InfoPEERs Manual

Training manual for youth information workers, trainers and peer educators

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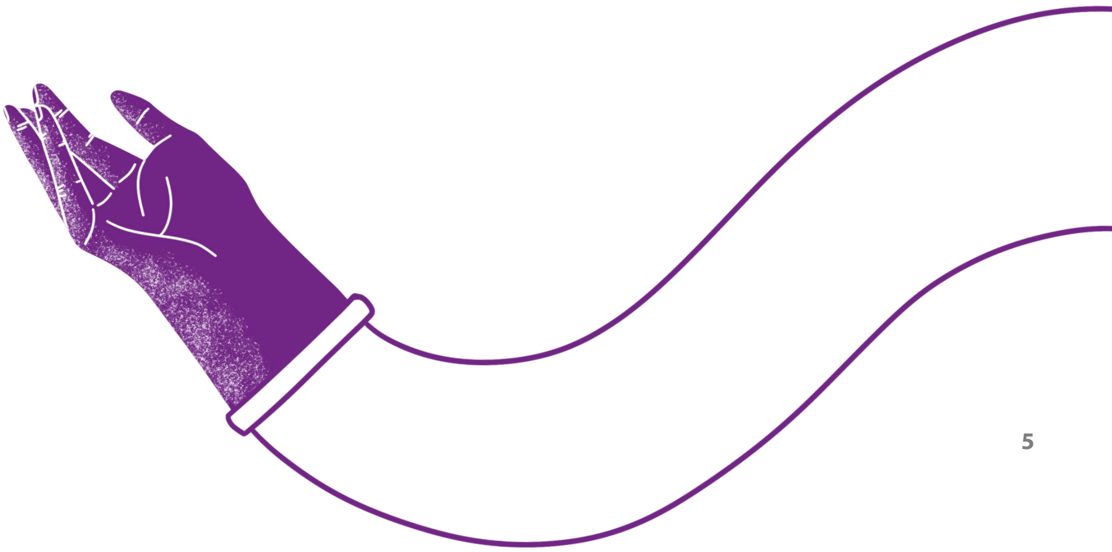


Introduction

Learn more about what youth information and counselling is and find out what kind of fruit peer-to-peer is. This section aims to set the context for this training course, as well as explain its 3 main themes: peer-to-peer education, youth information and facilitation. As a trainer delivering the peer-to-peer training course, you will need a bit more knowledge in your pocket before the training course starts. If you are a young peer educator who has just finished the training course, it is always good to refer to this introduction part (or even the whole manual) for a friendly reminder.

Context

The first edition of this manual was produced as a common effort by partners of the international project 'Youth.Info: Future Youth Information Toolbox'. After conducting research on youth information needs and implementing the first ever Future Foresight Methodology Pilot in the youth information (YI) sector, we came to interesting conclusions.

Political awareness-building and development of support instruments for YI workers as new tools for service provision are vneeded. Transnational collaboration and peer learning opportunities are a few ways to build up a successful YI structure in times of political change. Moreover, at local level, YI workers need to gain practice on how to apply peer-to-peer methodology in their daily work.

For the second edition of the Infopeers manual, we brought youngsters from 5 different countries together for a training course in Comarruga, Spain, in 2022 and explored both the youth information and peer-to-peer fields, as well as the manual Liaisons, addressing specifically the topic of the prevention of youth violent extremism through youth information.

The outcome of this training course (and the reason we find it very successful) is that youngsters developed more than 10 different local peer-to-peer activities, covering the topics of youth information, and successfully implemented them.

We want to thank all the project partners involved and the young people who were brave enough to learn and share their achievements with their peers.

On behalf of the project team,
Agne Rapalaite
NGO Creativitas

How to use this manual?

All trainers, youth workers and even peer educators should take the time to read and understand the complete manual. Most of the work is about preparing a training course carefully. This manual was built firstly with the intention of being a tool for trainers in the youth information field to be able to implement peer-to-peer training courses for local and international audiences. But then we realised that it would also serve as a perfect handout for youngsters who have successfully completed such a course and are willing to train their peers in the future. Using this manual, peer educators will make better choices and be able to better deal with situations they do not expect. Believe us: there will be such situations. So don't get confused – it is meant to be read and understood from both sides.

The information about the method and pedagogy provided offers a framework within which to deliver the activities that follow. It is also important for the peer educators to read, understand and regularly re-read the chapters on facilitation skills. There are many useful tips and tools for effective facilitation of groups and workshops.

This manual includes information and activities explaining how peer education works and what value it holds for youth and youth information workers. It is meant to help youth, youth workers, youth leaders, trainers and facilitators to design and implement quality peer education projects, based on best practices and experiences.

What is more, the manual provides various activities to be used in the field of youth information, addressing specifically the topics of data protection, employability of young people and mobility opportunities for youth at local and European level. Further pedagogical activities related to youth information can be found in the ERYICA network, as well as in your own local organisation.

Depending on group needs and issues to be addressed, peer educators will choose (or create) activities dealing with youth information. Whether the workshop is 4 hours, 12 hours, or a series of 2-hour sessions, it is important to pay attention to the dynamic of the group and always start a session by "Setting up the Foundations of the Group": take time to host the participants, to introduce the workshop and peer educators, to explain the overall goal of the session, to get to know each other, and to set up shared ground rules all together. Then, to dive into the topic.

It is important to keep a record of the workshops conducted: share the workshop evaluation form, including agenda, participants' evaluations, and an attendance list with the organiser, as well as a picture.

A few tips

Here are some 'quick and dirty' tips to help set up an activity. More information about how to prepare the facilitation can be found in the chapter "Facilitation Tips".

Age

While the manual is designed for youth and youth workers, the activities can be used with people from approximately 14 years old. However, many activities have facilitation options that are helpful for adapting the activity to younger or older participants. It all depends on the peer educators' insight and the characteristics of the group.

Group Size

This manual assumes that group sizes will range between 10-30 people to have enough diversity in perspectives, generating a dynamic and quality discussion. For everyone to be able to participate, it is ideal to have between 12-20 participants.

Space and Material

The minimum space for this training course is a large enough room, with moveable chairs, for participants to divide into small groups for discussion. There should also be chart paper and coloured markers, a projector and Wi-Fi connection as standard material requirements. Participants are also visual learners; be attentive about keeping the flipcharts on the wall, using drawing/symbols/images and graphic facilitation skills for the participants to better remember the information. The training course can be implemented online too. See further resources at the end of this manual.

Participant Profile

The main aim of this training course is to prepare young peers who volunteer in local youth information centres and points to get on board with the wider context and be motivated and skilled to implement local peer-to-peer activities. So, the **main participants' profiles are young people** aged 14-30 who are willing to contribute to the youth information mission. The **secondary target group are youth information workers** who are directly coordinating these young people. This is how we implemented the pilot training course in Berlin – each national team had a group leader, who was fully involved during the entire process of the training course. We find it meaningful to have both sides on board so that they can come with a common agreement on how they will work together in the future.

If the training course happens on a national level, this is even better! Teams from different youth info centres can learn more about other services across country or region, network and create synergies together.

In this manual, we will propose activities for the adult group as well.

Read First

Steal like an artist, they say. There are so many great handbooks already published in the field of training and facilitation. So we don't want to repeat these well-spoken truths. Instead, we will focus on our experience in the training concept we have developed and leave the bigger picture to them. This manual is based on several very important manuals in this field, so we recommend downloading them and having them on you at all times (and reading them of course!):

1. Toolkit for Quality Peer Education – this is where all the knowledge and understanding about the essence of peer-to-peer education is. Read it and recommend it as a source to your participants as well.
2. T-Kit 6: Training Essentials – this is where all the theory behind organising a training course is. All the goodie theories, practical tips and questions for your reflection are here in one manual!
3. Handbook for People Working with Youth Groups – this one is especially important for youth information workers who will continue to coordinate youth peer groups in their info centres. It explains very well the idea behind non-formal learning, as well as providing a number of methods for different situations.
4. First edition of the manual Peer-to-Peer in Youth Information Work

What is youth information?

The definition and purpose of youth information and counselling, its forms and functions[1 2]

Young people who are in transition from childhood to adulthood are at a special and very important point in their lives. They have to make certain decisions that will have a significant impact on their future. The choices they make about their education, career paths and other parts of their personal lifestyle will define their lives. These autonomous first-time decisions need to be based on unbiased, complete and comprehensive information. Often faced with dilemmas, young people turn to various sources of information, one of these being specialised or generalist youth information and counselling services. The term "youth information and counselling" can encompass a wide range of services that are set in different frameworks and provided by many different organisations.

The essential aim of youth information and counselling is to help guide young people in all aspects of their lives and in their autonomous decision-making. It builds on the fact that it is impossible to make a sound decision without knowing one's options and alternatives. However, as well as being aware of the different possibilities, young people also need to evaluate the different options and relate them to their own abilities and aspirations.

Youth information aims to:

- **provide** reliable, accurate and understandable information;
- **give access** to different sources and channels of information;
- **give an overview** of the options and possibilities available on all relevant topics;
- **help** young people sift through the information overload they face today;
- **ensure** that young people are aware of all the rights and services available to them and know how to access them;
- **provide support** in evaluating the information obtained and in identifying quality information;
- **guide** young people in reaching their own decisions and in finding the best options open to them;
- **offer** different channels of communication and dialogue in order to directly support young people in their search for information and knowledge; and
- **contribute** to the information literacy of young people.

A function of youth information, which has become ever more important over the past few years, is **contributing to the information literacy** of young people, especially in our digital age. A critical approach to information has become even

[1] Compendium on national youth information and counselling structures. ERYICA (Luxembourg, 2014)

[2] DesYign Toolkit. ERYICA and Promo-Cymru (Luxembourg, 2021)

more important since the Internet has allowed anybody to publish anything on any subject. Young people must be aware of the necessity to challenge the information they find straight away and of all the possible techniques available to evaluate and identify quality criteria.

Youth information strives to integrate these techniques, not only into its own research, documentation and dissemination of information; it is also increasingly trying to develop different ways of transmitting the relevant key skills for modern life to young people themselves.

Moreover, a speciality of youth information is a certain form of translation provided by youth information workers. There is a lot of knowledge available nowadays, not least through the Internet. Often, and especially when it comes to topics that concern formal or legal issues – such as **education, family affairs, contracts, rights and duties** – the information provided is not easy to access and understand. In those situations, youth information does not create the information itself but **acts as an interpreter.**

Youth information uses a vast range of techniques and methods – from informing to signposting and referring, from orienting to counselling – to guide young people through this process and support them in reaching their own decisions. What matters is that the person who provides the information is equipped with specific skills, attitudes and competences, and respects a code of practice in order to provide quality information (see European Youth Information Charter below).

Below is a closer look at these techniques:

Informing:
providing reliable, accurate and up-to-date facts on all relevant topics for young people in an understandable and user-friendly way and putting them in a meaningful context.

Networking/Referring/Signposting:
providing not only relevant information, but also knowledge and a network on relevant topics, thus being able to signpost or refer young people to the correct institution or person for their request.

Orientation:
putting the information offered in a broader context and offering the young person, through interaction with a youth information worker (online or not), the possibility to reflect on alternatives and the consequences of deciding on each option.

Advising/Guiding:
in addition to tailor-made information, young people from time-to-time also need a piece of advice or guidance from a professional. Youth information aims to help

them by offering several points of view, while always ensuring that the decision is taken by the young person independently.

Counselling:
in the youth information context, counselling very often focuses on clarification. In a guided and professional conversation, the youth information worker and the young person, first, identify the reasons and motives behind a question or a problem and then seek to clarify what the next steps might be.

Not all youth information centres and services offer all these forms of intervention. For example, in many European countries, counselling is not always seen as an integral part of youth information. What youth information services offer often depends on the provision of other services for young people in the area. The focus therefore should be on **meeting unaddressed needs** and not on duplicating existing services.

Youth information is a part of youth work and shares its **key values**, such as: **being open to all young people, acting in the interest of young people or defining its options based on the needs of the target groups**.

The key documents describing the principles of generalist youth information are the European Youth Information Charter and its brochure. We recommend going through these documents carefully and reflecting on the various aspects they address. If you wish to learn more about how youth information and counselling services are organised in different countries, Youth Information and Counselling in Europe in 2020 guides you through the continent and provides a snapshot as complete as possible about the state of the art of the sector.

The **European Youth Information and Counselling Agency (**ERYICA**)** is an independent European organisation coordinating the youth information and counselling sector at European level. ERYICA aims to uphold the right of young people to full and reliable information, which helps them make the choices they face in their lives, and which promotes their autonomy, ability to think critically, and active participation in society. The association is composed of national and regional youth information coordination bodies and networks. It works to intensify European and international cooperation in the field of youth information work and services. It **develops, supports** and **promotes** quality generalist youth information policy and practice at all levels in order to meet the information needs of young people and to apply the principles of the **European Youth Information Charter**.

What is peer-to-peer in youth information work?[3]

The European Youth Information Charter states that youth information should be:

Participative

6.1 Young people participate in the production, dissemination and evaluation of youth information, at different levels and in different forms.
6.2 Youth information services offer platforms for peer-to-peer activities.
6.3 Young people are encouraged to give feedback as an integrated part of the ongoing development of youth information services.

Therefore, organisations implementing this Charter, most generalist youth information centres in Europe, should ensure the participation of young people in their service delivery.

Participation is one of the main principles of youth policy and youth work in general. We find the manual "Have Your Say" a very good resource on this topic. We will come back to this in the chapter about participation.

Youth information workers may find themselves in a situation where they are not sure about the actual needs and lifestyles of young people. Therefore, from a very pragmatic point of view, peer-to-peer methodology might contribute to collecting knowledge about young people.

As Johan Bertels, the youth information expert from Flanders (Belgium), said: "The idea is not to make counsellors of them – they are just youngsters who know a little bit more, they can better identify what is happening in their environment and they can think about what actions they could take".

He also emphasises the role of young people in giving feedback to youth information services and helping youth information workers to better understand the quickly changing realities of young people. Professional work requires understanding that the peer-to-peer approach is a continuous process, which demands some resources from the youth information service and the worker.

Regular work through the capacity-building of peer educators and the availability of support forthem are the basis for getting off to a good start.

So we invite you to start this journey with us today!

[3] Recommendations for Peer-to-peer in youth information work. Creativitas (2015)

Understanding peer education [4]

What is a peer?

1. A bug?
2. A fruit?
3. A friend?
4. A city in Belgium?
5. Something else?

What a weird word: "peer". In some languages the literal translation doesn't even exist. But we are all surrounded by many peers without even realising it (and don't worry; it's not a bug.)

A peer is a person who belongs to the same social group as another person or group. Peers are individuals who share related values, experiences and lifestyles and who are approximately the same age. The connecting element (or "peer factor" as we like to call it in EPTO) can also be based on other aspects of a person's identity such as:

- ethnicity > members of an association of immigrants;
- religious or philosophical belief > pupils in Catholic Sunday school;
- gender > a group of girl scouts;
- sexual orientation > members of a LGBTQ association;
- occupation > a colleague at work or school;
- socio-economic and/or health status > homeless people, or patients of a centre supporting people with diabetes;
- physical or personality traits > red haired people in school;
- history or origins > a club for young members of an African Diaspora.

Peer also means "equal": "meaning we all learn together and that all our contributions are of equal worth".[5]

Essentially, a "peer" is someone in whom I see part of myself. Someone "like me" in one or more aspects of my identity. Recognising someone as a peer is often unconscious and intuitive. It doesn't necessarily mean that this person is a friend, but it may well be the start.

What is peer education?

We learn a lot of what we know and who we are throughout our lives from our peers. Peer education is a way of giving an intention to such an important influence. It is a way of influencing our peers' life in a positive way.

[4] Toolkit for Quality Peer Education. EPTO (2016)

[5] PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects. SALTO Youth Cultural Diversity Resource Centre.

Peer education is a **"non-formal learning process that gives empowerment, confidence and independence to young people whatever their background."** [6]

Peer education happens when **young people carry out informal or organised activities with their peers, over a period of time, to develop their knowledge, skills, beliefs and attitudes, enabling them to be responsible for themselves and others and to create a space where they can feel well, safe and respected.**[7]

Peer education rests on the idea that "young people are the experts on their own lives and are therefore the best starting point in any learning process"[8]. Peer education enables youth to deal effectively with problems that affect them. The process can be partly social, thereby establishing forums for young people to explore new frontiers, helping to solve problems and letting people in positions of authority gain a better understanding of the point of view of youth.

As obvious as it may sound, the success of peer education initiatives lies, first and foremost, in one's capability to truly consider youth as equal partners. According to the Domino Manual produced by the Council of Europe:

- Youth are ready-made experts. They have a unique perspective on the issues that affect them and can often "make things happen."
- As role models to their peer group, youth have the potential to demonstrate effective communication styles and approaches. This may be accomplished through workshops and games, music and mass media, discussion or storytelling.
- Where resources are limited and large numbers of people have to be reached, peer group education has a multiplier effect. Such programmes also have an informal cascade effect, creating a "buzz" in the local community.
- If encouraged and supported, youth can control the process of education and information exchange. Whether or not this occurs depends upon the setting in which a programme operates. Peer group education can help to foster youth participation in programmes of formal and informal education.

Note: EPTO focuses on peer education by, with and for young people; but it can be used with many populations and age groups for various goals.

Where do you find peer education?

Peer education can take place in any setting where young people feel comfortable: in schools and universities, clubs, churches, community centres, workplaces, on the street, on the Internet... It can happen in small groups or just between two people.

Peer education can be as simple and informal as when your friend teaches you how to use makeup, how to juggle, how to play a musical instrument, how to fix your

[6] Idem

[7] Adapted from United Nations Population Fund and Youth Peer Education Network. Youth Peer Education Toolkit. Training of Trainers Manual, New York (USA, 2005)

[8] PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects. SALTO Youth Cultural Diversity Resource Centre.

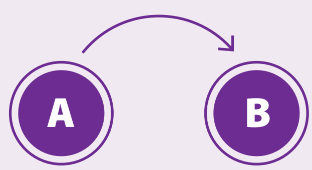
radiator… It can also be more "formalised". Here are some examples of youth peer education activities:

- **Within schools:** training a group of peer trainers who could raise the awareness of other youngsters on specific topics (for instance by organising a 2h workshop in a classroom, by participating in a thematic week/day in the school, by contributing to an external activity with classmates…);
- **Within youth organisations/youth centres:** training a group of peer trainers who could organise specific activities for the other members (for instance through workshops, sport, exhibitions, music, drama, street education…);
- **Within youth movements:** scouts, guides and others have been using peer education for years. Some of them could be trained on issues they would like to address and discuss with others (for instance how to deal with cultural diversity when organising camps abroad);
- **Within institutions for young offenders:** training a group of peer trainers who could support newcomers (for instance by negotiating the ground rules, by raising awareness on stereotypes, by being more aware of their rights and responsibilities as citizens…);
- **Within the media:** training young journalists on how to support and mentor colleagues in dealing with sensitive issues, on how to use specific techniques and materials...
- **Within political groups, within a group of volunteers, within a community centre, within a healthcare institution, within a group of students, in your neighbourhood, with your friends and family, with your fitness club…**

Peer Education Diagram

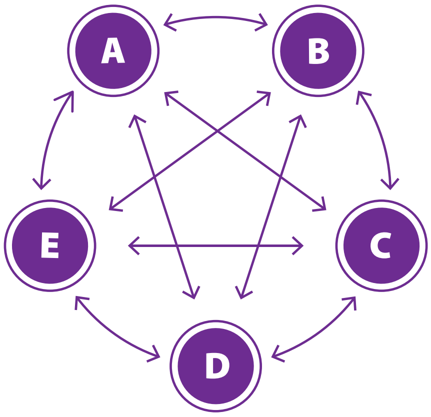
Peer education in informal settings

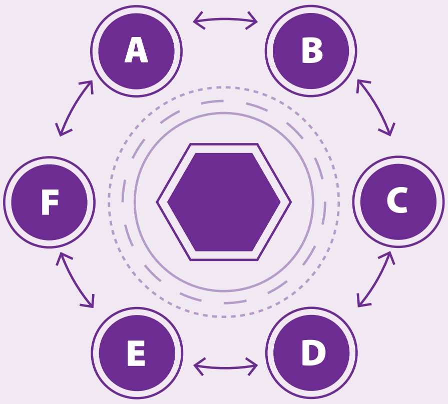
PEER A teaches something (how to knit) to PEER B.



Peer educator developing a project with their peers

PEER A is organising an exhibition with PEERS B, C, D, E.



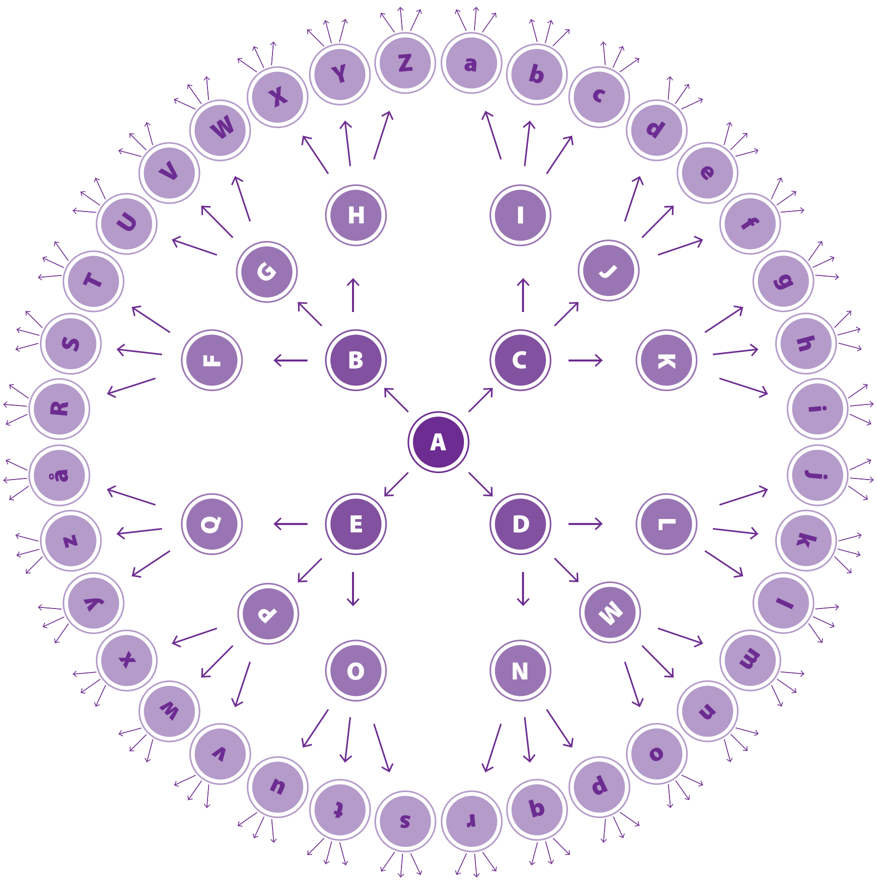


A youth worker encouraging peer exchanges, peer education between members of a youth group

Someone who's not a peer for the group (a 50 year-old youth worker) encouraging peer exchanges, peer education.

Peer trainers train other peer trainers who will train other peer trainers

PEER A trains PEERS B, C, D, E to become peer trainers who then train other peers, etc. = a snowball effect.



You may have heard of a variety of peer-related approaches. In most of them there is some form of education involved, so "Peer Education" is a big umbrella term, under which we can fit many other approaches: Peer Training, Peer Information, Peer Review, Peer Leadership…

What is peer training?

4.1. A horizontal process

The method of peer training is based upon the belief that **young people deliver a message to their peers that is often more credible and efficient than when it is delivered by authority figures**. Contrary to formal education settings where the transmission of knowledge is vertical (typically: a lecture delivered by a teacher to their pupils), peer training is a horizontal process where peers educate each other in a spirit of mutual learning. It assumes that all individuals are both learners and teachers and that the knowledge of a group is necessarily greater than the knowledge of one individual.

Peer training methods have been used by many over the years, from upholding the theories of Aristotle to joint educational systems, which were very popular in Europe in the 18th century.

Peer training is now an increasingly important form of non-formal education in the youth sector, providing opportunities for youth empowerment through the development of self-awareness, social consciousness, special skills or talents, intercultural competences, and community-based projects.

It requires a pedagogical reflection about how to support young people in the long-term to develop competences such as a growth mindset, self-awareness, self-confidence, communication skills, teamwork skills, public speaking skills, facilitation skills, leadership skills, etc. Therefore, it involves designing training processes for young people, defining learning outcomes, and creating mechanisms to support them in constantly assessing, improving and transferring their competences in their personal and professional lives.

4.2. A form of social action

Education is never neutral. It is either designed to maintain the existing situation, imposing the dominant culture, knowledge and values; or it is designed to liberate people, helping them to become critical, creative, free, active and responsible members of society.

People will act upon issues for which they have strong feelings. Training is a way of identifying issues of importance NOW for young people, generating critical thinking and motivation to participate in addressing social or political issues.

Peer training is, as an independent process, a political action that facilitates youth participation in society. Through training, young people experience intercultural microcosms, learn to articulate values and concerns, gain valuable skills, and can be motivated to take social or political action. Whether they are conscious social or political actors, or merely getting through life, youth have influence in a variety of sectors. The great potential they possess to make positive contributions to society with consciousness and intention has not been fully tapped into.

Educating and supporting young people as change agents of any kind can ultimately inspire a general evolution in culture at large. Adults, organisations, and institutions can consider youth perspectives and needs when making decisions. If the general youth culture has an intercultural consciousness and demonstrates new competences to succeed in a diverse world, many other sectors in society will follow.

Some good practice examples on peer-to-peer in youth information from Europe:

JUUUPORT scouts

The project

JUUUPORT.de is a nationwide online advice platform for young people who have problems online. Volunteers and young adults from all over Germany, the JUUUPORT scouts, help their peers with online problems such as cyberbullying, stress in social media, online rip-offs and data theft. Advice via the contact form or Messenger (WhatsApp) is data protection compliant and free of charge.

In addition to advice, online seminars are offered for schools, youth clubs and associations, for example. These seminars are conducted by JUUUPORT scouts.

The scouts

All JUUUPORT scouts go through a three-day training course. The trainings are carried out by adult experts together with experienced scouts. During the training, the scout candidates learn the most important basics for their consulting work on JUUUPORT from experts in the fields of law, Internet and online consulting.

The Union

JUUUPORT e.V. is a non-profit association that supports young people with problems on the Internet and advocates for the respectful handling of online communication. The association supports the nationwide online advice platform www.JUUUPORT.de, on which young people advise each other if they

The Union

have problems on the Internet, e.g. B. were bullied or ripped off. In addition to JUUUPORT.de, the advice and help platform jugend.support also belongs to the association. Here, children from the age of 12 and young people can find tips for when they are stressed online, as well as an overview of recognised advice and reporting centres in Germany.

JUUUPORT.de was created by the Lower Saxony State Media Authority. The platform is supported by the association JUUUPORT e.V., whose members include the NLM and the following state media authorities: Bremen State Media Authority, Baden-Württemberg State Authority for Communication, North Rhine-Westphalia Media Authority, Rhineland-Palatinate Media Authority, Mecklenburg-Western Pomerania Media Authority.

Other sponsors are the Techniker Krankenkasse, the NORDMETALL Foundation, the Stüllenberg Foundation and the Sparda-Bank Hannover FOUNDATION.

Vertti – A peer-to-peer youth information initiative in Finland

The project

Vertti is a peer-to-peer youth information initiative, funded by a grant from the Ministry of Education, which started as a pilot project in the Turku region of Finland in 2007. The idea was to try a new type of peer-to-peer information, and one of the objectives was to encourage and involve young people in planning and carrying out youth information activities in their school. The guiding principles were to mobilise young people's own ideas to improve the availability of youth information at school and to develop co-operation between municipal youth workers and schools. In the Vertti initiative, 13 to 16-year-old secondary school students who volunteer to participate are trained to become peer-to-peer youth information officers (Vertti information officers, VIO).

Since the Vertti initiative is a joint effort between schools and the municipal youth services, three different people need to be involved: 1) a secondary school student who wants to become a VIO; 2) a contact person at school, such as a principal, student counsellor or teacher; and 3) a youth worker who coordinates the VIOs. After the project, the tried-and-tested initiative has become an elemental part of youth work in nine municipalities in the Turku region.

The initiative is coordinated by the Youth Work Centre of the Leisure Section of the City of Turku, but co-operation in planning and implementation in the participating municipalities covers all youth workers who work as Vertti coordinators.

Further information: ERYICA Good Practice

Watch Your Web – Infoscouts, Germany

The project

Watch Your Web is a project on consumer protection-oriented youth information and media literacy in social networks, that was created in 2003 in Germany. It aims to raise awareness among young people about the responsible use of data online. As well as an information portal, a video magazine and information brochures, the project makes use of the peer-to-peer approach and involves young people in spreading the information.

It organises trainings for young people to become a so-called Infoscout. The "watch your web Infoscouts" help others use digital media in a safe and responsible way. They address problems and demonstrate safe practices. Any driven young person between 14 and 20 interested in media can become an Infoscout. Infoscouts take on the responsibility to be available as contact persons for topics related to Internet Security at school, in youth groups and online. They are trained in the fields of "data privacy", "smartphone security", "consumer protection" and "cybermobbing" and learn methods which enable them to pass on their knowledge to others. Every Infoscout is obliged to organise an event on a specific subject. This can be a workshop, a presentation, a flash mob, a consultation-hour and much more. They receive and create materials for their performance with which they can inform other young people about the chosen topics.

Further information: ERYICA Good Practice

The boundaries of youth peer-to-peer activities and staying motivated

Peers should get a clear overview of their role in the project. The role should be clarified in cooperation with the project team. Peers will receive training, know which exact activities they are responsible for and how much time they should invest in it. Don't forget the rule of thumb - **peers are learners, who support youth information workers**. Not vice versa!

So, maintaining a motivated youth peer team will require the youth information worker's dedication to their learning process. **Always check the resources, provide guidance and show support to young people.** Youth information workers will be responsible for the impact of the peer-to-peer activities.

Peers must receive clear information on the benefits of planning and implementing project activities. Benefits might be learning or work (volunteer) experience in a certain field, new connections and self-development in communication, planning skills etc. Doing what one likes is a powerful source of motivation. Explore the competences of peers, as well as their preferences and interests, and involve everyone in processes that they can and are willing to contribute to the most. Working in areas that they are competent in will benefit the project/work and at the same time give peers the biggest feeling of accomplishment and success.

Motivation is maintained longer when peers can put their initiatives into practice and feel that the project/activity is theirs. Give ownership to young people, share decision-making with them and give them space to realise their ideas. Gaining skills to run a peer-to-peer initiative also increases its sustainability.

Encouragement goes a long way in motivating peers around you. Messages such as: "You did a great job", "You were great" etc. not only ensure your peers that their hard work paid off but also motivate them to continue that work and stay positive.

Nothing is more demotivating than when a team leader shirks their role as the point person and assigns blame or responsibility on individual team members. Set an example.

Have honest communication with your peers! Give them information about what is happening with ideas/projects/activities. If they have the "big picture" they will feel that they are part of the idea/project/activity, that they are a subject, not an object.

Using digital tools has motivating effects among peers. The young generation prefers easy access to tools, documents and information sharing. If these aspects are complicated, that may become a demotivating factor.

Finally, have fun! Celebrating successes and organising events at the end of the (school) year or the project has a team-building effect and keeps the group going.

Training Course for Peers
This is how we dit it

Now you know the context of youth information and counselling, as well as that peer-to-peer has nothing to do with fruits. Time to learn how to implement a peer-to-peer training course for young people at your youth information service. We will provide you with a little bit of theoretical background and very practical methods and tools to deliver this training course in a quality way. Tested and proved! Shall we present the training course aims and objectives?

Aim

To train young people to become youth group facilitators and information multipliers using various youth information tools.

Objectives for the participants

- to learn about peer education and how to organise youth information activities for their peers on a local level;
- to improve their competences in communication, planning, time management, group dynamics and other;
- to learn to use different youth information tools with other young people;
- to plan local activities/sessions for their peers.

Recommended duration

5 full working days (it is possible to implement in 4 days, but participants said it was too intense)

Programme overview

Take into consideration the colour coding of this programme – you will find that the chapters of this book have the same colours as some of the parts in the programme. This will help you to refer to a certain area afterwards.

What is more, you will find certain codes made of numbers and letters – no worries, it is easy to decode them! Each little code refers to a certain method in this manual. Just look at the table of contents and refer to it!

	Day 1	Day 2	Day 3	Day 4	Day 5
	Arrival	Breakfast	Breakfast	Breakfast	Breakfast
	D5, D6 Check in	**D5, D6** Check in	**D5, D6** Check in	**D5, D6** Check in	**D5, D6** Check in
10:00	Introduction **A1** Group building activity	**B1** Youth Information: Intro and presentation of YC	**B2.1** Experiencing the tools	**C2.2, C2.3** Preparation of the Peer Practice	**D** Q/A about facilitation competences
11:30	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
12:00	**A2, A3** Ground rules Hopes & Fears & Contributions	**B2.3** Experiencing the tools	**C2** How to become a Peer Educator?	**C2.3** Preparation of the Peer Practice + Optional session for mentors C2.4	**C3.1** Action Planning in teams
13:30	Lunch	Lunch	Lunch	Lunch	Lunch
15:00	**C1** Intro to Peer Education ExPEERience (1/2)	**B2.1** Experiencing the tools	**B1.3** Visit to a youth info centre (optional)	**C2.3, C2.4** Peer Practice (1/2)	**C3.1** Presentation of each project
16:30	Coffee Break	Coffee Break		Coffee Break	Coffee Break
17:00	**C1** ExPEERience (2/2)	**B2.1** Experiencing the tools		**C2.3, C2.4** Peer Practice (2/2)	**A4, D5, D6** Written & spoken evaluations
	A4 Check out	**A4** Check out **D5, D6** Buzz group for adults		**C.2.3** Debriefing & Identifying needs **D5, D6** Buzz group for adults	**A4** Closing

Bear in mind that this is just the proposed structure for the training course. **You can be flexible** in changing the activities and methods and adapting them to the needs of your target group. What is more, if you are a youth information worker and working with a group of youngsters in your daily work – you can implement this flow session by session once a week. It is up to you how to make it work!

Nevertheless, for the full experience, **we recommend covering all the thematic areas:**

- on-boarding the group and looking after its dynamics, closing the process at the end;
- presenting the peer-to-peer approach;
- presenting the context of youth information and counselling services;
- giving them a chance to prepare, performing an info session using various topics and tools and reflecting on the learning outcomes;
- introducing them to several tools they can use as peers;
- planning local practice activities;
- if you have adult youth information workers and staff on the training course, make sure you give them the chance to learn as well and get them on-board with the group and training course process.

Setting up the foundations of the group

What is a group?[10]

According to the T-Kit 6: Training Essentials, from an educational point of view, people being trained together while sharing the same accommodation encourages them to live a unique experience which can support their learning in many ways.

The **advantages include:**

- learning together and **sharing experiences**;
- **learning from each other**. In peer group education, people share their experience and as positive models can also shape the behaviour and attitudes of their peers;
- a **protected learning context** in an artificial situation;
- **improving the communication** in an organisation, when people from one organisation train together; and
- encountering **new people** and creating new networks.

This residential experience is beneficial for the training process, provided a few guidelines are followed (see below). It is necessary to ensure that all the participants stay overnight at the same place to enable everybody to participate in the same way. A common problem for trainees at an international/intercity event in their city or town is removing themselves from their normal routines and avoiding personal or professional distractions.

Stages of group development

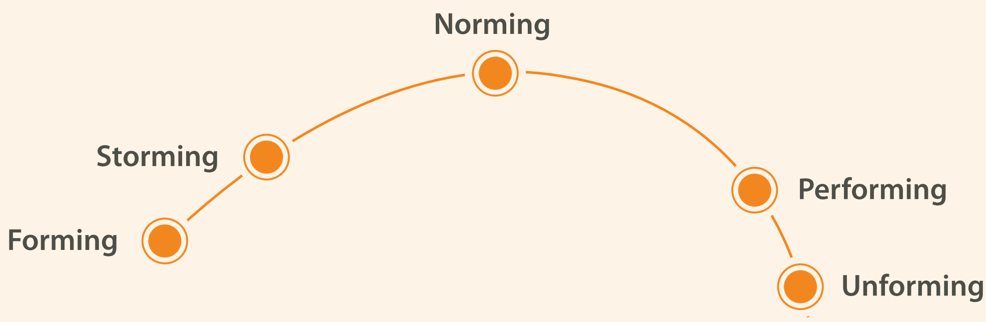
As a basic starting point, each training group is different. Every group is made up of different individuals, coming from, perhaps, many different organisations and a range of cultural, social and educational backgrounds. People arrive with their professional and personal expectations, with their values and prejudices, their hidden agendas and their personal baggage, which may be packed with more or less important things that keep them connected to their 'normal' world. All or any of these aspects

[10] T-Kit 6: Training Essentials. Council of Europe and the European Commission, p. 81-82.

can have a big influence on the group, the training process and the dynamics and evolution of group life. If every group is different, it follows that there are as many group dynamics as there are groups.

The Handbook for People Working with Youth Groups provides us with this curve of group development stages:

Curve of group development stages



Forming	Storming	Norming	Performing	Unforming
"Where are we? What is going to happen? Who are these other people?"	"Where is my place? Whom should I listen to? Why are you bossing me around?"	"Yes, we can do it!"	"We've already made it! Let's do more!!"	"All will soon be over. We will say goodbye"

What is the role of the facilitator in each of these stages? Find the answers in our favourite handbooks for group facilitation. For more theoretical but very practical tips and hints about how group dynamics work, please refer to the "Handbook for People Working with Youth Groups", starting from page 43 and T-Kit 6: Training Essentials, starting from page 81.

Below you will find some of the methods that we used in our training course to set the basis for the group to continue with the general theme of the course.

A

Methods for forming and storming

We believe that you did not skip the previous chapter about the groups and you know exactly what to do in each stage of the group development. But, if you did… check out what happens in different group stages before you read on.

In this section (A) you will learn what methods we used for the group to form and storm and maybe find some inspiration for your training methodology. So, this is how we did it!

A.1: Getting to know each other

A1.1 Name Game "2, 4, 8"

Materials needed	None
Instructions	First, people get into pairs, and learn each other's names by heart. Then, two pairs meet, and they have to learn each other's names. After that, two groups of 4 meet together, and learn 8 names. Eventually, the group comes together and someone is asked to say all the names on their team. And maybe someone knows the names of all the group members? Ask them to name them out loud.
Duration	10 minutes

A1.2 Icebreaker: "Zombie Game"

Materials needed	Chairs for each participant + one extra, music for better atmosphere
Instructions	A strategic game where the group must prevent one player from sitting down on a chair. The game was played on two levels – on the first level there was one "zombie" (one chair) playing against the group and on the second level – two "zombies" (two chairs) playing against the group. **1.** Prepare the room. Chairs should be placed anywhere at random, facing random directions. Make sure there is enough space to walk in between the chairs and sit down, if needed. **2.** Ask participants to sit down on one of the chairs (one chair should be left empty). **3.** Present the situation, that this is a village, everyone lives in one house, but there is one empty house. You've just got the news that a zombie is coming to the village and wants to take over. The group has to make sure that the zombie will not sit in an empty chair. Main rules: one person on one chair at a time, no touching of the zombie, no moving of the chairs in any direction, zombie walks at a slow pace.

Instructions	**4.** Their aim is to protect the village from the zombie taking over for a minute. After a minute, the zombie leaves. Leave them a minute to prepare, when the 'zombie' is away and not listening (by the way, you are the zombie!) Play some loud music (some Ghostbusters theme music maybe?) and start walking around at a slow pace trying to take over any free chair. If the group does not succeed the first time, give them another minute to rethink their strategy. Then, try again. The exercise is concluded by reflecting on emotions, the group process and individual efforts towards the success of the whole group.
Duration	20-40 minutes

A1.3 Group building activity: "The Group Challenge"

Materials needed	Paper to note down the tasks and other traditional training materials of your choice
Instructions	This activity aims to build a positive and effective working environment and a sense of the group as a team. **Objectives:** • To interact directly with all the other participants • To touch on topics related to the training course • To get to know the space **Preparation:** Tasks for Mission Impossible on a flipchart or PowerPoint Music set up Methods & Methodology (step-by-step instructions): The participants get a list of tasks and are told that they have 45-60 minutes to accomplish them. The team then leaves the room and comes back after 45-60 minutes. The facilitators can use a buzz or create a sound that acknowledges the completion of each task. The tasks could be: **1.** Find out the names of all the personnel from the venue. **2.** Count how many steps all the staircases have in the venue. **3.** Find a popular local childhood game and play it in the team.

Instructions

4. Make a list of what all of you would like to do in the evenings.
5. Build a human sculpture representing youth information.
6. Gather 5 eggs from the locals.
7. Find out which participant is the oldest and which participant is the youngest, which participants have birthdays on the same day, which have birthday in the same week and which in the same month.
8. Take a picture of all participants with a cow/boat/tree.
9. Take a group picture.
10. Make a short (3 min) parody theatre play using the words/concepts: yoga, toothbrush, inclusion, children and opera/ a legend/ political breaking news.
11. Come up with 20 reasons why it is better to be in the venue rather than back at home, right now.
12. Create a map of the venue and close surroundings.
13. Find out which continent has been the most visited by the group (except Europe of course!)
14. Make a list of each participant's favourite book.
15. Sing a song with your whole group.
16. Write and declaim a poem.
17. Do some origami.
18. Find and collect 10 pieces of wood.
19. Do 10 pumps each.
20. All of you need to hide for 10 minutes.
21. Write down ways of saying "hello" in 10 different languages.
22. All of you change at least 1 piece of clothing with other people in the group.

After the presentation of the results, the activity is debriefed. These might be some guiding questions:

- How do you feel now?
- How did it work? How did you manage to accomplish those tasks?
- What lessons can we draw from this experience?
- Did you experience something that you would like to see happen again this week?
- Did you experience something that you would like to avoid this week?

Following the debriefing, the participants are asked to agree on ground rules for the group, establishing some guiding principles for the upcoming week to ensure a pleasant and respectful working environment.

Duration

60-90 minutes

A2: Setting up agreements with the group

A2.1 Agreements with the group

Materials needed	A4 sheets of paper, colours
Instructions	Ask participants to get together in teams of 3 and come up with at least 2 proposals per team, about what the Agreements that all group members should agree on and follow throughout the training course should be. The agreements should help the group feel good and work effectively. Each time a team shares their proposals, write them down on flipchart paper and ask if all the group agrees with them. Leave the list open and come back to it every morning. You can even ask participants to sign their names under it. Examples could be: silent hour, one person talking at a time, etc.
Duration	15-25 minutes

A2.2 "The Group Promise"

Materials needed	1 poster/ flipchart paper, markers
Instructions	This activity is recommended. The session aims to produce a collective promise about what the group will do to make the best out of their time together. What are we going to do together and what are the basic principles that will guide us? **Objectives:** • Establish a sense of belonging to a (learning) community about to embark on a collective journey. • Use the opportunity for self-regulating participation. • Express and clarify personal needs within a group

Instructions

Directions:

1. Explain to the participants that a 'group promise' puts together the commitments that we, as a group, are willing to make so each of us can make the most of the time we spend together. A 'group promise' can always be revised, especially when one can't keep promises. Write "Group Promise" on the top of a piece of flipchart paper.
2. Ask participants to think of one word expressing a need they have to feel safe and comfortable within a group.
3. Once they all have their word, ask them each to say it out loud one-by-one. If everyone agrees with it, write it on the flipchart paper. Make sure everyone agrees on a common meaning of the word. You will probably get the same idea several times, so agree on one word that will express it.
4. Once everyone has shared their word, add some, if necessary, or address specific rules that would need further discussion in a group of young people (such as reaching an agreement about how to spend their free time after the training, consuming alcohol, cleaning the space, etc.)
5. Read all the words aloud, until the list is complete.
6. Ask for consensus about abiding by the group promise.
7. Post the contract in the room where it is visible to everyone. If the group is meeting for multiple sessions, remember to bring the contract to every session. Tell the group that everybody is free to come back to the promise whenever they feel something needs to be discussed.

Duration

5-10 minutes depending on the group size

A3: Engaging the group in the training process

A3.1 The Action Matrix

Materials needed	Flipchart paper, markers
Instructions	Prepare a table of voluntary responsibilities by day and ask participants to sign their name in the matrix: • **On time person** (who keeps track of time, makes sure people come on time); • **Cleaning up** person (who cleans the place at the end of the day and makes sure it is ready the next morning); • **Energizer** person (suggests a short energizer when the group needs one); • **Social media guru** (a short impressions/wrap-up of the day, maybe a picture or GIF, that can be posted on social media).
Duration	5 minutes preparation, 5 minutes signing up

A3.2 Hopes & Fears & Contributions

Materials needed	Post-its of 3 colours (3 post-its – 1 from each colour per participant), 3 pieces of flipchart paper
Instructions	At the beginning of most workshops, participants may walk in with a certain amount of anxiety or even fear, and need to be put at ease. An “icebreaker” exercise, right up front, can help reduce this anxiety and set a comfortable and accepting atmosphere. The purpose of this activity is to allow participants to indicate for themselves, in a private and confidential way, their expectations, fears (what to avoid) and contributions to the workshop. It also allows the participants to introduce themselves, which helps involve them more fully in the workshop. **Objective:** to link the module to the needs of the participants.

Instructions

Directions:

1. Distribute 3 different coloured post-its to each participant. Instruct participants not to put their names on them.
2. Ask participants to write what they would like to get out of the workshop on one of the coloured post-its. These are the "hopes" post-its. Ask participants to write one "hope" per post-it. Specify the colour that will be used for "hopes." Explain that the "hopes" represent what each participant wishes, expects, or would like to see happen in the workshop.
3. Ask participants to write their "fears" on the second colour.
4. Ask participants to write the "contributions" on the other colour. Explain that the "contributions" represent what each participant gives, does, or how they could contribute to the programme or well-being of the group.
5. Ask the participants to put the post-its directly on the flipchart paper under the columns of hopes, fears or contributions.
6. As each participant reads aloud the post-its, the facilitators can chart responses, generating a list of "hopes", "contributions" and a separate list of "fears". Read aloud the three lists that you have on the flipchart paper.
7. Process the activity by discussing some or all of the questions below.

Discussion questions:

1. Did you notice any common themes as participants read their "hopes", "fears" and "contributions"?
2. Were there any similarities in the kinds of information people revealed on the cards?
3. Does some information seem safer to reveal because it is an anonymous activity? Which ones and why?

Facilitation Tips:

- Instruct participants not to put their names on the cards.
- It is important to explain clearly what "hopes", "fears" and "contributions" mean in this activity.

References:

Adapted with permission from © Warren J. Blumenfeld, ed., Homophobia: How We All Pay the Price, Boston, Beacon Press, 1992. (You can find it in the "EPTO manual for peer trainers"/ "Wants and Fears Card Activity").

Duration

30 minutes

A4. Reflections and process monitoring

When you engage participants in a learning process (and whatever the duration of the workshop), it might be useful to regularly check in on their feelings, skills and knowledge.

Most people think of monitoring and evaluation as the same thing, but, in fact, they are 2 distinct processes. While evaluation typically takes place at the end of a project, monitoring, on the other hand, is an ongoing process. There are occasions when it's not practical to both monitor and evaluate, for instance, if your engagement with the participants is very brief. However, a better way to see monitoring is as your friend. Just like any good friend would point out things you may have not thought of, monitoring allows you to see the bigger picture and make proactive decisions about your work.

At this stage, you may even be asking yourself: why should I spend time monitoring and evaluating? The reason is that monitoring and evaluation are incredibly useful when it comes to ensuring your progress and performance, as they can alert you to any changes you need to make. It should be said that gathering information may initially feel like an extra activity, but if managed well, it will save you a lot of time in the long run and help you achieve better results. Also, neither monitoring nor evaluation have to be complex. Sometimes the only monitoring you need is to ask participants about their energy levels so that you can decide when a good time is to take a break. And likewise for your evaluation – you should only evaluate as much as you can reflect on, and you should be mindful of people's time.

There will surely be times when the information you receive isn't exactly what you were hoping to hear. For instance, you may discover that your workshop was only enjoyed by 50% of your audience or that someone didn't find the project very appealing. But don't let this discourage you! Gathering feedback is there for a reason – to help you improve what's not working too well and to create a better match between your intentions and the real world.

Here are some examples of activities we used as a daily monitoring routine during the training course. We called this moment "Check-Out", and it was proposed at the end of the day; it was usually brief as the participants were tired by this stage. There

A4.1 Under the Clouds

Materials needed	Coloured sheets of paper, scissors, felt pen, sticky paper
Instructions	The purpose of this activity is to assess in a fun way the state of mind of the participants. It can be presented at any time during the workshop (at the beginning, in class, at the end of the day). It also allows participants to verbalise what they are feeling at a specific time during the training. **Process:** **1.** Cut several coloured sheets of paper into the shape of clouds. On each cloud, write an adjective corresponding to the state of mind in which the participants could find themselves during the workshop, for example: amused, motivated, curious, tired, disappointed, satisfied, etc. **2.** Ask each participant to place themselves under the cloud that expresses their state of mind. The facilitator also participates. **3.** When everyone is in position, invite participants to look at the other members of the group. **4.** Invite participants who wish to express themselves verbally to do so. To do this, use the questions below. **Discussion questions:** **1.** Does anyone want to explain why they chose to be under such and such a cloud? **2.** Do these clouds express your state of mind well? Can you think of another term which would more closely reflect your state of mind? **3.** In general, what do you think of the day/workshop?
Duration	Between 5 and 15 minutes

A4.2 Sculptor and Clay

Materials needed	Empty space
Instructions	This activity enables participants to express their feelings in a creative way. It is useful at the beginning or end of a session, to get a sense of the group mood. **Directions:** Ask participants to get into pairs, in which one person will make a sculpture from the other person's body, answering the question: How are you feeling

Instructions	today? When everyone is ready, have each pair present their work or use the discussion questions below. Then switch roles in the pairs so that the sculpture becomes the sculptor. **Discussion questions:** • What do you see? How do you understand the sculptures? • Then ask the makers about their conception: what did you try to represent? **Facilitation Tips:** You can call the presentation round a small exhibition where every artist presents their creation. If the sculpture is not understandable, you can ask its maker to give it a title. **References:** Handbook of the FOTEL (Forum Theatre Against Early School Leaving) project: http://www.fotel-project.eu/node/59
Duration	10 minutes

A4.3 Oscars Speech

Materials needed	No material and empty space
Instructions	This activity offers a fun and cheerful way to evaluate and highlight the results of an activity or workshop, using the tone of the famous Oscars Ceremony, where winners go on stage to express their reactions. **Directions:** If you want to, you can set up a reading desk and chairs positioned in front of a “stage” in advance, and have some celebratory music going on in between the speeches of the participants. Here are some speech templates, where blanks should be filled in by each participant according to their own experience. Choose 3 or more sentences from the list in advance to create an Oscar speech model that each participant can use: • “I would like to say thank you ... for ...” • “This workshop/training really helped me to ...” • “The best moment for me was when...” • “I am so happy to …”

Instructions

- "This was a great opportunity to …"
- "I am honoured to …"
- "I am so pleased to …"
- "Before the training I felt/thought … but now I feel/think …"
- "I am satisfied, because …"
- "My peer education project will be super successful, because …"

Ask each participant to go to the designated spot in the room to give their speech one-by-one. Invite participants to give a round of applause after it. Repeat until everyone has given their speech.

Facilitation Tips: as a facilitator, you can start with your own speech to initiate the process.

Duration

1 to 2 minutes for each speech

A4.4 Evaluation of a workshop: THREE, TWO, ONE Closing Activity

Materials needed

Three, Two, One Closing Activity worksheet, 1 per participant

Instructions

This activity ends the workshop and provides feedback to the facilitators. The questions encourage participants to reflect on what and how they will use what they have learned, and to ask questions. The programme is summarised and participants are asked to evaluate the programme, its content and applicability to their individual and organisational needs.

Directions:

1. Distribute Three, Two, One Closing Activity worksheet to participants.
2. Tell participants they have approximately 10 minutes to write responses to the questions.
3. If time permits, elicit a few responses to each category, starting with "what did you learn today?" You can also ask participants to share in pairs, or groups of 3 or 4.

Discussion Questions:

What have you learned as you completed your responses to the worksheet questions?

What will be the most lasting impact of this workshop for you?

Option: Collect the worksheets as an evaluation form.

Instructions	**Reference:** Adapted with permission from a workshop presented at the annual meeting of the National Staff Development Council. Permission to use granted by the National Staff Development Council, ©1994. (Prepare an A4, leaving blank space for each of the following questions): **THREE, TWO, ONE CLOSING WORKSHEET** In reference to today's programme, please complete the following: **1.** Three things you have learned… **2.** Two things you will use… **3.** One question you still have...
Duration	15 – 30 minutes, depending on the time allotted for the sharing of responses

B

Discovering Youth Information

You have the background on youth information from the INTRODUCTION section. Now it is time to explain it to your participants. Refer to the documents if needed or the eryica.org website for more information and resources.

B1: Tools to introduce youth information in general and youth information centres

B1.1 "ActionBound on Youth Information"

Materials needed	Preparation of a quiz or ActionBound, one mobile device per team with the ActionBound app installed
Instructions	Prepare a creative game for small teams using the ActionBound app. You can check for inspiration for the questions and tasks on this ActionBound link: https://actionbound.com/bound/P2PBerlin **The tasks may include:** **1.** Think of and take a photo of a living sculpture that would symbolise your team. **2.** What does GENERALIST YOUTH INFORMATION WORK stand for? **a.** Services offering "specialised" information for young people e.g. housing support, job advice etc. **b. User-centred approach of youth information, which covers all topics that interest young people. Responding to the needs of young people in a way which enables them to have a maximum number of choices and which respects their autonomy and anonymity.** **c.** A confidential physical area offering information to young people that is relevant to their lives. The information provided depends on the needs of young people. **d.** Involving a third party (from within or outside the YIC) in the work with an individual. **3.** Read and study the principles of the European Youth Information Charter. Which key word (principle number) is explicitly targeting youth involvement in youth information work? **Correct answer: 6.** **4.** Which of the principles of the European Youth Information Charter does your team like the most? Be ready to tell us why! ;) **5.** Find a person who is working/doing an internship in the office of a European non-profit organisation, which takes care of youth information service development, and take a selfie with them (**if that is feasible in your case**). **6.** What does this definition stand for? "Providing requested information without recommendation regarding use, assessment or appropriateness."

Instructions	a. **Informing** b. Advising c. Counselling 7. You are an advertisement agency contracted to prepare an ad on peer-to-peer involvement in youth information. Name three reasons why youth information services (such as YI centres) should involve young people in their service delivery and tell them aloud to the camera in 30 seconds. 8. What is the abbreviation (title in short) of the organisation which takes care of all youth information centres in Europe? Type the name in capital letters. **Correct answer ERYICA.** 9. Choose the statement that is correct for peer-to-peer activities in youth information work: a. Content provided by youngsters must not be touched by the youth information worker. b. It is easier to organise peer-to-peer activities in a bureaucratic organisation. c. **Peers should not be seen as counsellors for other young people.** 10. What are the main areas that generalist youth information services cover? Watch this short video and note at least 10 topics. Video on Vimeo. 11. Find or google the closest youth information centre in your region/country and write its name and address down here. Divide the group in teams of 2-3 people, give them QR codes with the ActionBound link (or introduce the tasks in a different format of your choice). Leave time for participants to carry out the tasks. In ActionBound, you can see the results online. Spend some time showing the results to the group and wrap up with the main aspects and facts about youth information. Ask participants to reformulate what youth information is in their own words.
Duration	45 minutes to implement the tasks 15 minutes wrap-up

B1.2 "How to create a youth-friendly presentation of the YI centre"

Materials needed	Projector, paper and other creative materials of your choice
Instructions	If your participants come from different towns and info centres or even from different countries, then it would be great to ask them to learn more about their youth info centres and talk to the youth information workers there in order to prepare a presentation about the activities they do. Ask them to do it as homework and to present it during the training course for the whole group. You can ask them to map the place where the info centre is located on a whiteboard imaginary map. **TASK:** Each person/team representing one youth info service has up to 5 minutes for a creative presentation, briefly answering the questions and marking their organisation on the map: • Name of the organisation; • Who is the target group; • Where it operates; • Which youth information topics it covers; • Which methods it uses; • Which facilities it has; • Do they have a youth peer-to-peer network? If yes, what do they do?
Duration	Home task preparation During the training course – 5 minutes per each organisation/team

B1.3 "Visit to a youth information point - BINGO"

Materials needed	Pens and a printed BINGO sheet for participants
Instructions	Before going for a visit to a youth information centre/point, encourage participants to actively explore the work they do by playing BINGO. Provide the link to the Google form/printed BINGO tab with Youth Info BINGO and the task during the visit: Name at least 3 topics that **Generalist Youth Information Work** covers? • What does ERYICA mean? • How many principles are there in the European Youth Information Charter?

Instructions	• What are the most popular topics of information young people look for at this info point? • What is **informing**? • What is **counselling**? • How many young people does this youth info point provide services to per month to? • Name at least one reason why youth information services are important? • Which of the principles of the European Youth Information Charter does your team like the most and why? • What's the name of the youth information service worker and how many years have they been working in the field? • Name at least two formats through which youth information can be delivered to young people? • Name one new finding that you discovered about youth information. After the visit, discuss the answers and make an overview of the generalist youth information structure. This infographic can be a good visual reference to explain the concept and where youth info peers stand in the overall structure.
Duration	As long as the visit lasts plus 5 minutes per each organisation/team

B2: Tools to address specific topics in the field of youth information

In this section, we want to introduce you to the 3 tools our project developed for youth information services. They are peer-delivery friendly, and we encourage you to introduce them to your participants. Nevertheless, if you have your own methodologies you wish to introduce, you are free to do it!

So during the training course we got hands-on! First, we gave our peer educators the opportunity to experience the tools as participants, and only afterwards did they plan how to use them in their own practice activities (future info sessions).

B2.1 Organising a role-play about data protection "Parents Meeting"

Materials needed	Preparing the materials described in the method description
Instructions	Read carefully through all the instructions of the method description and make sure you have enough time to prepare (to print out handouts, etc.) Detailed instructions and downloads
Duration	1 hour for preparation 2 hours to implement

B2.2 "Organising a workshop on Youth Employability"

Materials needed	Print handouts, prepare the setting according to the instructions
Instructions	This method is combined with several different subtopics and tools. So, make sure you have enough time to prepare everything and do a little local research on various employability opportunities to present to the participants. Instructions and printouts
Duration	1 hour for preparation 1.5 hours for implementation

B2.3 “Organising a session about mobility opportunities for young people”

Materials needed	Wi-Fi connection and mobile devices or laptops
Instructions	This tool is an online test tool. But it is up to you to introduce various types of mobility activities or bring the group into the discussion. Afterwards make a test together. Depending on the results, people can group together with someone who received the same score as them. Ask the group to share what they would take as a next step to get more info about their own mobility opportunity. You can also try mobilising resources within the group: ask if some people have had a real-life experience of one of the mobility opportunities and can act as a resource person for the group. And see if others have any advice or links to an organisation/website that could help gather more info. Instructions
Duration	10 minutes for preparation 10-40 minutes for implementation

B2.4: Methods to address the prevention of youth violent extremism through youth information

Materials needed	Various tools depending on the method chosen
Instructions	Choose a preferred method on your chosen topic to address the prevention of youth violent extremism through youth information and deliver it to peers according to the instructions provided. Link to the manual.
Duration	Various durations

C

Levelling-up with Peer Education

Even though knowledge about youth information and related topics is very important, the main competence this training course brings to youth and youth information workers is an understanding about what peer-to-peer education is and the possibility to practice facilitation tools with groups, e.g. through implementing an info session. These activities allow participants to experiment in a safe environment and see what they are good at and where they wish to improve.

C1 Introducing the concept of peer education

C1.1 "Live an experience of peer education - Expeeriences©"

Materials needed	Flipchart paper, post-its, a large board (to stick participants' post-its on to)
Instructions	This experiential activity offers an easy way for participants to explore and understand peer education. It is a practical and interactive introduction for people who do not know what peer education is or know little about it. It enables the participants to experience peer education through simple group processes and to easily achieve a collective definition, which is meaningful and insightful. If done in its entirety, it is also a good introduction to the topic of competences and how they are developed by peer education, which could be referred to later on in the module. **Objectives:** • To explore in an experiential and practical way what peer education is (PART A); • To understand and agree on what peer education means; • To introduce the concept of competences and link it to peer education. N.B. Part A and part B can be done independently. **Directions:** **Part A** **1.** Introduce the activity by stating its objectives and informing the group that they will go through several steps. Give a personal example of peer education: A teaches something to B. It works even better if you can teach something to your co-facilitator in front of the group. **2.** For instance: a dance, a song, a yoga posture, a tongue twister, a game... (5') **3.** Then form X groups of Y participants (even numbers), in which 1 person teaches something to the others. This person has to make sure that the others learn how to do it, but are also able to teach it to other people afterwards. (30') **4.** Then form Y groups of X (in these new groups, there should be 1 representative from each of the previous groups), in which people share the things they learned in their previous groups. (30')

Instructions

5. Invite those groups to have a discussion around the following questions:
6. how did peer education happen in the learning process?
7. From the experience you just had, what do you think peer education is? (20')
8. Reconvene the whole group to hear answers and inputs from all the groups. You do not necessarily have to hear all the topics each group talked about; you can also only ask for add-ons every time a group spokesperson has finished. Make sure that you or your co-facilitator takes notes of important keywords on a flipchart while each group answers. (20')
9. Then, depending on the keywords and definitions you have collected, add the aspects about peer education that the participants may have missed or forgotten. You should finish with a clear and insightful definition of peer education. You can also provide 1 or several "official" definition(s) of peer education, using the Toolkit for Quality Peer Education. You can end the activity here or continue with Part B.

Part B

1. Instruct participants to answer the following questions individually:
   - Who are the peers in your life?
     - Think about something positive you learnt from your peers.
     - Think about something negative you learnt from your peers.
     - Think about something positive you taught your peers.
     - Think about something negative you taught your peers.

2. Introduce personal examples to illustrate possible answers to the questions above and help them in their personal reflection (30').

Optional

1. Briefly introduce the concept of competences, using the ASK model: competences = Attitudes + Skills + Knowledge (at this stage, it's not essential that the participants have a total understanding of what a competence is) and add this last question: what competences have you developed through these experiences with your peers?
2. Make groups of 4 (preferably people who were not in the same groups in the previous steps and haven't talked to each other yet) and ask participants to exchange their answers. Ask each group to write down all the competences they have identified on post-its (1 competence per post-it). (40')
3. Collect all post-its by asking a representative of each group to stick them on a board while reading them aloud. You can cluster the similar ones. (20')
4. Have a whole group discussion about the process (not yet on the post-its/competences), using the following questions:

Discussion questions:

1. How was it to reflect on your past experiences?
2. What experience(s) was/were the most difficult to identify?
3. How was it to share these experiences in groups?

Extra-questions if you introduce the part on competences:

4. How was it to reflect on the competences you have developed?
5. What is your reaction to the competences that were identified? Are you surprised?

Facilitation Tips:

It's important to keep a good track of the time in this activity because there are many steps taken in several group configurations. If you co-facilitate the activity, the other facilitator can be the timekeeper.

References:

Toolkit for Quality Peer Education. EPTO (2016).

The impact of Non-Formal Education on young people and society. AEGEE-Europe (Association des Etats Généraux des Etudiants de l'Europe).

Duration 3 hours

C2 What are the qualities required to be(come) a peer educator?

C2.1: The Ideal Peer Educator

Materials needed	Flipchart paper, markers
Instructions	**1.** Tell participants that they will be asked to reflect on what the attitudes and skills of an ideal peer educator would be. **2.** Divide the group in teams of 4 people and hand out a piece of flipchart paper and markers to each group. **3.** Ask participants to share with their team what they think the characteristics of the perfect trainer would be. **4.** Then tell them to draw a character, the perfect peer educator, on the flipchart paper, representing their characteristics using drawings, colours and symbols. Give them a couple of examples to illustrate. **5.** Give them 30 minutes to do that and ask them to choose one person in each group who will present the character. **6.** After 30 minutes, reconvene the whole group and let each group present its character. **7.** List the skills and attitudes on flipchart paper and add some if necessary. Complete the list if major skills are missing. **References:** Toolkit for Quality Peer Education. EPTO (2016). NFE BOOK. The impact of Non-Formal Education on young people and society. AEGEE-Europe (Association des Etats Généraux des Etudiants de l'Europe).
Duration	60-90 minutes

C2.2: Prepare the co-facilitation "Supporter-Supported"

Materials needed	A large room for pairs to stand with their arms spread out
Instructions	**1.** Tell participants that they will be asked to reflect on what the attitudes and skills of an ideal peer educator would be. **2.** Divide the group in teams of 4 people and hand out a piece of flipchart paper and markers to each group. **3.** Ask participants to share with their team what they think the characteristics of the perfect trainer would be. **4.** Then tell them to draw a character, the perfect peer educator, on the flipchart paper, representing their characteristics using drawings, colours and symbols. Give them a couple of examples to illustrate. **5.** Give them 30 minutes to do that and ask them to choose one person in each group who will present the character. **6.** After 30 minutes, reconvene the whole group and let each group present its character. **7.** List the skills and attitudes on flipchart paper and add some if necessary. Complete the list if major skills are missing. **References:** Toolkit for Quality Peer Education. EPTO (2016). NFE BOOK. The impact of Non-Formal Education on young people and society. AEGEE-Europe (Association des Etats Généraux des Etudiants de l'Europe).
Duration	15 minutes without debriefing

C2.3 Peer-to-peer practice

Materials needed	Simple postcards/pictures to cut out, flipchart paper, markers, A4 papers, pens, colours
Instructions	**Introduction:** Start with creating the facilitation teams (max 4 participants per team); we prepared the teams and cut up postcards with their names into a puzzle. They take their names and create full pictures - which form their teams. Present the task: to prepare a 20-30 minute workshop (strictly no longer) for other peers on one of the topics of their choice:

Instructions

1. Is my data safe on social media?
2. I am 17 years old. Are there any mobility opportunities in Europe for me?
3. Employability - what are the skills I need as a young person?
4. How to fight fake news?
5. I am too stressed because of exams. What should I do?
6. What rights do I have as a young person?

(Each team picks the task randomly. **NOTE:** you can choose your own topics according to your local needs).

Requirements for the result:

- Strictly no longer than 20 minutes (including introduction, content delivery, wrap-up);
- Everyone in the team has to contribute to the session when preparing, researching information and delivering the session;
- You can use all the materials that are here;
- You can use, adapt, change the TOOLS or create your own ones! Be creative!
- Every workshop has a question - and you should try to answer it!
- Use the quality checklist

Introduce the info search quality checklist and how to use it.

First of all, give 10 minutes in the team to discuss and agree on the first step and present the other steps:
Step 1: Discuss what the CONTENT PART will be step-by-step in your session (in the introduction, main topic, closing)
Step 2: Do RESEARCH! Collect quality content & look for possible methods
Step 3: Decide and choose on CONTENT & METHODS
Step 4: Prepare session OUTLINE and MATERIALS/HANDOUTS:
Step 5: Share RESPONSIBILITIES & PRACTICE the flow
Step 6: STAY CALM and be an INFOPEER.

Ask each team to present **step 1** aloud and provide them with feedback– whether the aims and goals are clear and match the expected results and develop the foreseen competences.

Preparation:
The rest of the time, participants can think about how they will reach the aims and achieve the results in 20-30 minutes.

Later, mentors will join them (if you have adult youth information workers joining the training course).

Instructions	Participants plan the timing themselves. Present the time schedule for the workshop delivery. Give time for preparation in teams. Be available as a consultant. Afterwards, every team delivers their workshop to the rest of the group. Keep track of time (no more than 30 minutes per team). After all teams have delivered their workshops, make a proper evaluation round. **Evaluation:** Sit down together in a circle and reflect on the following aspects: **1. Team members say: 4 minutes** **a.** Feeling/emotion? **b.** What they would keep (liked)? **c.** What would they change next time? **2. Mentors say: 1 minute (if you have those)** **a.** How was the team process and your role in it? **3. Provide feedback** on peer-to-peer and youth information work aspects and on the common structure of the workshop
Duration	Introduction: 60 minutes Preparation: 90-180 minutes Delivery: depends on how many teams you have – team x 30 minutes Evaluation: 60 minutes

C2.4 Mentoring Peer Groups

Materials needed	Handouts, projector
Instructions	While young people are preparing their topic, you can use this time to work with adult youth information workers and prepare them for the mentorship that is waiting ahead. We recommend working on the real needs and experience of the youth information workers during the session and creating space for them to share their experience. The recommended structure of such a session: **1.** Presentation of the Toolkit on quality peer education. Make sure you

Instructions	choose the parts that are relevant to youth information workers and reflect together on the following questions: how to support the peer educators? How to support youth? **2.** If you have people in the group that have already mentored peer groups, ask them to share their experience or present some examples on peer projects (see the chapter 'Where do you find peer education' for some examples). **3.** Explain their upcoming task of supporting the teams of youth that are preparing in the other room. They will be mentors for the peer groups while they are preparing for the workshop. **4.** Discuss their role: supporting vs Doing for them (aspects to pay attention to: team work, time management, formulating the aim and choosing the activity, sharing the responsibilities, materials needed, drawing attention to the different preparation styles, raising awareness about the needs of the group). **5.** Go through the sheet on how to provide constructive feedback (see chapter about feedback in this manual). **6.** Let them go join their teams of peer educators.
Duration	2 hours

C2.5 Top tips for Infopeers

Materials needed	Flipchart paper, post-its, pens
Instructions	If the group has experienced Infopeers practice, invite the groups to come back to their thematic teams and give them 10-15 minutes to discuss and choose the top 3 tips for Infopeers from their experience. Ask them to write each tip on a separate post-it. Afterwards, invite participants to introduce the tips to the whole group and stick them to the thematic flipchart paper. **Example of tips that youth proposed in the training in 2022:** • pay attention to the space and environment • provide examples when giving a task • be respectful with group/co-facilitators • take your time • organise the space and be ready to adapt to the conditions and challenges • follow the schedule, but also give time to participants • ensure a balance between theory and practical exercises • keep calm and focus

Instructions	• clarify and specify the basics • complete instructions before dividing groups to avoid confusion • silence is ok, there's no need for talking just for the sake of it • use open questions while collecting feedback, don't imply the answer when formulating the question • add the sources of information you share • make/adjust activities so they are related to the topics • support the information with materials and visuals (e.g. videos, flipchart pictures, handouts) • distribute tasks fairly in your team • describe the scenario and make sure participants understand the exercise • make sure you have extra resources to provide for participants as they go further into the topic
Duration	45 minutes

C3 How to organise your own peer education projects

C3.1 "The Project River"

Materials needed	1 flipchart paper for each team, markers and colours
Instructions	This activity helps participants to see the big picture of their peer education project (practice) by drawing, using the metaphor of a river. During the training course, we expected that young peer educators implement local info sessions with their peers as a practice task. This activity is meant to plan for this kind of peer practice. While creatively drawing and having fun, it allows them to start planning the different phases of their project and anticipate important aspects of its implementation. **Directions:** Tell participants that they will gather into "project teams" and draw a river on flipchart paper, symbolising their peer-to-peer local youth information project from now to the end (until they reach their final goal). **Optional:** ask participants to draw 1 spring per team member on the paper, symbolising their inner resources and personal drive(s) that feed the project river and describe the participants' personal motivations. Invite participants to complete their river by drawing elements representing the following aspects: • The different steps and milestones of their project (for example as little boats, bridges, etc.); • The threats and difficulties they might encounter during their project (for example as rocks or whirlpools); • The resources and supporters they might find on the way; • Add any other necessary information that is related to the participating info centres and their requirements for activities. Allow 30-45 minutes for the whole drawing part. Tell participants that after drawing, their team should present their project river to the rest of the group.

Instructions	**References:** Toolkit for Quality Peer Education. EPTO (2016). NFE BOOK. The impact of Non-Formal Education on young people and society. AEGEE-Europe (Association des Etats Généraux des Etudiants de l'Europe).
Duration	45-60 minutes

C3.2 "Cooperation between Infopeers and info centres"

Materials needed

1 flipchart paper for each team, markers and colours

Instructions

If the national coordinators join later in the training course and they have not yet been cooperating with Infopeers, we recommend giving some time and space for them to agree on the cooperation between the local youth information workers and Infopeers in 2 steps.
As youth Infopeers meet their youth information workers in smaller groups and spend some time action planning,invite them to visualise the agreements on flipchart paper for a presentation. Invite to them discuss:

Step 1: Decide on the local cooperation:
- What can the national coordinator offer?
- What can the youth Infopeer(s) offer?
- How will you communicate? Exchange contact details.
- What are the next steps in your cooperation?

Step 2: Plan your local practice session:
- Inform about the requirements for an info session - participants, number of sessions, etc.
- Discuss the target audience, topic, duration.
- Discuss where, when it could happen?
- Plan an outline for the session.
- Plan how you will promote your session.
- Share responsibilities.

After the groups are finished, invite them to present their plans in front of the whole group.

Duration

45-60 minutes for planning
30 minutes for presentations

D

Facilitation Tips

This chapter might be useful to you as a trainer leading this training course and as a resource for you to provide to your participants. So, dig deep and get prepared for any facilitation situation!

D1. How to build your own agenda for a workshop

D1.1: Activity to set up the overall objective of your workshop

is an infinity of possibilities for such activities and creativity is always welcome. The smart guys, who wrote 'Handbook for People Working with Youth Groups', say that "different methods help a trainer do specific pedagogical interventions. Methods are tools one needs to *know* how to use and to be *able* to use. There are no good or bad methods. A method is only effective when it is used at the right time and in the right place.

In order to select methods and to successfully use them, it is necessary to have clearly formed goals of the group and/or the team of group leaders. The goals need to be adapted to the present situation (here and now). If there is no clear objective, group members find it more difficult to accept the method because they cannot understand its purpose.

Often, when the purpose of a method is not clear, the method is treated as a game and the pedagogical objectives of an educator are lost. Adopting a method means understanding its purpose, participating and gaining new experience. When working with young people, methods are used for individual development and social learning.

A method itself is by no means a goal and is not only a game. A team of group leaders and group members must take methods seriously as space for learning and experimenting. When putting methods into practice, a work atmosphere must be always maintained. A work atmosphere means a safe atmosphere where team members are able to get rid of their fears, gain new experience and learn from it. In order to learn, it is important to discuss the gained experience. Sufficient time must be devoted for reflection as discussion is the main part of a method – it helps the participants perceive the experience gained and is the key for making the learning process successful.

When selecting methods and preparing a programme, it is recommended to consider these aspects:

- What are your specific educational goals, what are you trying to achieve?
- What topic are you working on? Are the links between the method used and the objectives of the activity clear?
- What experience do we have in using similar methods before?

- How specific is the youth group you are working with? What kind of experience does it have? What is its current situation (phase of development)? What interests and needs do the team members have?
- What are the conditions for using the method? Is the space and the environment suitable for work? What materials do you need and have? Will there be sufficient time?
- What educational activities/methods did you use before with the same group? What are you going to do after?

It is much easier to use a method if a person has experienced how it works themelves. It makes it easier to understand what the group members are experiencing. But we encourage you to be brave enough to carefully try new methods – this is the only way for us and for the young people to gain new valuable experience. If you are not sure about the method you are using, you can be honest with the group and invite it to try a new method, then, discuss its advantages and the ways to apply it in the future.
The selection of methods must correspond to the principles of individual holistic learning."[11]

Some elements to consider when designing a session[12]:

- Make the objectives and role of the session in the programme clear to the group. Understanding why an issue is being dealt with in this way at this point will help the participants to stay with the process.
- While avoiding showmanship, use a variety of methods within one session. It will help you get the participants involved and keep their attention.
- Conclude the session. Usually, the participants' attention is high during the last minutes of a session, so underline the main learning points and make realistic links to the overall framework.
- Be aware of normal attention spans when designing your session. It will help you see what methods you need to use to keep the group involved. The table below is a basic and not a universal guide, but it does indicate likely fluctuations in attention and suggests that a trainer needs to pace the session and consider the impact of environmental and group factors on attentiveness.

Action time!

Follow these 6 steps for info session preparation and planning.

Step 1: Discuss what the CONTENT PARTS will be step-by-step in your session (in the introduction, main topic, closing)
Step 2: Do RESEARCH! Collect the quality content & look for possible methods
Step 3: Decide and choose on CONTENT & METHODS
Step 4: Prepare session OUTLINE and MATERIALS/HANDOUTS:

[11] Handbook for People Working with Youth Groups. Ž.Gailius, A. Malinauskas, D. Petkauskas, L. Ragauskas

[12] T-kit No. 6 "Training Essentials".. Council of Europe and European Commission, Council of Europe Publishing (2002) p.73

Try out a simple structure to design any workshop or session (in Word or Excel). Make a table and include as many activities as you are planning to implement. This is useful for you as a trainer or a peer group member – create a common plan with your team.

Time (duration)	Aim/ objective	Expected results	Method description	Who is responsible	Materials, comments
10'	To introduce...	Participantes will learn...	Steps 1. To ask...:	Tom	Projector, 3 pens...

Step 5: Share RESPONSIBILITIES & PRACTICE the flow
Step 6: STAY CALM and be an INFOPEER.

D2. How to ensure participation

D2.1 "The ladder of participation"

We have seen that a peer education project is a path, a cycle in which young people can grow and develop their unique potential. To be meaningful, such a project requires the active commitment of participants throughout the process. Of course, this commitment depends first on each participant's willingness to engage. However, there are ways to strengthen it and useful factors that can help us sustain participation in our project.

What is participation?

Participation is more than just being present in the same room with other people. To participate means to be involved actively.

When running a project, there are 2 distinctive approaches one can take: top-down or bottom-up. If your approach is top-down, you are exclusively responsible for designing and deciding about the project. In a bottom-up approach, the project is co-designed by participants and the responsibility for different parts is shared by several people. In other words, the former approach is about delivering a project TO people, whereas the latter is about delivering a project WITH people.

In an ideal world, every peer education project should be co-designed by your target group and participation should always be voluntary. There are, however, some situations where participants are only partially involved in the work. This may happen when your project is initiated by an external body (i.e., a teacher, a local council, a sponsor...). A classic example is delivering educational programmes without any prior consultation with the local community as to what skills, knowledge and format they would prefer.

The ladder of participation

The ladder of participation is a model originally developed by the sociologist Roger Hart, which proposes 8 levels of young people's participation in a project and can be used as a tool to measure their participation in your own peer education project.[13]

[13] The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care, Earthscan, London (1997)

[14] Adapted from https://higherlogicdownload.s3.amazonaws.com/ASTC/00e37246-8bd9-481f-900c-ad9d6b6b3393/UploadedImages/Ladder_of_Participation_1.pdf, by Adam Fletcher on behalf of the Freechild Project

Degrees of Participation[14]

Rung 8: the project is initiated by young people while decision-making is shared with adults. This creates empowerment and learning and can be embodied by youth-adult partnerships.

Rung 7: the project is initiated and directed by young people while adults can be involved in a supportive role. This can be embodied by youth-led activism.

Rung 6: the project is initiated by adults who share decision-making with young people. This can be embodied by participatory action research.

Rung 5: the project is run by adults while young people bring inputs and are told of adults' decisions. This can be embodied by youth advisory councils.

Rung 4: the project is run by adults while young people are given a specific role knowing the 'how' and 'why' of it. This rung of the ladder can be embodied by community youth boards.

Rung 3: the project is run by adults while it looks like young people are given a voice. In fact, they have little or no choice about what they do or how they participate. This reflects adultism.

Rung 2: the project is run by adults while young people are present without any active involvement. This reflects adultism.

Rung 1: the project is run by adults while young people are forced to attend or used. This reflects adultism.

This model can easily be applied to peer education. It is sometimes abused by adults to get a moral justification for what they defined in a top-down approach: for instance, a prevention campaign only defined by adults with the aim of telling young people what to do and using them as agents to deliver these messages. Or it can be used by adults to delegate to young people issues that they are co-responsible for, but don't want to take care of: for instance, mobbing in a school where only peer mediators have the responsibility to deal with situations that adults have let happen and/or failed to solve instead of having a balanced partnership.

On the other hand, it is important to note that the ultimate goal of a peer education project is not necessarily to achieve the rung 8 at each stage of its implementation. Even if this rung is considered ideal in terms of youth participation, other rungs might be more efficient and/or convenient at specific stages of the implementation. This model is mostly introduced here as a reflection tool on the meaning of participation in the field of youth projects.

D3. Common issues in leading group discussions

The following are suggestions to help ensure successful and efficient discussions. Responses to some "what ifs" facilitators might encounter are included. Remember, facilitators are not expected to have all the answers. The combined wisdom of the whole group is always greater than the wisdom of any one person.

What if...

A. One person wants to do all the talking?

Establish goals at the beginning of the session. State that one of the goals of the programme is to provide an opportunity for everyone to talk and listen.

You may have to interrupt. You can say, "Thank you, I am going to stop here so we have time for other responses."

Suggest a time limit for talking and ask for agreement from the group.

Humour sometimes helps, but be careful not to use humour at the expense of another person.

B. People aren't participanting?

Use 3x5 note cards: there are a number of advantages to having participants respond to a question in writing first: (1) the cards serve as a "crib sheet" and allay the what-will-I-say anxieties; (2) you as the group leader can collect the cards and read the responses anonymously.

Share in pairs: ask the participants to find a partner they may not know very well and respond to questions in pairs. It is much easier to say something to one person than it is to a large group, and it warms participants up for large group discussions.

Share in groups: you can create triads, quads, or other small groups to discuss questions and/or issues. Small groups can be less intimidating than the whole group, and can give participants the opportunity to interact more closely with one another.

Model responses: sometimes it helps people share if they hear an example from you. Your sharing also makes you a part of the learning process.

Wait time: give people time to think. If you interrupt a period of silence, you may convey nervousness that might be contagious. Remember: there are no quick answers to most of the questions asked.

Ask for clarification: encourage people to talk by asking for more information.

Create a "safe" environment: participants may not want to share if they feel their ideas or opinions will be attacked. Be respectful of everyone and establish the ground rule that only one person talks at a time.

C. Only one point of view is brought out?

Ask, "Does everyone agree with that statement?" Then ask others who seem to disagree with the point of view what they think.
You can provide other information by saying "Let me introduce a different point of view; what would you think if...?"
Stand ups or hand raising: say, "Raise your hand if you agree with the last statement." Then you can identify a group of people who didn't raise their hands, whose opinions you can then seek.

D. Misinformation is presented?

Ask, "Does anyone think differently?" or "Does everyone agree with that statement?" If no one from the group contributes another opinion, it is up to you to present another point of view. Don't let misinformation stand; it implies you agree with it. If you don't know the facts, say so, and try to find out the correct information for future sessions. Ask the participant: "Where did you get your information?" Do so non-judgmentally or critically. Preserve the dignity of the person who provided that misinformation.

E. Conflit occurs?

Expect conflict and be prepared for it. Some of these issues bring up gut-level responses. Recognise the possibility that you may be hesitant about confronting some bigoted remarks. It is the facilitators' job to "manage the traffic." Sometimes "freezing" the moment, literally stopping all conversation, helps people to step back and look at what's happening. This method can have the effect of removing the onus from two people engaged in a conflict, and offers an opportunity for the whole group to problem solve the situation. You can say, "Freeze! What's happening here? What triggered this? What different opinions are being debated?"
Sometimes a conflict between two people has to be mediated privately. Whatever the outcome, it is important for the participants who witnessed the conflict to hear about the resolution, keeping in mind, however, that some things may have been shared in confidence and can't be made public.
Remind the group to stay focused on the subject at hand. Don't hesitate to say, "That's interesting, however, the question was...," or, "That's another important point, but let me remind you of what we were originally discussing."

D4. Considerations to deal with potential conflict

Listed below are a variety of strategies facilitators can use to resolve conflict:

Ground rules

Establish ground rules or discussion guidelines at the start of the workshop. In general, people will manage their own behaviour to meet the expectations of the group. If the discussion becomes heated, a reference to the ground rules can be a tactful way to remind people of the behavioural expectations everyone in the room has agreed to.

Communication skills

1. Listen for content and tone. Try to determine if the participants are angry, combative, or genuinely seeking answers. If a participant is angry, the facilitator will have to create an opportunity for the participants to move from an emotional to a rational state.
2. Do not interrupt the participant. Listen to what they have to say before responding.
3. Let the participant know that you are aware of how they feel about the subject by acknowledging what you have seen and heard, for example, "Michel, you seem very angry about this"... The participant will either confirm or correct the facilitator's observation. If the participant is angry, ask them to give more information e.g., "Please tell me what happened that led to your being angry" (when the participant provides this information, it will present an opportunity for others to determine what might help to resolve the conflict. For example, the participant may be angry because of a misconception, wrong information, or miscommunication).
4. Separate the person from the problem. Respond to the issue(s) being raised without attacking the person who is presenting the issue.
5. This can be done by summarising what the person has said, e.g., "Stefan, if I understood you correctly, you have a concern about discussing sexual orientation in the workplace." Then reframe the issue(s) as a statement or question for others to respond to, e.g., "Does anyone see a relationship between sexual orientation and organisational policies/benefits?" Allow for responses from the group.

Clarify misunderstandings, terminology, or misconceptions. Sometimes conflict occurs because people are working with inaccurate information and perceptions. By exploring the participant's definition and understanding of a situation, the facilitator may be able to offer (or ask the group to offer) additional insights and perspectives.

1. The facilitator can **clarify a situation** by interpreting ideas, rephrasing statements to check content, or providing information to clear confusion. For example, "Sergio, I want to make sure that I understand your point of view...It is important to you that everyone you work with speaks English... The last U.S. Census indicates that over 90% of people who are born with a first language other than English try to learn English as soon as possible. It can take as long as seven years to achieve fluency. What are ways in which staff can assist an English learner...?"
2. **Terminology can be a source of conflict** because people will have different understandings of what a word means or use a word as a code phrase. The statement "We are all Dutch" is a good example. Ask participants what "Dutch" means to them (try to elicit many different opinions). Explore common understandings and differences. Discuss whether or not it is important to come to an agreement on the term.

Ask for more information. Use open-ended questions to explore ideas and concerns about a subject. Look for areas of common agreement or understanding. Solicit ideas initially from participants who appear comfortable in the workshop. If the discussion is becoming heated, ask the participants to take a moment to write down their thoughts; then ask them to think about whether or not it is possible to resolve the issue in a way that is mutually agreeable. If not, they may need to agree to disagree.

Techniques

1. **Take a break.** Offer to continue individual conversations with participants during the break or later in the day.
2. If a participant is having difficulty with the workshop, **meet with them individually** to determine if other options (e.g. taking a time out, leaving) would be useful. Be sure to let the participant know that you trust their decision.
3. Whenever possible, **address people by name**. It can assist the facilitator in establishing rapport with the participants.
4. **Count to ten** (silently) before responding to a "hot button" issue.
5. **Elicit** other opinions from the group.
6. Try to **understand the perspective** of the participant. Try to identify what fears/concerns, interests are behind their statement.
7. **Relax.** Take a deep breath. Examine the conflict, "What would create greater harmony?"
8. **Create opportunities** for people to change their mind and save face.
9. **Avoid argumentative** responses.
10. If appropriate, reframe disagreements into problems to be solved by the group.

Some simple steps

Sometimes a conflict can appear suddenly, interrupting the workshop process. As facilitators, you may have an initial reaction like, "What am I going to do now?"

One of the first and key steps in conflict resolution is to clarify perceptions and agree on the facts. The sooner this is done, the easier it is to prevent misunderstandings. The simplest way to clarify perceptions is to ask participants; "What did you observe?" or "What happened?" Be sure to avoid interpretations at this point, and just get the different pieces of the story.

After clarifying perceptions, **focus on**:

1. Expressing emotions and identifying needs;
2. Understanding the meaning or lessons of the conflict for the group;
3. Making requests and decisions for the future.

D5. Feedback and learning in the peer-to-peer process

D5.1: How to provide valuable feedback

This simple feedback process will allow you to look at and evaluate yourself and your peer training team within a supportive environment. Use this feedback process during practice sessions and following actual workshops and programmes. The feedback process is an important tool for identifying strengths and skills that need additional development.

When providing feedback to other peer trainers, it is helpful to use "I" statements. "I" statements are important for avoiding generalisations and for keeping comments and suggestions focused on your own personal experiences, rather than speaking from what you believe others think. "I think your presentation would have been more effective if you had explained all the directions before you told people to form small discussion groups."

In providing helpful feedback to one another, begin by clearly articulating those areas of strength you observed. Then, address in a constructive way areas in need of improvement. Avoid providing positive feedback as an introduction or add-on to your constructive feedback. For example, avoid saying, "I thought you were well prepared, BUT . . ."

Remember, although peer trainers learn from constructive feedback, the positive comments are equally important in building confidence and affirming existing strengths. Begin by clearly describing what was done well. "Your group was well prepared. I appreciated that you knew the activity and you all seemed to work well together." "I liked the way Roberto wrote the responses on the chart paper while Ella generated responses from the group. The story you told was a great addition, too." After this positive feedback, you can add any suggestions that might make the presentation even better. "I was sitting in the back and I had a little trouble hearing your voice when you asked some of the discussion questions..."

1. What did I/we/you do well?
2. What could I/we/you have done differently?
3. Other comments?

What's next?

Just as the participants are asked to do action plans at the end of a workshop, the peer trainers should also have action plans. These should include:

1. Follow-up strategies with the host organisation and/or participants
2. Steps to improve their own knowledge and skills

D5.2: How to sustain learning in peer education

This chapter is dedicated to another important aspect of your peer education project: the methods. What distinguishes peer education from other teaching methods is that learning doesn't happen in isolation; it is a mutual process based on a peer factor. Peer factor is a magnet, which brings people together, be it a similar characteristic such as age, background, gender or culture or a shared perspective, such as an interest, concern or even identity. In this chapter, you will get a chance to reflect on peer education methodology in your own work.

1. The learning environment

When you deliver peer education activities, you are responsible for creating an environment where people can learn from each other. In addition to choosing a convenient venue in terms of space and accessibility[15], this includes the following aspects:

1.1. Competent facilitation

If your project involves training and/or group work, choosing the right facilitator(s) is important. This means finding someone who can connect with the participants and is able to demonstrate the necessary knowledge, experience and skills to manage the group process. Good facilitation helps everyone feel valued and understood and encourages participants to be involved in their own way.

The role of the facilitator within a group is:

- To keep the group focused on the task
- To remain as neutral as possible
- To involve and encourage everyone in the group
- To listen and contribute
- To remind the group what has been discussed.[16]

Here are **some facilitation tips and hints** from participants of this training course:

- pay attention to the space and environment

[15] Toolkit for Quality Peer Education. EPTO. (2016), see chapter 4 "How to work with people ?" / 7. Venue

[16] PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects. SALTO Youth Cultural Diversity Resource Centre.

- provide examples when giving a task
- be respectful with group/co-facilitators
- take your time
- organise the space and be ready to adapt to the conditions and challenges
- follow the schedule, but also give time to participants if they need it
- ensure a balance between theory and practical exercises
- keep calm and focus
- clarify and specify the basics
- complete instructions before dividing into groups to avoid confusion
- silence is ok, there's no need to talk just for the sake of it
- use open questions while collecting feedback, don't imply the answer when formulating the question
- add the sources of information you share
- make/adjust activities so they are related to the topics
- support the information with materials and visuals (e.g. videos, flipchart pictures, handouts)
- distribute tasks fairly in your team
- describe the scenario and make sure participants understand the exercise
- make sure you have extra resources to provide for participants as they go further into the topic

1.2. Safe and supportive environment

Creating a safe space for participants to connect and get to know each other is a first and essential step in peer education activities. A supportive environment encourages learners to take responsibility for the activities they are involved in. If you and/or your participants haven't met before, including one or several "getting to know each other" and/or "icebreaker" activities is the right way to go. You may also start with an energiser to pump up the good energy in the room.

Look for ideas for online training activities in section D7.

1.3. Common ground

Despite sharing a peer factor, your participants are essentially a group of individuals with their unique personality traits, experiences and values. It is important to bear this in mind when working with others and be open to individual differences. Instead of relying on hidden expectations, allow your participants to create a set of guiding principles for their work and find common ground. When people own the rules, they are more likely to feel a sense of ownership. Establishing ground rules may also come in handy should the group run into conflict.

1.4. Experiential learning

Experiential learning is the process of "learning through experience", or "learning through reflection on doing". It is an approach that involves all aspects of the person, and focuses on the learning process for the individual. It is distinct from didactic learning in which the learner is more passive. It means using methods that give people the opportunity to live meaningful experiences on a specific issue, topic or situation. When participants experience these aspects themselves, they are more likely to empathise and relate.

1.5. Inner diversity and learning patterns

- How do you like to learn?
- Do you need to experiment in order to understand?
- Do you plan everything in advance?
- How do you measure progress?
- What about creativity?

Awareness of your own way of learning is called metacognitive ability. In peer education settings, it is extremely important to raise such awareness on metacognitive abilities and take into account the diverse learning patterns of the participants. People who learn how to recognise and embrace their own approach to learning – those who develop metacognitive abilities – can identify what makes learning meaningful for them resulting in a profound sense of empowerment and improved engagement with your activity. It is not always easy to propose such a frame for people to fully explore their 'inner diversity' (the way one learns, communicates and processes information), but it is recommended that you diversify as much as possible the formats of the activities, so that everyone truly connects at one point or another. So try alternating classic presentations, small group discussions, creative exercises (drawing, collage...), role plays, visualisations, meditation, activities involving movement (warm-ups, dance, mime...), use of digital media, etc.

1.6. Flexibility

In peer education it is essential to leave space for participants' ideas and to be responsive to the group's needs. Sometimes, a planned activity doesn't work the way it was supposed to because the group is not in the "right mood" to engage with it, or because the format is not adapted to the learning patterns of the participants. This means you have to be flexible with your agenda. You can exchange or skip activities to keep people focused without losing sight of your goals. You can be transparent about it and have a direct conversation with the group, asking them what they would like to change in the process to be able to contribute better.

2. The learning outcomes

Over the course of a peer education project, young people develop many competences that they can transfer and use in their personal and professional life. It has been demonstrated that peer education, and non-formal education in general, enables youth to develop a wide range of competences, such as a growth mindset, self-awareness, self-confidence, communication skills, teamwork skills, public speaking skills, facilitation skills, leadership skills, etc.[17]

So designing and implementing a qualitative peer education project requires making such learning outcomes explicit and sustaining it with the young people involved. For each peer education project, you can develop a competency framework, i.e., a grid listing all the competences (knowledge, skills and attitudes) you expect young people to develop. Such frameworks already exist at European level, notably the ETS competence model for trainers in the youth field to work at international level[18], from which you can draw inspiration.

Defining such learning outcomes for your peer education project requires taking into consideration where young people start from (BEFORE), what they will actually learn (DURING), how they will transfer their learning (AFTER) and how they will continue learning (LATER). At each stage, it is important to think about ways to help young people become aware of and/or demonstrate their competences.

When?	Before	During	After	Later[19]
What?	**Previous experiences** and competences of participants related to the topics addressed by the project	**Development** and assessment of competences throughout the project	**Transfer** of competences in personal and professional lives	**Improvement** of competences / lifelong learning
How?	• Interviews • Focus groups • Application forms	• Self-assessment questionnaire • Peer review • Mentoring system	• Certification process • Recognition tools and systems: Youth Pass, Council of Europe Youth Work Portfolio...	• Evidence of practice (reports, agenda samples...) • Additional trainings and curricula

[17] See for instance *The impact of Non-Formal Education in Youth Organisations on Young people's Employability:* http://issuu.com/yomag/docs/reportnfe_print. European Youth Forum, University of Bath, GHK Consulting.

[18] ETS Competence Model for Trainers. The SALTO Training & Cooperation Resource Centre.

[19] Toolkit for Quality Peer Education. EPTO. (2016), see chapter 8 "How to follow-up"

D6. How to evaluate and report

Evaluation[20] is usually the final phase of the project, even though intermediate evaluations can be carried out. The final evaluation is the process of collecting information and setting up criteria to:

1. Assess what has been achieved;
2. Explain how it happened;
3. Better plan future training courses/workshops.

Therefore it should include:

- The results achieved;
- The objectives reached;
- The financial management;
- The impact on the target group, organisation and community/environment;
- The process.

Even though the evaluation comes at the end of a training course/workshop, it is still to be planned in advance along with everything else. It should be clear from the beginning how it will be done and who will do it.

EPTO says that "feedback, monitoring and evaluation can range from a single question to a lengthy survey. The easiest way to decide what process is best for you and your project is to ask yourself what you want to get out of it. Perhaps you want to know more about your team or the workshop you have delivered. Or maybe you wish to find out what gaps or other projects are already out there. Perhaps you want to learn about what matters to people so that your work aligns with the needs of your community. As you can see, there are many different reasons why.

[20] Toolkit for Quality Peer Education. EPTO. (2016), p. 83

Me	• How do I feel about this workshop / project / team? • What worked well today? • Is there anything I didn't enjoy? • How was my contribution? • What could I do differently to better fulfil my role? • What resources do I need? • How much time / energy am I able to commit to this project?
My Team	• What was our aim? • How are we doing as a team? • What went well? • What didn't go well? • What are the key lessons for us today? • Based on what happened today, is there anything we need to do differently in the future?
My Participants	• How did you find today's event? • What did you most like about today? • Is there anything you didn't like? • What are you taking away from the event? • Would you recommend this workshop to your friends? • Is there anything else you would like to share with us today?"

These are the questions you can ask for the check-ins and check-outs of the day, buzz groups, final evaluations or even for reflections about local peer practice. For this training course, it will be important both to evaluate the **implementation of the training course** from your, your team's and participants' perspective, as well as to **monitor the activities that will be carried out after the training course** (the peer practice, remember the "Project Rivers"?).

Choose an appropriate tool to ask the questions below. The tools can be:

- a verbal conversation
- an online survey/questionnaire (e.g. Google Forms)
- a journal
- post-its
- a barometer
- an evaluation form
- special games
- and many more!

For **monitoring** the peer practice (local info sessions that youngsters will implement after the training course) and collecting valuable experiences, we recommend preparing an online form (e.g. Google Form). Ask participants to answer several questions after they complete their info sessions. Do not make it too long:

- Name of the person
- Organisation
- When did the info session happen?
- Where did it happen?
- How many young people participated?
- What was the topic, aim?
- Any other comments.

Share the link to the reporting form with all the participants and make a common agreement that everyone fills it in. You can also ask for a picture from their workshop that you can use later for online communication.

D7 Digital tools for learning and learning online

In these modern times of digital tools and full connectivity, we can create learning environments online and adapt this training course to a hybrid or fully online course. Take into consideration that participation and the process of creating a group is much more limited while learning online, though it can create some great benefits too:

- you can do an intercity/international training course and save on travel, lodging and food costs;
- you can involve youth that have difficulties travelling due to various obstacles, including the pandemic; and
- you can reach out to info centres and experts from all over the world to create an immersive experience online.

Tips and hints on using online tools

Moving the whole training course online means you may come across a lot of challenges while organising and adapting the training methods. We would like to introduce some tips and hints that are useful both for doing a long-term training course online or even one info session as a peer educator:

- Length of the sessions. It is much more difficult to keep people focused on a screen for a very long period of time. Make sessions shorter (45 -60 minutes) and include short breaks with some screen yoga or energisers;
- Be as visual as possible. To keep the attention of participants - especially while providing information online - use visual aid (presentations, infographics, videos, etc.);
- Balance between individual, team and plenary work. Just like in face-to-face trainings, make sure you leave enough time for discussions in break-out rooms, as well as in the plenary room;
- Ensure technical support. It always makes sense to have one person in your group who is responsible for technical support during the training course - making sure the connection works well, the camera and microphone is connected, links are shared on the chat, the online chat is taken care of, setting up the online break-out rooms etc; and
- Take into consideration that participants connecting online may have limitations on their connection data, screen size and capacity of their devices. Especially if you are planning to use data-demanding tools, make sure you have an alternative task description in a small pdf/png sized file to share with participants who cannot open new apps, etc.

Recommended tools for online facilitation

Every trainer has their own preferences on how they plan to communicate tasks and information to participants. We have prepared a list of useful online tools you can use to create an interactive experience for participants:

- Kahoot.it - interactive quiz-making and playing in teams;
- Menti.com / slido.com – interactive live surveys;
- Padlet.com - information gathering and structuring, planning, visualising tools, a “virtual wall” that you can prepare in different formats. Others can contribute to the document in real time;
- Jamboard.google.com - virtual whiteboard and digital sticky notes;
- Miro.com - a powerful virtual board with limitless opportunities to visualise information, create structures and collaborate online;
- Zoom.com / Whatsapp / Messenger / Google hangouts / Skype - video conferencing tools for hosting virtual sessions and video calls, collaborating in break-out rooms;
- Canva.com - a powerful and easy-to-use online design tool with thousands of templates for visualising information;
- and many more to discover and use in your meetings!

D8 FAQ from peer educators

After young peer educators had the experience of delivering a short info session during the training course, we collected some of their questions. Below we have prepared a short FAQ section with suggestions of where to refer to for further information. Just bear in mind that most of the questions do not have a straight-forward, single answer. This is the opinion and recommendations from the authors of this manual. If you apply your own solutions to these questions - let us know your opinion!

Resources

Where to look for new tools? (If you're not that creative)

Please refer to various other manuals and online toolboxes. You can try to google them. Several references to check for inspiration:

- EPTO, Toolkit for Quality Peer Education, 2016 (check out the entire toolkit);
- Ž.Gailius, A. Malinauskas, D. Petkauskas, L. Ragauskas, Handbook for People Working with Youth Groups (in the last chapter you will find plenty of methods);
- Salto-Youth Toolbox online (hundreds of useful tools for learning for youth work and training activities that are searchable based on certain criteria);
- Toolkit for human rights education Liaisons by ERYICA.

Where can I find ideas for activities?

If you are looking for a topic or a theme to focus on, a good referral document is the research results of the Future Youth Information and Counselling: Building on Information Needs and Trends and the Executive summary: Future Youth Information Toolbox Foresight Activities looking into Youth Information Work 2030. They give great insights on what kind of information topics young people are interested in or will be in the future. We hope this will inspire you to plan a workshop as a peer educator for your peers accordingly.

What is more, a lot of great initiatives on peer-to-peer activities are already happening in Europe. Get inspired by looking at the ERYICA Good Practice publication.

How to get permission to do a workshop in an institution?

This task will require your networking and communication skills to communicate your aims to the managers of the institutions in which you wish to implement your activities. In chapter 4 (from p.49) of the EPTO Toolkit for Quality Peer Education, you will find some good tips and hints on how to pitch your ideas to different stakeholders.

Youth Information

Where to find serious sources of information? How do you if know they are true? What should we check before giving our peers tools on the Internet?

This is a skill that you need to train every day while searching for quality information. You can check the ERYICA Guide to Safety and Quality Online, starting from page 26 for the criteria. There are two main rules you should remember: always stay critical and double-check your sources!

How to find information to provide young people with?

Find relevant resources (as you probably know, there are limitless sources for any topic out there) and choose those that are the most relevant to your planned activity. You might need to watch some videos, read some articles or manuals, listen to some podcasts, participate in a training course or even to talk to your youth information worker. Most importantly – make sure you have quality information resources.

Co-Facilitation

What if people who are helping you do not perform their duties and responsibilities? What if I'm alone and no one helps me?

Teamwork is the key word here. Learn more about the process of teams and how to make agreements between you and your colleagues in chapter 2 of T-kit No. 6 "Training Essentials".

Needs Analysis

How to know what a group wants/expects in advance? What's the least we should expect as an outcome for the group? (One new thing learnt, a changed mind)

Knowing more about the learning needs and experience of your participants is very important before you start planning the activity, but can also happen at the very beginning of the workshop. Learn more what to do in different situations in T-kit N° 6 "Training Essentials" pages 39-50.

Facilitation/Agenda/What If...

What should I do when there is a lot of time left but I have completed all the things I had prepared? (Some specific plans or games)

Have some games and methods prepared for this kind of situation (have a plan B). What is more, you can use this time to ask for feedback about the workshop, answer questions from participants or make a little questionnaire and find out what other topics these young people would like to learn about in the future.

What if the computer and projector break?

Depending on the group size, if the projector does not work – maybe you can show it on the computer screen. It is always good to have your presentation somewhere online, so you can share the link with all the participants and they can open the document with their smartphone. You can also try to use the flipchart, paper and markers and draw, writing some of the information 'live'.

What in your opinion is the ideal duration of a workshop?

It should be as long as you have useful content to share and keep participants interested in. We recommend making breaks after about 1 hour of a session (for at least 10 minutes) if your workshop is longer. Sometimes you might be constrained by a time limit (e.g. you are doing your info session at a school during a lesson, and a lesson lasts 45 minutes). Make sure you do not overload a short session with too much content.

How much preparation do we need before workshop/info-session delivery?

It really depends on your experience and how well you know the topics. If this is the first time you are doing something like this, you might need more time (several hours or even several days).

How do you know if you achieve your goal while working in a group?

The key words here are feedback and evaluation. Just ask! Read more about the evaluation part of the process in sections A4 and D5 of this manual.

How to involve everyone in the activities? What to do if a person is too shy to participate or has difficulties or even obstacles in participating? How can I involve passive people? Any tips for dealing with bored/annoying/ disrespectful/sceptical participants?

There is no right answer to this. But the main rule of thumb is that participants will be interested in the activity when the skills they have meet the challenge of learning you give to them. Meaning that if you have a very skilful and knowledgeable participant in the topic, they will simply be bored. Maybe in this situation you could refer to the experience of the participant and give them more responsibilities? And vice versa, when the challenge is too big, they will feel scared or shy about taking part. Maybe let them be, or dedicate some time to getting to know each other to allow them to feel safer? The stage at which the group is plays an important role in the atmosphere of the group. Learn more about the group development stages in the "What is a group?" section of the manual. Please refer to pages 93-97 of the T-kit N° 6 "Training Essentials" for more information.

What should I do if the atmosphere is bad and everyone is very confused? What should I say?

These kinds of situations happen quite often when the instructions are not clear enough or it is hard for the participants to follow the content. Do not be afraid and clarify the situation with the group. Several tips on how to deal with these situations:

1. Have all the instructions of the tasks visualised (written, drawn) on a flipchart or using a PPT. Have handouts, printouts to give to participants for later reference.
2. Reframe your sentences or repeat the same thing but in other words.
3. Clarify with the group and show support. Ask: "Can you follow what I am saying?", "Are the instructions/question/task clear enough?", "Are there any questions?". If the group has any questions, answer them using suggestions 1. and/or 2.

Action Planning

Can you make another/specialised workshop with the same group?

Of course. It will even help you to organise it the next time - the group members will know each other, they will already have experience in participating in such workshops, etc. That is why the next time you may not need to play a name game.

Soo...what's next? How to keep motivated to use this method, talk about different topics and organising events?

Motivation is a very broad word. You probably have your own strategies on how to stay motivated in such situations. The same will be true for the participants; the team members will be interested in preparing and delivering the activity when the skills they have meet the challenge they face. Meaning that if you have already done the same info session for 15 groups of peers already, maybe you will simply be bored. Maybe you can try to step out of your comfort zone and choose a new topic or a new target group? Another very important aspect is the connections – other people might keep you motivated because you like spending time with them. This might include your team members, youth information workers, etc. You can seek support and motivation from them – make an agreement that you keep up with each other online and have regular meetings.

After we have meetings in our home country with peers, what is the next step? Should we document the whole meeting and tell you about the results?

This will depend on the organisers of the training course. They might ask you to fill in a short survey or provide a picture. Maybe if you are from the same region, you will have a meeting and reflect on your experiences together. Ask your trainer and youth information worker about how you will proceed with the reporting.

Are the topics that we have to work on in our home country just about employability-data protection OR can we also use other topics?

These can be any topics that connect to youth information needs. The closer they are to the needs of your peers, the better. They will differ from city to town, pupil to student, country to country, younger age group to older age group, etc.

To go further

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