme before it is too late.

You will be using Brainstorming as a method in this workshop. Remember the basic rule: Never allow anyone to comment on the ideas that are presented during the first stage of a brainstorming! Encourage the participants by commenting all suggestions in a positive way and write everything on the flipchart. A brainstorming is used to give participants space to come up with all kinds of ideas without thinking whether it is realistic/stupid/serious or not. Very often a “stupid idea” may lead to a serious realistic idea. When people feel relaxed and safe creative ideas might come up Do not let the group stop the creative flow! When there are no more ideas, then it is the time to discuss and prioritise the ideas and choose the ones you like.

There should always be two trainers/facilitators who share the tasks between them. Two trainers can share responsibility and support each other. The main trainer leads the activities, the co-trainer is in charge of the practical tasks and gives feed back on performance afterwards, Change roles after a while or each day. Make sure you agree in advance what role you will be playing.

You might also want to involve some of the young participants in the facilitation to give them some training in being in front of a group.

The length of the training workshop

This training programme is designed for three – five days. You may have to squeeze it into three days, or you may be able to add an extra day to train the participants to become local trainers. Depending on your situation you can have the workshop:

- ❑ over several week days (for instance every Wednesday for four or five weeks),
- ❑ two weekends (Friday to Sunday)
- ❑ four or five days in a row.

You will find too many exercises for a short workshop. Feel free to cut out exercises you think you can do without and add others if you know some good ones that will fit in.

The idea is that after the initial training workshop (ToT) the participants should be able to design and carry out a one day training workshop in their own community. Immediately after this local workshop the participants are expected to organise a local activity.

After a few months an evaluation workshop will be organised for participants at the initial ToT. The trainings and the local activities will be presented and evaluated. A follow up process will be planned.

Active Youth. From Workshop to Action!

Most of us have been to countless workshops and many of us are tired of trainings. All too often we have come home from a successful workshop, we have met interesting people, and learned a lot. And then: Nothing happens! The new contacts vanish and we do not manage to keep our good intentions to start new exciting projects and activities. And if we do manage to come up with exciting new ideas, we discover that it is so difficult to find the money to carry out our plans. We hope that this workshop will be different. The aim of this workshop is to turn it into a process, one workshop which will lead to local activities as well as recruiting new activists who want to mobilise for a more democratic society based on human rights and equality.

The whole training programme consists of four parts

1. Training of Trainers Workshop (ToT) (three – five days)
 2. Local Training Workshop (one day)
 3. Local activity day
 4. Evaluation reunion
- Follow up
And we start over again:

1. Training of Trainers Workshop (three to
 - 2 Local Training Workshop
 - 3 Local Activity Day
 - 4 Evaluation reunion
- And follow up etc.....

Training of Trainers Workshop

Who do we invite?

To have a good workshop you need to have a good mix of participants who are really interested. You may want to do some research to find good groups and individuals. And it is important to make sure the participants really know what to expect and what you as organisers expect of them.

You will have a good starting point if you invite:

- ❑ Youth groups with a potential to become good local organisations. At least two from each group should be invited.
- ❑ Some individuals who might become good leaders or activists

Suggested age group: between 19 and 25 (but you need to be flexible at both ends)

Always at least 40 % of each sex! The best if possible is 50-50.

Not more than 30 participants in each workshop, the optimal number is 20-25

Main objective (*What we hope will be the situation in the long run.*)

Young men and women/boys and girls have self confidence and are good at organising themselves as active change agents in their societies.

Short Term Objective (*What we hope will be the result of this training*)

The participants are able to carry out local trainings and facilitate activities that contribute to positive change in the community.

- ❑ Boys and girls agree that they should have the same responsibility and the same rights in society and within their group/organisation
- ❑ Boys and girls are more able to participate actively and have more self confidence
- ❑ The youth who have been trained continue training others
- ❑ All the participants have had the opportunity to present something to the whole audience and have gained some experience in how to do it.

Introduction at the workshop

It is important to make the participants feel welcome and at ease. Take your time at the beginning of the workshop. You need pleasant icebreakers, giving the participants the opportunity to get to know each other and the feeling that anyone is welcome to contribute with her or his ideas. You therefore need to take the time for presentations and to make sure the participants know what is expected of them and what they can expect from the workshop.

Group work: An ice breaker

Aim of the exercise: To make people feel comfortable. Have fun and get to know each other

The time it takes: About 30- 45 minutes

Divide into groups (five to seven participants in each group)

Ask all the groups to

- ❑ Give their group a name
- ❑ Agree on a sound to characterise the group
- ❑ Agree on an appropriate movement for the group
- ❑ Decide how to present all the participants to the audience when presenting the name, the sound and the movement of the group

Expectations

Aim: To make participants aware of their own hopes and fears.

To give the organisers an idea of what participants expect, and an opportunity to give information if anyone has misunderstood

The time it takes: 15 minutes

Give each participant a piece of paper and a marker. Ask everyone to write what s/he expects/hopes will be the result of this workshop. Ask them to write with big letters so that it is easy to read from afar. Hang up all the papers on the wall and keep the expectations in mind as the workshop proceeds. Go back to the expectations when the workshop is evaluated at the end: Did you reach the expectations?

Ground rules

Aim: To help make the workshop a success. To raise awareness about how we communicate. Rules the participants agree on are more easily implemented, and the facilitator can use the opportunity to raise awareness around the way we behave towards each other.
The time it takes: 15 to 20 minutes

Ask the participants to suggest rules for the workshop. (Can be done by asking: What do we NOT want to happen during this workshop? And then turn it around to make good rules) Write down on a flip chart the rules the group agrees on. Try to keep the number of rules down. Keep the rules on the wall throughout the workshop and draw attention to them during the workshop if necessary.

A useful idea: A refrigerator

Hang a picture of a refrigerator on the wall. If a suggestion comes up, which does not fit into the programme just then, ask the audience if it is OK to put it in the fridge for the time being. You then have the opportunity to raise the issue at a later stage if there is time.

Me, a resource!

Be honest with yourself

Aim: To help the participants look at themselves in a positive way and see themselves as resources for the workshop
The time it takes: 20- 30 minutes

Divide the participants into small groups. In the groups all the participants write down five positive things about her/himself. Each person chooses the one thing s/he feels is the most important trait, which is written on a flipchart. The group lists hang on the wall throughout the workshop.

Group work: Make a tower out of drinking straws and pins

Aim: To help build a group identity and enhance teamwork
The time it takes: 45 minutes



This is a fun competition between the groups: Who builds the highest and most stable tower? Each team gets the same number of pins and drinking straws. Tell them that they are allowed to use this material to build a tower, as tall and as stable as possible. You may choose to give them the instruction in writing. Choose your words with care: “You can use this material to build a tower” You do not say, “You can only use this material”.

When the winning team is chosen, emphasise the team work rather than the result! Praise the groups who have shown creativity and not only followed instructions. It is important to encourage participants to be creative and not only obedient to the rules. They have been told to use pins and straws, but no one said they could not use other materials they might find.

How do we communicate with each other?

Domination techniques

Use the opportunity to introduce the concept **Domination Techniques**:

A Norwegian sociologist Berit Aas identified almost forty years ago five domination techniques that she says are used by men in order to “keep women in their place”.

The five that she identified are:

1. Making the speaker feel stupid (for instance laughing at the wrong places when a woman is making a speech, or obviously not paying attention to what she says)
2. Making the speaker feel invisible (the woman’s idea is never commented on, but the man who picks up her idea shortly afterwards is the one who gets the praise)
3. Withholding information (the men might meet before a meeting or for an informal get-together where the agenda is discussed and plans are made. The woman never gets this information and is therefore less able to participate actively)
4. Making people feel guilty (When people say things like “How can you leave your mother at home to do all the work?”)
5. “You are damned if you do and damned if you don’t” (People might say to a young mother, “Young mothers should stay at home with their children” and at the same time complain, “Young women never participate in public debates”)

These domination techniques are probably used not only by men, and there may be more than these five. The important thing is to be able to recognise domination techniques when they are being used against yourself or against somebody else. When you experience that one of these techniques is used, make sure you comment on it in stead of allowing it to affect your self confidence.

Exercises

Brain storming

Ask the participants to come up with more examples of domination techniques

For you the trainer: Write all the ideas on the flip chart, making sure all participants feel that their ideas are welcome. Remember never to comment on a suggestion during a brainstorming. Don’t stop the creative flow! You can discuss the ideas afterwards

Aim: To raise awareness about the domination techniques.

The time it takes: 15-20 minutes

This may be done as an oral exercise in the plenary.

Talk about the suggestions afterwards.

Listening exercise

Aim: To make participants aware of some domination techniques.

The time it takes: 15 minutes for the stories, 15 minutes to talk about it in the plenary

1. Ask a volunteer to stand in front of the group and tell a short story. The audience is asked to listen attentively.
2. Ask another volunteer to tell another story. This time the audience is asked to turn their backs to the speaker. They are quiet, but not looking at the speaker

Ask the volunteers to tell how they felt when they were telling their stories.

Communication exercise

Aim: To raise awareness of the way we talk to each other and the way we listen. This is an opportunity to experience different Domination Techniques. (DT)

The time it takes: 40 minutes in the groups plus 15 minutes to talk about it in the plenary.

Divide the participants into groups of 4

In each group the participants are given the roles as A, B, C or D

1. Ask person A to tell a short story to the group. (max. 3 minutes)

The group seems to be completely uninterested. They are talking to each other, looking out of the window, reading a newspaper...

Ask A how s/he felt afterwards

2. Person B is asked to tell a short story to the group. The others are interrupting him/her all the time asking questions, commenting, adding their own stories "this happened to me..." s/he never manages to finish the story.

Ask person B how s/he felt afterwards

3. Person C is asked to tell a story. The group is completely quiet, but obviously not listening, just sitting there.

Ask person C how s/he felt afterwards

4. Person D is asked to tell a story: The group is listening, taking notes, asking questions after the story is finished...

Ask Person D how s/he felt afterwards.

Feedback in the plenary: Ask the participants for their comments, feelings, reactions

Sketches

How many different Domination Techniques can you think of

Aim: To make the participants see different ways of using the DTs and help them recognise when they are being used.

The time it takes: about 60 minutes: 10 min. for the groups to plan and practice the sketches, 5 minutes for each group to act it in the plenary, 5 minutes to comment on each sketch.

Divide the participants into groups (5 -7 in each) and ask them to make a short sketch illustrating one or several of the DTs.

Discuss the sketches afterwards. What do these techniques do to us? Who uses them? Only men? Only women? Only old people? Do you?

Debating exercise

A role play

Aim: same as above

The time it takes: 45 minutes

Divide the participants into two groups. In each group appoint one third to be Young Women, the rest to be Older Men.

This exercise needs two rooms; the two debates take place simultaneously. You the facilitators act as moderators, one in each room. You are clearly biased, and use various domination techniques against the women.

Before the debates start make sure all the participants understand their roles. Give the participants about 10 minutes to prepare their arguments. The women prepare their arguments in favour of their candidates and the men prepare theirs.

Room A: Election to the leadership of a political party. The women have nominated a young woman as their candidate; the men have nominated an older man. The two groups present their candidates and lobby for their choice.

Room B: The same type of election, one young woman and one older man are the nominees for the position as Director of the Board at an important NGO. In both rooms one of the trainers acts as the moderator. The moderators are clearly biased, and favour the men and the male candidates. Both demonstrate as many domination techniques as they can. The discussion should not last more than ten minutes.

Your role as the moderator is to wish the group welcome, and give the floor to the participants as they ask for it. You will use as many domination techniques as possible: comment on the way the woman is dressed as she asks for the floor, crack a joke on her behalf, ignore her suggestions, give the floor to the male participants when it is not their turn, ... Pretend to be neutral and act as natural as possible in giving support to the men.

Advice to you as the trainer: This may be tough on some of the participants, use the role play only if you think the participants can take it and make sure you use the techniques with care.

Afterwards the two groups meet and explain to each other what happened and how the participants had experienced the debates. Make sure you explain carefully that it was really only a game, especially if you think any of the participants were offended.

Brainstorming in the plenary

How can we overcome domination techniques?

Make a list of methods to fight domination techniques. Hang the flip chart on the wall and keep it there throughout the workshop.

Ask all the participants to watch out throughout the workshop and stop the training if one of the DTs is being used. The facilitators might want to deliberately use some of these techniques during the workshop in order to make the participants really aware of them.

These techniques should be used with great care, it is very easy to hurt people, even if they realise that it is “just a game” One way of doing it is by picking a participant who evidently has plenty of self confidence. Make a deal with her/him in advance, so that s/he is prepared.

Pretend that you do not see his hand if he wants to speak, and ignore him deliberately during a discussion. If no one comments on it, make sure you draw attention to it yourself.

Discuss the incidence in the plenary afterwards. How did the volunteer feel? How did the others feel?

Gender

We all know that in most countries and cultures there is a big difference between the way boys and girls are brought up and what is expected of women and men. Girls are traditionally expected to marry, have children and raise a family; boys are expected to get an education, get a job and provide for their family. This means that girls and boys are socialised into expecting very different ways of life, they learn to expect and accept very different roles in society. This is what we call “gender”. Sex is what we are born with, you are born a boy or a girl with different sexual organs. Gender is what we learn is our role in society. The expectations and the way we are treated in the family, at school and in society tend to form us into different kinds of beings. Girls are expected to be gentle, caring and obedient; boys are expected to be outgoing, active, taking charge. This might lead to problems for both boys and girls. Men might lose out as fathers and care givers; women lose out as public actors, politicians and leaders. We need to get away from these stereotypes to make sure that each individual has the opportunity to develop his or her talents as a human being, not only as a representative of one of the sexes. We want both girls and boys, women and men to be able to play an active role in society: We want both women and men to be caring and gentle and take care of their families. We want both women and men to be able to think critically, speak their minds, and have the self confidence it takes to participate in politics and decision-making in society.

Exercises

Four corners

Aim: to encourage participants to think, listen and make up their own minds about gender differences. Another aim is to encourage everyone to listen to different arguments.

The time it takes: 30 to 45 minutes

In the corners of the room hang up a sign saying *NO* in one corner, *YES* in another corner, *Both yes and no* in the third and *I don't know* in the fourth corner.

Ask all the participants to gather in the middle of the room.

Read a statement to them, for instance:

It is important that women and men have different roles in society

All the participants have to go to one of the corners. If they agree with the statement, go to the YES corner, if they both agree and disagree go to that corner etc. No one is allowed to not choose a corner. When everyone has decided on a corner the facilitator will ask various participants in the different corners to explain why they have chosen that corner, to argue for

their view point. The participants are encouraged to change corners if they hear a strong argument they agree with. This is a way to encourage people to really listen to other arguments. Changing your opinions may be a good thing.

Here is a list of possible statements:

- ❑ Women are better leaders than men
- ❑ There should always be at least 40% of each sex in the Parliament
- ❑ Girls who dress provocatively can blame themselves if they are raped or harassed
- ❑ In order to achieve equality it may be necessary to appoint a woman even if there is a man who is better formally qualified for the position.
- ❑ The rules of a religious society are above the laws of the country.

Another type of question is to present a situation and ask “What would you do if...”

One example: In your organisation you realise that a previously active girl has dropped out because her parents have decided that she is to be married to an older man and must prepare for the wedding. You realise that she is not happy with this decision, but she has to obey her parents.

What would you do:

1. Go to her father and argue with him that this is not good for the girl
2. Do nothing because in your culture the men decide
3. Raise the issue as a discussion in the organisation
4. Write an article in a big newspaper about the cultural practice of forced marriages.

Organise the corners accordingly 1,2,3 or 4

As a facilitator it is important that you use statements or cases that are suitable in your country.

Debating exercise

The aim: to learn more about debating techniques and to be more aware of gender inequality

The time it takes: 45 minutes

Divide the participants into two groups. Decide on a theme for the debate that the participants are interested in.

For instance:

- ❑ Boys and girls should go to separate schools/classes
- ❑ We need more women as leaders. To achieve this we suggest that a woman should be chosen even if there are male applicants with better formal qualifications.
- ❑ Sex education should be compulsory for boys and girls above 12 years of age



To the facilitators: It may be a good idea to have some written material about the issue available for the participants to read before the debate. Ask a group of participants to be observers to the debate. They will take careful notes on the ways the participants handle the situation. After the debate they will comment on the debating techniques that were used

Did the participants seem well prepared?

Did they use good arguments?

Did anyone use domination techniques?

Were the arguments presented in a clear and understandable language?

Were they listening to each other?

What did the body language signify?

Did they stick to the topic?

Group A is told to argue for one side, Group B is told to argue for the other side.

The groups are asked to elect one person to be the debater. The groups are given 15 minutes to plan the debate and think of as many arguments as possible in favour of their side. They will also give good advice to the debaters on how to handle the situation.

The debate takes place between the two debaters. During the debate the other participants may suggest arguments written on slips of paper, but they must leave it to the debater to use the argument.

The debate is recorded on video (if possible). After max.15 minutes the video is played and the participants discuss the performance. The comments should always have a positive angle, you want to encourage the debaters to improve their debating technique and strengthen their self confidence.

Ask the participants to give feedback on the debate.

Group discussion

The aim is to raise awareness of the participants' attitudes.

The time it takes: About 60 minutes

Divide the participants into five groups, two groups of females only, two groups of males only, one group mixed. Give the groups about 20 minutes to discuss some or all of these questions:

What are the most important duties of a girl?

What are the most important duties of a boy?

What is most important: To be good at school, to be active in a youth organisation, to be helpful at home? Why?

Should we expect different things from girls and boys? Why?

Present the answers in the plenary and discuss them.

Was there a difference between the groups? What was the difference?

Ask the participants to give feedback on the exercise.

Politics and Democracy

Democracy is more than political parties and elections every few years. For democracy to thrive all groups of the population need the right and the opportunity to participate

NPA defines the right to participate as the right for all to play an active role in their society:

- The right to speak and to be heard
- The right to receive relevant information
- The right to be organised and to organise your own activities
- The right to participate in decision-making processes

The right to participate is closely linked to the responsibility to be involved and active.

It is not unusual to hear bright young people talk about politics in a very derogatory way: "Politics is a rotten game", "All politicians are corrupt", "I would not become a politician for anything..." etc. On the other hand we all know that politics and politicians do indeed influence the development of our country! Is it a good strategy to leave politics to the ones who are only in it for money and personal power? Is it possible for young women and men to influence the development of their country without getting involved in politics? Is it possible to become a politician without becoming corrupt and power hungry? Is it possible to influence politics and politicians in your country?

Exercises

Brainstorming in groups or in the plenary

The aim of these exercises is to raise awareness on the roles we play and how we can contribute to society

The time it takes: 30 minutes for nr. 1
 60 minutes for nr. 2

Divide the participants in groups of five-seven

1. Ask the participants to discuss the following:

- What do you associate with the word "Politics"?
- How do you define "Politics? Do you agree with any of the following:

”Politics is a fight for power, influence and domination”

“Politics is a public activity seeking responsibility, cooperation and constructive problem solving”

“Politics is distribution of resources and burdens within the community”

- ❑ In what way could / should young people be involved in politics?
- ❑ How can young people influence political decisions in society?

Make a list of practical ways for young people to participate in decision making.

2. Ask the participants individually or in groups to answer these questions:

- ❑ What are the most typical problems for young men who want to be active in your society?
- ❑ What are the most typical problems for young women who want to be active in your society?

Write each problem on one small piece of paper, hang all the papers on the wall and sort the issues in categories according to contents.

Discuss them in the plenary and choose the 5-6 most pressing problems for males and for females. How can the problems be solved?

Organising

There are many different ways of organising a society. In some societies there is a king or a leader who is born with a certain power and certain privileges; in some societies there is an authoritarian leader or president who can do whatever he wants, in some societies there is a process of electing their leaders for a certain number of years. In some countries the inhabitants can say what they want, including criticising the leadership; in other societies you may be put in prison for organising a small demonstration, etc. In some societies the older people have the power, youth are supposed to listen and do as they are told. In other societies young people organise their own political parties and use the opportunity to criticise their elders whenever they feel like it. Some people define democracy as a multi-party system, others argue strongly that there may be many different ways to achieve a society where the inhabitants have a real say and the right to participate in decision-making.



Exercises

Group work

What characterises a good organisation?

Aim: to raise awareness about organising and leadership.

The time it takes: 15 minutes in the groups, 15-20 min. in the plenary

Divide the participants into groups of 5-7

Question to the groups: *What characterises a good organisation?*

These answers might come up:

- Democratic leadership
- The organisation gets things done
- The organisation has interesting activities
- The org. has influence in the community
- The org. has a good mix of men and women
- Being a member is fun
-

In the plenary: Decide on the five or six most important characteristics, write them on a flip chart and hang it on the wall.

Group work

How do we want to organise our community?

The aim: to find good organisation models.

The time it takes: 60 minutes

Divide the participants into groups of 5-7:

This is the situation you present to the participants:

You are passengers in a plane which crashes over the ocean.

You land on an island where there are no other people, no laws, no government. The climate is warm and pleasant, and the soil is fertile. There is plenty of fish in the sea. You have no boats, no way of escaping from the island.

You will need a system so that the fifty people who are stranded will be able to live together without too many conflicts. You will need a system which will make everybody feel protected, where people are able to use their talents and the leadership is fair.

Try to design a government system for these people on this island.

Remember that this group will have to live there forever; they will have children and grandchildren; you will need a system which will function well for the community for a long time.

Present the results in the plenary and discuss the different solutions.

You may want to ask questions like these:

Will this model give the people in the community the opportunity to participate in decision-making?

Will women and men have the same rights and responsibilities?

Will this model create a leadership with too much power? Too little power?

Will this model make it possible for the community to get rid of an authoritarian leader or a weak leader?

Leadership

Exercises

Brainstorming in the plenary:

What characterises a good leader?

Aim: to raise awareness on what it takes to be a good leader.
The time it takes: 30 minutes.

Ask the participants to name leaders they admire and ask them why they admire them.

If only male leaders are suggested, challenge the group to think of women as well. There should be at least two female and two male leaders as examples to get a good variation of characteristics.

Write the characteristics on the flipchart and hang it on the wall.

Exercise: A leadership case

Aim of the exercise: to raise awareness about leadership in general, and dilemmas that may have to be faced.

The time it takes: 30 minutes in the groups
30 minutes in the plenary (role play)

This is the case:

A very popular young man is elected as the leader of a youth organisation. The election takes place in a democratic manner by voting, and most of the members are happy with the choice. The leader is elected for two years.

The organisation does not have a lot of money, but one donor has promised to fund one of their projects if they present a good, realistic proposal. The youth organisation decides to organise a competition among the members in order to come up with good projects.

All the members put a lot of efforts into designing interesting projects. Three projects are presented to the members. They discuss the projects and are then asked to choose the one they like best.

Project A gets 21 votes, Project B gets 11 votes and project C gets 5 votes.

It then turns out that the newly elected leader does not like project A, he prefers project B. Without telling anyone, this is the project proposal he presents to the donor in the name of the organisation. The donor accepts the proposal and sends a cheque for project B.

Group discussion

Divide the participants into groups of 5-7

The groups are asked to discuss the case and answer these questions:

1. How do you feel about the action of the leader?



2. What should the organisation do
 - about the elected leader?
 - about project A and project B?
 - about the money they have received from the donor?
3. What can the organisation do to prevent similar problems in the future?

Role play

After about 30 minutes in the groups, it might be a good idea to organise a role play in stead of just presenting the arguments in the plenary.

This is the situation that you present to the participants:

The members of the organisation have different opinions about the action of the leader. Some feel that he was right because the important thing is that the organisation got the funding. Others are angry because he did not follow up the decision made by the members and he should therefore be dismissed as the leader. A number of members ask for a general meeting to discuss what to do.

Organise this General Meeting as a role play.

The roles may vary according to the group discussion, here is one suggestion. Make sure everyone is given a role in the play:

The General Meeting (GM)

The participants are representatives of the organisation. Some of the members are very angry about what has happened and they demand a general meeting to discuss what to do.

:

1 person is asked to be the facilitator at the GM, S/he has to make sure the discussion is conducted in a good manner, making sure everybody is given the floor in turn, encouraging all the actors to participate in the debate, and making sure that no one is allowed to dominate.

1 person is asked to be the elected leader who has to explain and defend his action

Some participants (2or 3) are asked to be the angry ones who want to dismiss the leader and elect a new one

Some are asked to be his defenders

Some are asked to be members who don't really know what to do

Some argue that the money has to be sent back to the donor

Some argue that the money could be used for project A anyway

Some argue that the money has to be spent on project B

Some argue that they should discuss the situation with the donor in order to find a way out.

Let the group act out their roles for max 20 minutes.

Then discuss the role play, the participation, the method.

How to organise a local project?

It is a very rare individual who can influence the development all on his or her own. We need to work together. If we want to have influence in society it is very important to know how to develop alliances and how to work together. We need to know how to organise a group, a campaign or a project. And in order to succeed we also need to think about how to fund our activities.

Present a list of things to remember when you want to plan a project: Discuss the different items as you present them.

Here is a list to help you: As a facilitator you can of course add or take away as you see fit for the group you are working with. Make sure the participants understand and accept each point before you move on. Use everyday examples to make it easier. (This will probably take about 45 minutes)

In advance you cut out one card for each item on the list, write one item on each card and hang them on the wall as you present them.

1. What is the **problem** we want to address? (Discrimination, HIV/AIDS, sexual harassment, violence, corruption...)
2. What is our **objective** with this project? What do we want to achieve?
3. Decide on **an idea or a method**. What kind of project do we want? An exhibition, a demonstration, a round table, a clean up campaign...)
4. **Target group**. Who do we want to reach with this project? (youth, women, politicians...)
5. **Venue and time**. Where and when do we want it to take place? How long will it last?
6. What **challenges** might we meet? How do we overcome the challenges?
7. **Budget**. What will it cost?
8. Identify **resources** in the community. (influential people, churches, mosques, NGOs, teachers, business people.....)
9. **Fundraising**. How can we raise the money we will need?
10. **Possible partners**. What other groups might be interested in joining us in this project? Will it be easy to mobilise for this idea?
11. **Information**. How do we reach our target group? (letters, posters, e-mails, advertisements...)
12. **Publicity**. How do we get the media interested?
13. **Planning process**. **Who does what, when, how?** (Elect an organising committee. Make a list of the tasks, decide who does what, set a time line and deadlines, follow up. Remember to keep a record of all the decisions)
14. **Implementation** Carry out the project/ the activity, take pictures, invite the media..)
15. **Termination**. What needs to be done after the activities? (Clean up, write report, thank you letters to donors and special guests, write articles to the media, make the accounts...)
16. **Reflection and evaluation**. What worked, what did not work? Why? Did the organising committee work well together? Did boys and girls contribute equally? How can we improve the next time?... Make sure all these point are discussed carefully and recorded for the next time.



Designing a local project

When you want to plan a project or an activity it is very important to have good knowledge of the community and contact with the people who live there. You need to have a clear goal and you need to make sure that a significant number of people in the community think this is a good goal. It is no point in organising a project that nobody would be interested in. In order to organise a successful project you need to come up with a plan which a significant number of people would support. You will need to mobilise people in favour of the goal, you therefore have to decide on a project which reflects people's needs and wishes. Your question might be: Would it be easy to mobilise a number of people for this idea? Would this project reflect a genuine need in the community? Do we have a fair chance of success with this project?

Group work

The aim: to practice the planning process, using the points above. This will be a help when the participants will run their own local training workshop and plan a local project.

The time it takes: Designing the project: between 90 and 120 minutes

Presentation and discussion in the plenary: 90 minutes

Divide the participants into groups according to where they come from. Not more than seven in each group

Ask the groups:

- Decide on a problem and find a project which you think will help solve the problem.
- How will you organise the project to achieve your goal?
- Go through all the points
- Design the project

Ask all the groups to present their projects and discuss them in the plenary.

You may want to ask questions like these:

Is the project realistic?

Will the project work?

Would it be possible to mobilise enough people for this idea?

Is the proposed budget realistic?

Will the group achieve their goal?

What obstacles might the group face?

How can the project be improved?

Will the project have lasting impact?

This is also an exercise in presenting to an audience and facilitating a discussion

Use a video camera if possible and let the presenters see their own performance.

Fundraising

We all know that money is usually a problem. We may have to decide on a project that does not cost anything (like a clean up campaign), or a low cost project we know someone would like to help us fund; or we will have to put a lot of efforts into raising the necessary funds to carry out our projects. Most organisations struggle continuously to raise enough funds for their work.

Group work

Brainstorming fund raising ideas

Aim: To become aware of the danger of becoming dependent on big donors.

To use your creativity to think of exciting ways of raising funds

The time it takes: 30 minutes.

You can do this in groups or in the plenary. Groups take longer, but may produce more ideas.

Each idea is written on a small piece of paper in big letters. The ideas can then easily be sorted according to contents and importance.

Discuss the most attracting ideas in the plenary.

Here are some ideas which have been used by other young people:

From Young Voices South Africa (SAYVON)

In 2004 a small youth group wrote more than 50 proposals to different donor organizations both national and international without any success. In their September 2004 AGM members decided to fundraise differently. A fundraising committee was established and various activities were identified as tools for raising funds for the organisation in their locality.

On the 5th November 2004 they organised a **Guy Faulke's Day** where in all members dressed funny went house to house and gave a short performance holding money boxes with the tag of their organisation. Most families donated money. At the end of the end of the day the group members met at their club house to evaluate their activity. They found out that they went to 190 houses (amongst the three groups) and collected R1, 270.90. The group decided to use the money for a career exposition and they wrote thank you letters and community posters to the families who donated money and the community for their support.

The success of the expo energised the group to realize that they can still implement their activities without donors but with money earned through their efforts. As a result the group decided to organize the following activities to fund their library and educational tours:

Fun Run: On the 1st December 2004, the group hosted a “Fun Run” as part of a HIV and AIDS awareness campaign. They invited parents and relatives, local professionals, the mayor and the ward councillor and the general public to participate. Adults registered their participation by R 20 (3 USD) and young people below the age of 21 paid R10. A total of 426 people participated in the event and a total of R 6,320.00 was collected. R 2,000.00 went to prizes, the rest was for the campaign.

Dinner hosting: On the evening of the 16th December 2004 the group hosted a dinner event. Families and local structures such as political organizations, municipality, football club, schools, churches and youth clubs were invited to buy a table of 10 people for R 1000.00. A community hall was secured with kitchen facilities and a local chef was invited to assist IBP members to cook for the guests. Members were divided amongst the tasks of door keeping, parking security, waiters, cooks and program facilitation. A total of R15, 000.00 was collected from 15 tables and a net profit of R 8,720.19.

One day labour:

On the 24th Of December 2004 the group was allowed to provide labour to two local supermarkets and one local food outlet. The first group worked from 08am to 1pm and the second group worked from 1pm to 7pm. The local supermarkets paid R 400.00 each and the food outlet paid R 350.00

During the implementation of the intended projects the members realized that they will need some extra funds for Library stock. While they were discussing the idea of requesting people and institutions to donate books, one member objected to the idea because it would not be in line with their new approach of fundraising, earning what you need rather than seeking handouts. She suggested collecting clothes that people no longer need and organize a jumble sales day. The suggestion was adopted and 2,702 pieces of clothes were collected within four weeks. The jumble sale took place at a local taxi rank. 1,941 pieces were sold at R 10 per piece across the board.

On the 24th September 2005 the group held their 2004/5 AGM and one of the highlights was that for the first time the organization made a surplus from their funds, at the time they did not have a donor. Members were able to plan for the following three years with confidence that they will be able to raise funds for the intended activities and part of the surplus was invested in the bank to start a reserve fund for the organization. Here are some of their ideas:

- Sports Tournaments (including soccer tournaments, marathon, etc)
- Music Concerts
- Collecting and Selling Waste Material
- Beauty Contest (male and female)
- Car wash campaign (not permanent business)
- Theatre Shows (Acting and Dancing)
- Movie Festival (Block Bookings)

And here are some ideas from Cheryl Calhoun in Macedonia:

Donation box: Put out a donation box in your office and at each event your organization plans specifying what the money will be used for. You can also ask local businesses if you can place similar donation jars in their stores.

E-mail (or voice mail) message: Use the e-mail signature option on your account to write a message explaining

what project you are currently fundraising for and how they can help. The message will be sent out automatically at the bottom of each e-mail you send.

Press releases: Send press releases explaining your upcoming event to various newspapers, radio stations, and local TV stations complete with contact information, in the event that they want to interview you.

Art auction: Find a local artist or ask a creative friend if they would donate a piece of art or some jewelry that you could auction off or use as a raffle prize

School art auction: Organize an art auction with local art teachers where students sell their pieces.

Approach a hair salon: Ask your hairdresser to donate 10 MKD/USD for every haircut they complete over the weekend.

Charity tournaments (i.e., soccer, etc.): Can include entry fees, concession stands, etc.

Host a movie party: Pick up some “legal” videos from your local DVD store, make some popcorn, and invite your friends over for a movie night. Ask them to “pay” for the movie and use the money towards the cost of the program.

Plan a marathon: Ask friends and family to participate in the event (dance-a-thon, walk-a-thon, turbo-folk karaoke a-thon, etc.) and have them find sponsors to pledge money for each hour, mile, song, etc. they complete.

Ticket sales: Utilize the activities that your organization normally plans (i.e., theater projects, sporting events, etc.) to make profits off ticket sales and/or entry fees that will go towards your fundraiser.

Drive-by-raking: Get a group of people to go door-to-door offering their services in performing basic home maintenance tasks (i.e., raking/mowing the lawn, pulling weeds, taking out the trash, cleaning windows, etc.) for a donation. If they have no tasks for you to do, ask if they’d be willing to donate some money any way.

Ask restaurants to share a percentage of their profits if you allow them to sell their food at one of your events

Dinner at home: Invite your friends over for a nice dinner and ask that they “pay” for the meal to help you raise money. Charge them more than it costs to buy the food and use the rest of money towards the cost of the programme

Refreshments/bake sale: This is something easy that you can do as a project on its own or in conjunction to other projects your organization is doing. You can also request permission to sell treats at big events that other groups are putting on.

Ask local newspapers and magazines (including those published by other organizations/schools) if you can advertise your fundraiser for free (or if you let them advertise at one of your events) or if they’d be willing to interview you about the project.

Sell advertising space to local businesses in your school’s/organization’s local magazine or newspaper: They could pay for the space or offer supplies and/or services that you need for one of more of your events as a form of payment.

Delegate: Give 10 of your friends the challenge to find 10 other people who will contribute money.

Errand boy/girl: Offer to serve as someone's personal assistant for the day (or a few hours) in exchange for a

donation. This can also be done through an auction (make sure to send out a press release!).

Raffle: Get businesses to donate prizes and raffle them off at the events you organize.

T-shirt fundraiser: Design a nice t-shirt and make a goal where each person in your organization attempts to sell at least 10 t-shirts (at a price higher than what it costs to produce the t-shirts).

Evaluation

In order to learn and improve your work, evaluation and reflection during and after the workshop is very important. You might want to have a small reflection group every day to make sure you get the important feedback before it is too late to change the programme.

On the first day of the workshop divide the participants into small groups, 5-7 in each. Ask the groups to get together at the end of each day to look at these questions:

What was good during the day?

What could be improved?

Suggestions for change

1. Ask all the groups to write down the answers and present them to the plenary every morning before the workshop starts. Make sure you as facilitators look into the comments and try to change if you feel it would improve the workshop.

2. Hang up a big sheet of paper and ask all the participants to draw a smiley face or an angry face each day. If there are many angry faces, make sure you ask for the reason and try to change the programme accordingly.

At the end of the workshop

1. You may want to give the participants a simple **questionnaire:**

- What was good?
- What could be improved?
- Was the training useful, can we use some of these exercises when we plan our local training workshop?
- Suggestions



2. You can use the **Circle** (see picture)

Draw a huge circle/a pie. Divide the circle into 6 or 7 pieces, one for each of the following:

Programme, Facilitation, Usefulness, Venue, Time management, Free time (or anything that you feel is appropriate)

Ask each participant to draw a straight line with a colour marker in each piece of the pie, a long line if s/he is happy with that part, a short line if s/he is not happy with it. When all the participants have drawn his or her lines you will have a clear picture of the success (or lack of success) of the workshop.



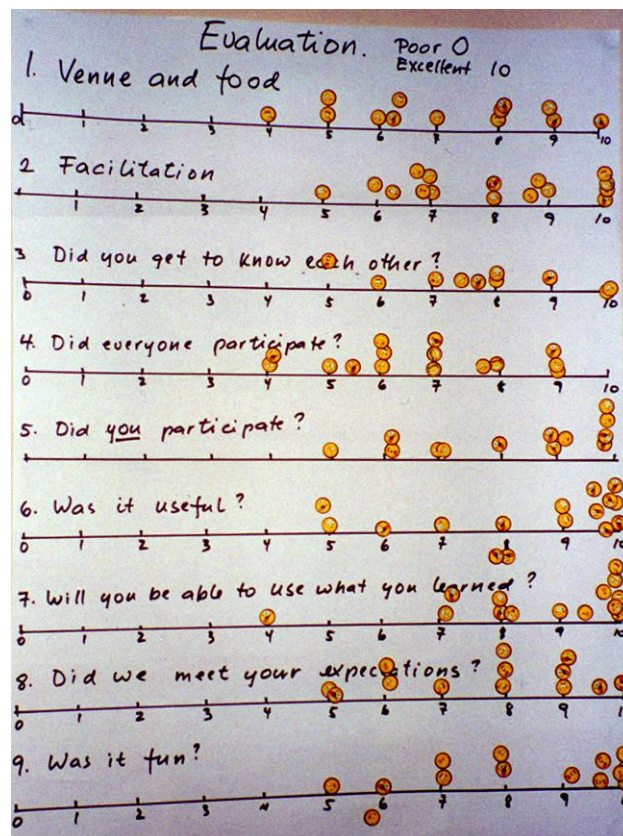
3. **The Line**

Tell the participants to stand in a line. Ask them a series of questions like:

Were you happy with the venue?
 Did you like the food?
 Were you happy with the programme?
 Were you happy with the facilitation?
 Did you have enough free time?
 Etc.

For each question the participants choose a new place on the line:
 If s/he was happy with the programme, s/he would stand at the top of the line. If s/he was not happy with the programme s/he would stand at the bottom of the line. And then change for the next question.

4. You may simply ask the participants to explain in the **plenary** how they felt about the workshop (or you may do more than one of these things...)
5. It might be a good idea to ask the participants to write a letter to themselves:
 What did I learn at this workshop, what will I remember and what do I plan to do when I get home?
 The facilitators provide envelopes, each participant writes his or her name and address and put the letter inside. After a few months the facilitators will send the letters to the participants to help them remember their own intentions.



Follow up

Local Training Workshop and local activity

Make sure all the participants know from the beginning that they are expected to run their own local workshop soon after the ToT and plan a local project/activity.

You may want to spend the last day of the workshop planning the follow up local workshop. Ask participants who live close to each other to cooperate and plan their own workshop.

The local workshops lead to a local activity day. The participants decide on a local project or activity which they will organise in their community.

After the local activity day the organisers write a good report with plenty of pictures and hopefully some newspaper articles about it. The report should contain information on the programme, the results, the evaluation and the local activity. The reports are sent to the organisation which hosted the main workshop and to all the participants.

A follow up evaluation meeting

A few months later all the participants will be invited to an evaluation process. The local reports will be presented to everybody. Has the initial ToT been useful in the follow-up process? How did the local training workshops turn out? And the local projects? How can the participants contribute to a continuous training cycle?

Notes to the trainers:

As a facilitator you will most likely find that you will not be able to use all these exercises in the course of three days. You may have to either add another day (and that may be too expensive) or you will have to cut out some of the exercises. You may also know other exercises which you feel would be more appropriate in your community. Please feel free to add or take away and make it your own. And please remember to add your own evaluation and your own exercises so that this manual will grow and be more useful.

Here is a small collection of other exercises that you may want to use:

From the Bank of Ideas: (will be added)

Theatre for Development

Human Library

Clean up campaign

Helping school kids with their home work

Round Table

Demonstration / March

Hearing

A list of ice breakers/energisers:

The knot

Concert (give each group a sound)

How many things can this be used for? (a plastic cup, a piece of paper...)

Four corners

The line

The sun shines on...

Find the leader

Do as I do, I do, I do

The field is on fire!

Puzzle

Make a network without chairs

Create a human statue around a theme (peace/cooperation/development....)

Extra ideas

The puzzle

The aim is to encourage participants to think independently. It is also an exercise about cooperation.

Divide the participants into groups of 6 or 7.

If you have three groups, cut up three pieces of ordinary paper (if you use coloured paper, make sure you use the same colour for all the puzzles)

Cut each paper into four or five pieces. Try to use interesting shapes.

All the puzzles must be different. Mix the pieces and put three, four or five pieces into three envelopes. (if you have five groups, you have of course five envelopes and five puzzles)

Give each group one envelope. Tell them to solve the puzzle, without talking to each other.

Don't tell them anything else. Give the groups max 15 minutes to solve the puzzle. They will of course soon discover that it is impossible, but it takes a while before they realise that the other groups might have the pieces they need. Some will start stealing from other groups, others might start helping each other, giving away their own pieces etc.

When the puzzles are finished, discuss what happened with them. Tell them that the only rule they had was not talking, they were free to use their creativity to solve the problem.

“Please help”

An exercise in being less obedient: (for groups where this might be a characteristic trait)

The aim is to encourage participants to think before they follow orders.

Divide the participants into three groups. Give each group a sheet of paper telling them to do certain things, for instance:

Group A: Please help us move all the chairs to the wall against the window

Group B: Please help us move all the chairs to the middle of the room

Group C: Please help us move all the chairs out of the room

This will of course create chaos.

The idea behind this exercise is to make sure the participants do not just obey instructions without thinking. It is also an exercise to start introducing

conflict management. The activity always creates a lot of confusion and potential conflict. It gives you as facilitator the opportunity to bring up issues like “thinking independently, following instructions, solving conflicts etc.)