### Program Y



Practical Manual for Educators



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### Program Y

### Practical Manual for Educators



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#### **CARE International**

In the Balkan region, CARE International has over 25 years of experience in program implementation. During the wars and conflicts of the 1990s, CARE responded to destruction, traumatization, displacement and inter-ethnic hatred with its enormous humanitarian and rescue work across the Balkans. Since 2000, CARE's orientation has shifted to development work, and its objective in the Balkans today is to ensure that the social, economic and political rights of vulnerable and marginalized groups are recognized and fulfilled, contributing to sustainable peace in the region.

The CARE program strategy is based on two pillars: a) Socio-economic inclusion of vulnerable minorities and other marginalized groups by contributing to capacity building and improved opportunities for them, enabling them to integrate into society and gain access to their rights, b) Gender equality of the vulnerable and marginalized groups by promoting the values and practices of gender equality, diversity and non-violence, strengthening the capacity of local, national and regional actors for human rights and social justice and creating opportunities for innovation, participation, learning, cooperation and advocacy. CARE fosters partnerships with the local civil society sector and governments committed to contributing to positive change in society.

#### YMI - Young Men Initiative



The Young Men Initiative (YMI) project started in 2006 and is being implemented by CARE International Balkans and local partner organizations in Albania, Bosnia and Herzegovina, Croatia, Kosovo\* and Serbia. The project is a continuation of CARE's comprehensive and programmatic efforts to prevent interpersonal and gender-based violence (GBV), as well as to promote gender equality in the region. YMI targets young people to build their knowledge and attitudes about gender equality and healthy lifestyles and reduce all forms of violence. YMI began with small-scale qualitative research exploring the attitudes and behaviors of young men, and then over the years grew into a comprehensive program with various components aimed at young people, parents, professors, educators, students, journalists and other important stakeholders.

Over the past years, YMI activities have increased significantly, reaching more than 140 different cities/municipalities and over 720,000 direct participants through thousands of educational, advocacy and/or campaign activities. The total indirect and media reach is probably measured in millions of people.

Educational programs have always been the basis of YMI's efforts. It all started with Program M (manual for working especially with young men) based on Promundo's Program H and adapted to the Balkan context, relying on the results of qualitative and quantitative research in the participating countries. Program Y was the next step, the further evolution of Program M, aimed at mixed gender groups, and thus expanding to more students. One of the fresh approaches and ideas in the development of youth programs was the creation of the Program Y+, specifically tailored to young people at risk in the Balkans.

In addition to continuous work with young people, training for school staff (i.e. professors, pedagogues, psychologists) has been developed, accredited and implemented throughout the Balkans, enabling school staff to conduct workshops themselves and support their students and peer educators. "Be a man" clubs (BMC) are another specific strength of the program, because they are clubs of young activists with members who are students and peer educators involved in the program. BMCs are based on youth participation and engagement and are focused on the design, organization and implementation of various public actions in schools and communities, which further spread the messages and values of the program. The participatory process has always been one of the key features of YMI, and young people have always been engaged in developing new programs and campaigns.

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### Introduction

The idea for creating this practical manual/toolkit for educators is based on facilitating the process of preparation and implementation of educational workshops from Program Y<sup>1</sup>, and understanding why certain things are done in a certain way, along with a handful of practical tips collected for more than 15 years of experience of project staff in implementing workshops in BiH and the countries of the region, professors, pedagogues, teachers and peer educators<sup>2</sup>.

In the first part of this Manual, we offer a theoretical overview of the key aspects of learning in a classroom or youth organization where educational workshops from Program Y are conducted. The overview of key aspects aims to deepen educators' understanding of the factors that influence the quality of the workshops themselves. In the following chapters, we clarified for educators the terms experiential learning, formal and informal education, and the characteristics of these processes on which the workshops from Program Y are based.

The question that arises for all of us when we have to stand in front of an audience for the first time and hold a public performance, such as a workshop, is - will we be good enough and what should be done to successfully complete the task of facilitating the workshop. We gave an answer to this question through a practical exercise and an overview of facilitator skills and principles of working with young people. Before diving into the sea of practical advice for educators, we will look at group processes that are an integral part of group work and informal education and offer suggestions for what to do after the workshop is over so that our work has meaning and has an impact on young people.

The part of the Manual that we are most proud of is the overview of 35 practical tips for preparing, implementing and evaluating workshops from Program Y. These tips will guide you from the preparation process, through solving the most common problems and challenges you may face at the workshop, to the discussion and conclusions which are performed at the end of the workshop. For our educators, we have prepared tips on speech, attitude, movements, gaze, dealing with nervousness and conveying information.

Educational Toolkit Y – Youth (Program Y) is a training manual that aims to promote gender equality and a healthy lifestyle among young men and women by addressing some of the social constructions of masculinity and femininity as a strategy for building important life skills among young men and women during their transition to adulthood.

**Authors** 

 $<sup>1.\</sup> A\ manual\ for\ secondary\ school\ educators\ and\ youth\ workers\ "Program\ Y-Youth"\ is\ a\ tool\ developed\ by\ CARE\ International\ Balkans\ and\ its\ partners\ from\ the\ Western\ Balkans\ countries\ from\ the\ Young\ Men\ Initiative\ program,\ which\ focus\ on\ addressing\ issues\ of\ gender\ inequality,\ practices\ harmful\ to\ health\ and\ violence\ in\ the\ daily\ life\ of\ young\ men\ and\ women\ from\ 14\ to\ 19\ years\ of\ age\ in\ schools\ and\ the\ community.\ You\ can\ download\ the\ program\ from\ https://youngmeninitiative.\ net/wp-content/uploads/2018/12/Y-TOOLKIT-ENG-WEB.pdf\ .$ 

<sup>2 ·</sup> Words in the masculine gender about specific occupations refer equally to both the masculine and feminine genders (author's note).

### Key aspects of learning in the classroom and youth organization

In this part of the Manual, we will pay attention to some of the key aspects that are important to be fulfilled, so that the workshop-based learning process from our programs makes sense. Given that in some local communities, workshops are implemented in school classrooms, and in others as part of the organization's activities, i.e. in a youth organization setting - we adapted key aspects and examples within them for both scenarios. The aspects of learning that are listed and explained below are based on more than 15 years of experience of our staff across the region, and on the recommendations of key aspects of youth learning of the Youth Partnership of the European Union and the Council of Europe (Georgescu, 2018).

#### Good intentions alone are not enough

Although we are starting the process of working on the topics of violence prevention, discussions on gender roles, sexual and reproductive health and the abuse of psychoactive substances with good intentions, it does not necessarily mean that we will do things correctly. Especially if our approach contributes to affirmation of already existing stereotypes, gender inequality and tabooing of certain topics, such as sexual and reproductive health.

In order to contribute to a real change of attitudes and opinions, educational workshops must not be a place where we confirm existing attitudes about men and women being unequal and that this is the natural state of affairs - such as that women belong in the kitchen and men outside it, that sexual and reproductive health is not discussed because talking about this topic will contribute to encouraging young people to enter into their first relationships with a partner as soon as possible, etc.

Our work in the classroom or youth club should create a safe environment during the workshops, an environment that will allow young people to question existing attitudes, look at things "outside the box", analyze verified facts and based on this process, create their own beliefs and attitudes.

Creating a safe environment for learning as part of Program Y implies that we, as educators and facilitators, are aware of the context in which we conduct educational workshops. By context we mean understanding the following items:

- where we conduct workshops (in a school or organization and what are the possibilities and limitations of our work),
- who we work with (do we work with groups of young men, groups of young women or mixed groups; and do we have young people in our group who come from different areas/customs/nationalities),
- how long we will conduct the workshops (do we work with the same group for several years or do we have the opportunity to conduct activities in only one school year, for example),
- what are the most important changes we expect after our work (dowe cover only one area from Program Y or do we conduct a whole set of workshops over a longer period of time).

It is good to keep these items in mind during the entire work with a certain group or groups of young people, but it is preferable to analyze them in detail before starting the work itself, so that our work has meaning and results in positive changes, in addition to the good intentions with which we started the whole process.

#### Micro and macro context of learning

The learning process that takes place through the implementation of Program Y workshops, as well as other educational programs created as part of the Young Men Initiative (YMI) program, is not only focused on the aspect of the individual. The learning process is designed to include the local, but also the broader context of society, taking into account the realities we live in and examples from real, everyday life.

The workshops are created in a way that they do not cover some imaginary, abstract topics, but touch the realities in which we live - both to us as educators and participants of the program. That is why often during the discussion that comes at the end of each workshop, we ask questions from our everyday lives.

An example of questions from the first workshop of Program Y, "What is this thing we call gender?":

- How do different expectations of how women and men should look and behave affect your daily life? How do they affect your relationship with your family? Your relationship with intimate partners?
- In what ways, in your own lives, can you challenge some of the negative or unfair ways men are expected to behave? How can you challenge some of the negative or unfair ways women are expected to behave?

Taking into account the micro and macro context when preparing for the workshop – it is useful to think about how to introduce additional examples from our local community into the workshop that would make it easier for the participants to understand a certain phenomenon or some terms. Given that Program Y represents an approach that combines educational workshops with specific activities after the workshops (in the form of campaigns and other activities at the school or local community level), it is important to understand that our work in the classroom or in a local organization also has a wider, so-called macro impact on young people and society as a whole.

#### Social changes

The workshops that are implemented through Program Y, but also through other programs of the Young Men Initiative, do not deal only with individual topics, as it may seem at first glance. While learning about the various topics covered in the workshops (from violence and violence prevention to parenting), the participants have the opportunity to go through the process of analyzing the attitudes we have as a society, and question the basis on which certain attitudes arose, and whether they are correct or not. So, when we talk about violence, we also talk about how we behave when we see an act of violence, how we react, how we should react, and what society's response should be to acts of violence. The commitment to work on changing attitudes and the current state of society is one of the most powerful outcomes that the workshops lead to.

#### A long-term, lifelong process

The way in which the workshops within Program Y are designed leads to long-term thinking among the participants about the topics they go through by participating in the workshops. The learning process that takes place does not end after the workshop, but continues long after the workshop, so we can safely say that it is a lifelong process. During the learning process, participants broaden and change their view of the world by acquiring new information, knowledge, skills, hence creating new attitudes. The perception of the society around us and the world changes as we get new information and knowledge and when we start to critically observe our environment.

We can see the confirmation of this statement in the interaction with young people who went through the program and/or participated in the Be a Man Clubs (BMC)<sup>3</sup>. Often in conversation with the former BMC members we will hear from them that their participation in activities related to violence and violence prevention has led to the fact that they act much more maturely and responsibly when they see an act of violence happening, for example in the neighborhood where they live, regardless of the fact that this situation happened several years after they stopped being part of our program and activities.

#### **Heuristic process**

The heuristic process represents the approach to learning that Program Y and other Young Men Initiative programs advocate. Heuristic learning is such learning in which the individual chooses what to learn, in a practical way. In every workshop you conduct with young people, you will start from the previous experience that young people have related to a certain topic, and through the use of different methods, previous knowledge is combined with new information. Educators are in the role of facilitators – and they lead the process, but they do not tell the participants how to feel, what to remember, how to behave and what answers they should give during the discussion. During the workshop, educators create opportunities for analysis and reflection, considerations about society and how things should be set in relation to how things are now, and ultimately encouraged youth activism and active application of information and knowledge acquired during the workshops.

 $<sup>3 \</sup>cdot \text{Find}$  out more about Be a Man Clubs (BMC) at https://youngmeninitiative.net/wp-content/uploads/2020/12/02-F4Y-FactSheet-BMK-BiH.pdf (author's note).

#### Act like you talk

Educators who conduct educational workshops have an obligation to behave in a way that reflects the attitudes they want to see in workshop participants. The story that men and women should be equal does not make sense if the educator constantly tells inappropriate jokes based on images of women in the role of housewives, without any other opportunities in life and society, or if they tell sexist jokes. The story about equal rights for people of different sexual orientations does not make sense if the educator at the same time after the workshops expresses homophobic views that all people who are not heterosexual are sick people and need medical help. You can read more about this in our practical advice - the section entitled "Don't be fake".

The questioning of values, norms and assumptions that make up a large part of the Program Y workshops leads to strong emotions in both participants and educators. Participants will fully engage in this process only if they feel safe enough to do so and if they feel the environment is safe enough, full of understanding and acceptance. Therefore, creating an environment of trust and respect is the first step educators need to take in order to really engage with participants in many of the Program Y workshop topics.



### **Experiential** learning

We certainly remember that when we were little, we got burned at least once, if not more than once, because we touched a hot stove with our hand - although our parents had assured us before that this is exactly what would happen if we touched a hot surface. Only when we were really convinced of it, and felt the pain on our skin, did we learn why we should not do it and what the consequences are. These, perhaps somewhat painful memories of our childhood and first mischief are one of the best examples of experiential learning. And below we will see why and how.

For hundreds and thousands of years, people survived by learning from their experience, applying the knowledge gained through experience and passing it on to new generations. One of the most important discoveries in the history of mankind is the discovery of fire and its use for practical purposes such as preparing meat, heating, etc. Since then, we have come a long way as humanity, but we have always been pushed forward by our curious minds. Human development has taken place very quickly in the last hundreds of years, especially in the field of science and technology (Silveira, 2021). Now the question arises, what does all this have to do with experiential learning?

In order to understand new things, ideas and theories - a person can gain knowledge by reading books, attending lectures, going to workshops and the like. But only when he/she directly experiences something, then he/she creates a strong link with a certain knowledge. And that is the simplest way to define the term experiential learning.

The originator of the idea of experiential learning is the social psychologist David Kolb, who emphasized that significant learning occurs through a series of experiences (Kolb, 1984, p. 38). Kolb (1984) believed that personal experiences serve us to learn from them and understand different concepts. At the same time, Kolb (1984) emphasizes the importance of the active participation of the participants in the experience itself. In order for the experience to lead to new knowledge, it is not enough just to be physically present, but active participation is also necessary. If the individual is not actively involved in the experience, he/ she will not derive new knowledge from it.

#### **Model of experiential learning**

Kolb's model of experiential learning also consists of 4 steps, as shown in the figure below.



#### Concrete experience

In the first phase, the participant goes through a concrete experience from which he/she can later draw conclusions and insights. The concrete experience must be interactive, emotionally involving and challenging in order for the participant to be actively involved and present. The experience must be new or at least different from previous similar experiences.

For this reason, each workshop offers a slightly different experience - from the analysis of different case studies, through the analysis of written materials, to role-playing and short plays. The concrete experience in the workshops usually lasts until the moment when we start with the part of the workshop related to discussion and conclusions.

#### Reflective observation

2.

Reflective observation is essential in order to come to a realization, a conclusion, and finally something that we have learned from the experience itself.

In the Program Y workshops, reflective observation takes place at the beginning of the workshop, when we often talk about a certain phenomenon and whether we have noticed it in our environment, and at the end - during the discussion - when we talk about what we have experienced and analyze whether we can see similar phenomena in our environment.

#### 3. **Abstract conceptualization**

After the reflection, it is necessary to use analytical skills to draw conclusions from everything that emerged during the reflection. We draw conclusions from reflection we had during the experience in the first step. These conclusions are more general and can also be transferred to other everyday situations.

In our workshops, this step happens in the last questions of the discussion where we reach the very conclusion together with the workshop participants.

#### **Active experimentation**

In this phase, the participants act on the basis of previous knowledge and apply what they have learned through experience - the previous three phases. In this phase, the participants try out new ways of acting, from which new experiences emerge again, and so the cycle repeats itself.

Through Program Y, active experimentation takes place through activities after the workshops - such as campaigns, youth club, youth club activities, etc. Through these practical experiences, young people again gain new knowledge, and in this way the cycle repeats itself.

Today, the experiential learning model is one of the models recommended for the education of both young people and adults. In order to function, the model i.e. learning that occurs according to this model should go through all four stages of learning. It is recommended that individual application of the model based on different learning styles should be used. Based on this setting, the workshops within Program Y are prepared using different sets of methods in such a way that they are inclusive of all learning styles (from theorists and pragmatists to activists and observers).

Taking into account what has been mentioned so far, we emphasize that the application of workshops from Program Y will not lead to the desired learning outcomes if the workshops are not accompanied by practical activities - such as, for example, campaigns. For this reason, in Program Y you will find recommendations for youth activities that can improve the effect and learning outcomes. Also, there is an Educational Toolkit for teachers with a set of recommendations for youth activities that accompany the educational workshops of Program Y, which is available on the website https://youngmeninitiative.net.

## Formal and non-formal education

- · What is formal and non-formal education for you?
- What are the characteristics of formal and non-formal education?
- What examples of both forms of education can you think of?

List the answers to these questions in the table below, so that you can remind yourself of your initial attitudes and knowledge as you continue reading this manual.

| FORMAL EDUCATION | NON-FORMAL EDUCATION |
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**Formal education** is education that is acquired in structured education systems, through pre-school, elementary school, high school and higher education institutions. Upon completion of a certain level of formal education, a diploma or certificate is obtained, which is confirmation of acquired knowledge and skills.

Non-formal education refers to the educational process that takes place outside the formal education system. This does not mean that non-formal education is not implemented in schools, but that it is not an integral part of formal education, i.e. that it is a kind of supplement to the existing system of upbringing and education. Although non-formal education is seen as a supplement to formal education, the conducted evaluations of the effectiveness of Program Y show that the non-formal form of education can be more effective in the context of violence prevention than the traditional form of education that is part of formal education (CARE Balkans International, 2020). However, due to the fact that it is not an integral part of the official curricula of formal education, it is often part of programs implemented by non-governmental organizations, and therefore the sustainability is conditioned by financial investments and the duration of the programs or projects that finance them.

Program Y, like other YMI programs, has the characteristics of a formal and non-formal curriculum. The program contains all the elements necessary for schools to independently replicate the contents and approaches integrated in the program, and licensing/accreditation or recognition of the program or parts of the program contributes to its sustainability and puts the non-formal program into a formal framework (Mehmedović, 2022).

In the definition of non-formal education, UNESCO (2018) points out that it is institutionalized, intentional and planned by those who carry out such education. Further, UNESCO (2018) emphasizes that non-formal education is an addition, alternative and/or complementary to formal education.

In the case of Program Y, it is a program that can be licensed or accredited by the relevant ministries of education as an additional source of literature and methodologically modern approaches in the field of healthy lifestyles. These programs can be carried out as part of homeroom classes, or in extracurricular activities and student sections. While formal education offers basic information about violence, Program Y has the capacity to teach youth science-based strategies for confronting and eliminating violence.

#### **Definitions of non-formal education**

Definitions of non-formal education differ and sometimes contradict each other. Rogers (Rogers, 2005) classifies the various definitions in the following categories:

- **System:** a collection of organizations and programs that differ from the formal education system.
- **Process:** approaches and techniques of learning-teaching models that differ from those that are part of formal education.
- Concept: a concept or topic that is worth studying and working on, but that is not fully recognized by formal education.
- **Practicing:** professional activities carried out by persons who are not educational professionals, for example peer educators.
- **Set of activities:** a set of educational activities that differ from formal education with different goals or purposes or even separate from formal schooling, while being socially purposeful, and are usually considered part of a radical social transformation.

#### Application of Program Y in the light of non-formal education

Program Y can be implemented by teachers, but different implementation modalities are also possible. In some of the partner organizations, the program is implemented by peer educators as part of the regular activities of the partner organization. In some schools, the program is implemented by school pedagogues in cooperation with young peer educators. In other schools, the program is implemented by teachers or young peer educators or a combination.

Which modality will be applied in a school or organization depends on the capacity of the school or organization, the capacity of the relevant ministries, the perception of comprehensiveness and the social context. For example, where teachers are afraid of open discussion about sexual and reproductive health, young peer educators can be a quality support, because young people are trained to implement the program, respecting specific work rules and applying pedagogical methods in working with peers.

#### Criteria of non-formal education

In relation to the definition, non-formal education is determined by different criteria, with the common core consisting of:

- A student-centered approach where children and young people have an active role in learning and adapting the program to the circumstances and specifics that are in line with the needs of children and young people.
- > Flexible curriculum which allows adaptation to the context, freedom in choosing topics, freedom in adding other relevant content.
- Focus on developing life skills, changing knowledge and attitudes.
- **Participatory approach** which enables the participation of hard-to-reach, marginalized or stigmatized groups or individuals.
- Collaborative learning model.
- > Socioemotional learning.
- Creative use of educational resources.
- Participation of communities and community involvement in the program.

### **Educator and** facilitator skills

#### Question for you: What should facilitator be like?

In the box below, write all the ideas you have about what a facilitator should be like and how he/she should behave.

Later, in the continuation of this chapter, you will have the opportunity to see what all the key things are needed for a facilitator to be successful in what he/she does. Then compare the answers you wrote down below and feel free to supplement them with new knowledge. Use this part of the Manual the first couple of times when you lead a workshop to remind yourself of what you want to be and what you need to do, to do your job as well as possible.

The effectiveness of Program Y and the achievement of the set goals depends to a significant extent on the competence of those who lead and manage the educational process. Regardless of whether they are teaching staff, youth workers or peer educators, the knowledge, attitudes and skills of Program Y module facilitators are an important prerequisite for achieving the program's goals.

We use the term facilitator because the modules and activities are based on the active involvement of students in the implementation of the modules and content that are an integral part of them. A **facilitator** is a person who helps a group of people to work together, understand common goals, and plan how to achieve those goals during meetings or activities. During this process, the facilitator remains "neutral", which means that he/she does not take any position during discussions and decision-making (Bens, 2012).

The facilitator is the person who manages the educational process, guides the participant from point A to point B, ensures space and opportunities for equal participation of all workshop participants, directs discussions and other educational activities in the direction defined by the micro-organization of the workshop and the instructions available in each individual module of Program Y.

Program Y empowers young people and prepares them to effectively deal with the challenges of growing up. This can be achieved through the transformation of individual attitudes of young people, strengthening of life skills, improvement of knowledge and level of information and creation of positive peer groups that change norms and represent "new" reference groups that young people join and aspire to belong to. Given the complexity of the impact and the wide range of strategies it uses, Program Y and its success largely depends on the competence of the teachers and educators who are involved in the educational process. Therefore, it is important that the schools implementing the program actively cooperate with organizations and institutions that can contribute to the comprehensiveness of the program through additional servicing of participants and their involvement in complementary activities.

Empowering young people to understand their own emotions, to think critically about their decisions and the influences of the environment, are key action strategies. Therefore, it is essential to train educators and teachers to contribute to the empowerment of young people through their own knowledge, affirmative attitudes and the application of various learning and teaching techniques. New trends among young people and new patterns of behavior that periodically appear and become the norm require constant adjustments of the education sector to new circumstances (Mehmedović, 2022).

The constant lowering of the age threshold for entering sexual relations, increasing alcohol and drug abuse among young people, new forms of digital violence, social networks, gender stereotypes and their connection with risky and harmful behaviors, require new approaches from the educational and health sectors that would effectively respond to mentioned problems. Many teachers/professors and parents did not have the opportunity to learn about these topics during their education, nor do they have the skills to confront them. Through all its content, Program Y directly contributes to the impact on all the listed risk factors and negative forms of behavior.

#### How to be successful in facilitation?

This is a question that we will often ask ourselves, especially if we are a peer educator who is facing Program Y workshops for the first time and the approach to educational workshops that Program Y uses. To be successful, teachers and educators need to:



#### Increase the level of information and improve their knowledge.

- > Knowledge of topics and content.
- > Knowledge of effective and less effective practices of working with young people.

Each local community has its own specificities, therefore Program Y and contents that are relevant in one community may not be in another. Therefore, it is important that educators understand the local context, use available data and research on problems, health habits and new trends among young people. Contextualization of the program is the first step in its application, so teachers and educators, regardless of the topic, should bring each one into the local context.

The section on sexual and reproductive health requires additional competencies, these topics are taboo, and that people are afraid or ashamed to talk or not talk about them. Not only are these topics often taboo, but many teachers and decision makers are unaware that there is clear evidence of the positive effects of education on these topics. Therefore, it is especially important that teachers and parents understand that the program has positive effects, and that there is no risk in learning and openly discussing these topics - only benefits for their children.

Through various content, Program Y teaches young people how to recognize healthy from unhealthy relationships, how to live with more self-confidence and how to value their own opinion, without diminishing the importance of the opinions of others, how to understand their own feelings, the social-emotional aspect of sexuality, growing up and puberty, gender roles, gender identities and sexual risks. These topics can be seen as complex for discussion and conversation in traditional settings. In the context of discussions, educators and young people may face diametrically different attitudes, values and different individual vulnerabilities. Therefore, the teacher or educator should be prepared to conduct an open dialogue with and among students and help them to see alternatives and reach conclusions that are in the spirit of health preservation.

Also, attitudes among young people can differ considerably and the teacher or educator should use his/her skills to create a safe and motivating environment that allows young people to explore their own points of view through interaction with peers and possibly correct them if there is a need for it.

#### > Revise your own attitudes.

Teachers/professors and educators belong to the society in which they live, therefore it is clear that they are under the influence of cultural and other social norms that exist in their environment. For some teachers, this may influence their decision to speak or not to speak about "sensitive" topics. The mentioned norms can be a predisposition to the development of attitudes and values that contradict the contents of Program Y, and such teachers will not be quality interlocutors for young people. Therefore, it is of particular importance that teachers analyze their own attitudes in correlation with available studies and research findings, which question the importance and effectiveness of education on sensitive topics.

#### Improve your skills in working with young people.

- > Application of the collaborative learning and study model.
- > Facilitator skills.
- > Skills of interactive work with young people.

We live in a time of expansion of the information revolution where young people have access to a variety of information on sexuality, sexual rights, psychoactive substances, alcohol, youth relationships and other relevant topics. Young people most often get information about these topics by using the Internet, through social networks, by talking to their peers, and a smaller part of them get this information by talking to parents, teachers and other authorities. Because of this, young people cannot be sure that the information they receive from their peers or through the Internet and social networks is verified and correct.

On the other hand, the large amount of information available can be confusing for young people and much of this information does not offer a clear context. Teachers can support young people in sorting and identifying correct and incorrect information, and it is especially important to help young people process relevant and correct information and place it in a context that is relevant for young people (Mehmedović, 2022).

The participatory approach on which Program Y is based offers teachers the opportunity to, through interaction with students, review the sources of information they use and check the level of information, the level of understanding of the information they have and the correction of incorrect information with that which has been checked and contextualized. The teacher should help young people to learn to distinguish reliable sources of information from those that we classify as unreliable.

In the following, we will present some principles of working with young people that can greatly contribute to the establishment of a safe environment for the successful facilitation of workshops from Program Y.

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# Principles of youth work

By applying Program Y, various approaches and interventions are used in practice that directly question social norms about how parents, society, communities and the media teach boys/young men and girls/ young women on how they should behave and live their lives. Program Y, through supplementing formal education offers young people the opportunity to review and analyze the impact of gender norms on them, their attitudes, behaviors, and lives. In this way, through the application of collaborative learning and the active participation of young people in the educational process, young people are given the opportunity to express their own opinion, compare it with the views of their peers, and reach common conclusions based on discussions and accurate and verified information that is offered to them during the implementation of individual workshops.

In order to ensure a supportive and inclusive space for collaborative work and active participation of young people in interactive sessions, it is important to take into account the principles and recommendations that contribute to the development of a supportive environment for learning, studying and teaching by applying the methodology integrated in Program Y and individual sessions.

We believe that the following principles should guide your and our work with young people:



#### Respect for young people

- Listen to the young people.
- > Engage them in dialogue.
- Do not judge them.
- Be friendly when communicating with young people.
- Learn from them.

- > Respect the views of children and young people.
- > Understand and accept that young people can (and often do) have different views of the world than other age groups.
- > Young people in the 21st century are members of the digital and Z generations and have different patterns of interaction and behavior compared to their parents.
- > Respect individuality ... reject negative labeling.
- > Accept the rights of young people to freedom and equality and to be treated with dignity.
- > Promote positive ideas and opportunities for young people.
- > Rethink negative stereotypes about children and young people.
- > Be open and honest with young people.

#### Voluntary participation in workshops

- > Allow young people to choose for themselves whether they will participate in the work of the workshops.
- > Create a welcoming environment and motivational activities that contribute to the active participation of young people.
- > Inform young people about opportunities for active participation and about resources with additional information available to them.
- > Empower young people to take responsibility for the choices and decisions in their lives.
- > Enable young people to gain the right to vote, to participate in decision-making and solving issues that concern them.



#### **Anti-repression**

- > Youth work serves the well-being of all young people, especially those whose human rights are threatened.
- > Consider youth work as a means of change and a challenge to the existing situation.
- > Take positive steps to address the problems and consequences of repression.
- > Respect differences and build bridges between different groups and individuals.
- > Inform others about the language, attitudes, practices and structure of repression.



#### Confidentiality

- > Understand that young people may disclose information to people who work with young people (teaching staff, educators and youth workers) that they are not ready to share with others.
- > Before young people disclose any information, they need to be informed about the existence of any restrictions related to the confidentiality of the information given, especially in situations that might require further interventions.



#### **Ethical practice**

- > Every student is a competent learner from birth, who can be resilient, capable, self-reliant and self-confident.
- > Young people develop and learn in different ways and at different paces.
- > All areas of learning and development are equally important and interconnected.
- > Always look for opportunities to improve practice.
- > Be reliable and trustworthy.
- > Maintain the values and principles of youth work.

### What is happening with my group

Once we start conducting workshops with a group of young people, we will notice that it is not always the same to work on a topic even though the group is the same. In this chapter, we will learn about the stages of group development, so that it will be easier for us to observe the group and know what is happening with the group, and how to respond to the processes that the group and the young people within the group go through. This chapter will be particularly useful for those educators who encounter this approach to youth educational work for the first time.

In order to understand what is happening with the group of young people that we work with, we need to first understand the different stages that the group goes through. At some point it may seem to us that any further work with that group is futile or pointless because of the current problems the group is going through. This is precisely why in this manual we used the opportunity to present the different stages of group development, so that the school/ organization, as well as the teacher and educator, understand what is happening at a certain moment, and how they can react.

Recognizing phases and processes in a group is an important skill that an educator should have. The skill of the educator to feel the processes that take place within the group should be constantly upgraded and improved. A well-developed skill of the educator to recognize the processes that take place within the group, enables timely interventions by the educator or teacher, with the aim of guiding the group to use their skills and further upgrade them through educational workshops.

Each group goes through the following five stages:

- 1. Forming;
- 2. Rebellion;
- 3. Norming;
- 4. Performance; and
- 5. The final phase.

At what point the group will reach a certain stage, and how long the group will stay in that stage depends on the dynamics within the group and external influences, such as the approach of the educator/teacher him/herself.



At the beginning of the forming of the group, we have young people who are probably in that group for the first time, and many questions go through their heads. Why am I here? What will happen next? Who are these other people in the group? What will happen to this group?

Even if we work with a class within the school, the introduction of a new way of working and new topics that the students are not used to will lead to this stage in the development of group dynamics.

It is important to understand that young people are thinking about a lot of things at this moment and are probably facing insecurities and fears that their peers will not understand or accept them. Young men and women are part of such a group for the first time, and a lot of things are unknown to them. This phase happens during the first or even the first few workshops. It is for this reason that you can notice that in each chapter of the workshops, the introductory workshops are much more relaxed, and that they give the group an opportunity to get to know each other better or to get used to a new way of working, if it is an already formed group such as one class in the school.

The young people in the group are at a certain distance from each other, in order to feel safe. In this phase, young people are polite to each other, even if they do not share the same values and attitudes. On the other hand, in this phase it can happen that certain individuals humiliate others and their attitudes, in order to rise above other members of the group. In this phase, the group expects instructions from the educator on what they should do.

During this phase, the educator should actively assume his/her role: to prepare a plan of activities and provide a clear structure to the young men and women involved in the group. The educator should encourage members to introduce themselves and should work to eliminate their concerns and fears by providing a positive experience to the group. It is important to note that the educator should encourage the group to introduce themselves and discuss what their expectations are from the group and should not give their own answers and thus adapt the group to their expectations.



In this phase, young people ask questions: "Where is my place?" Who should I listen to? Why are you ordering me around? What is going on in the group?"

After the members of the group got to know each other, they feel calmer, they know the names of other people in the group, and they feel that they can express themselves more freely. The group begins to work together. Group members are now more open to expressing their opinion, which may be significantly different from the opinions of other group members. In this phase there is a need to clarify the relationship between group members.

The members of the group will more often express their dissatisfaction with the work of the group, they will criticize the behavior of other members, and the educator may find him/ herself between two fires in situations of criticism by the members of the group. People who are capable of making decisions now start to stand out in the group and can be recognized as informal leaders.

Each group member has an influence on the development of the group. Doubts may arise regarding what has been done so far within the group, what are the next steps and what is the structure and rules of behavior in the group. The group in this phase should decide to continue being together and continue to carry out activities.

In this phase, it is very important for the educator to pay attention to what is happening in the group, and to help the members identify what holds them together. The educator should discuss with the group his/her role and how the group sees what the educator should do in the future.

#### 3. Norming

The group is now more focused on the following questions: YES, we can do it! What happens next with our group?"

Members of the group now look forward to every meeting. It is really nice to see your friends and it is a shame to miss some of the meetings. The feeling that everything can be done within the group is now increasing. Communication between members has increased and everyone communicates more openly. The members of the group will sacrifice a large part of their time in this phase so that some task or idea that the group has is done.

The self-confidence of the group grows. In this atmosphere, the needs and different opinions of the members are presented more freely in front of the whole group. Sometimes it will happen that certain ideas for some campaigns and activities simply disappear, because the members of the group are more focused on the relationships within the group and friendship.

#### 4. Performance

"We succeeded last time! Let's repeat our success!" are the things we hear most often from group/club members in this phase.

The group's desire to continue its activities is unstoppable. At the same time, the group is involved in both minor and major activities. If any problems arise, the group looks for a solution together. Usually, success pushes the group forward, but failure does not discourage them either. Each member finds his/her place in the group. Members understand that each of them has a unique set of skills that complement each other at the group level. Anyone can contribute to the group. The group communicates fluently, personal and group interests are equally important. Group members take responsibility for part of the tasks, and self-organization is visible.

#### 5. The final phase

Sooner or later, in every group comes the end time. That is not a bad thing. One should be aware that young people who are involved in the group after a certain time do not have the same desire to work in the group. In this phase, it seems as if the group members have nothing left to say to each other. The level of dissatisfaction is growing, some results are not being achieved, and the blame is being shifted to individuals. This phase usually occurs during the last workshops conducted with the group.

### **Practical part:** everything we've been through, seen and learned

The primary goal of the practical part is precisely the transfer of knowledge and experiences during many years of work in the field of youth education within the program implemented by CARE Balkans. In order to better understand what the practical part of this manual provides you, before reading, you need to imagine yourself in the classroom of a school you attended in front of a class you do not know.

The following part presents only a fraction of what we've been through, seen and learned and what enabled us to implement educational workshops more easily and better. In addition, our goal is to develop at least a little bit of critical thinking in you, the readers, and to some extent break down the prejudices you may have regarding educational workshops.

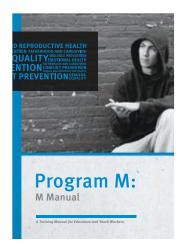
This is exactly why there is a list of chapters in front of you that you will go through in the practical part of this Manual. Before you switch to reading the practical part, we would ask you to try to give a short answer to each chapter or at least an idea of what that chapter is about. Only when you do that, move on to reading. As you read the chapters, look back at what you have written. You will see that you have probably given interesting answers in several of them that we may not have written.

- 1. Facilitation
- 2. Room setting
- 3. Rule of 1/3
- 4. Work in Pairs
- 5. Markers
- 6. **Preparation**
- 7. Short Note
- 8. Introduction
- 9. Favoritism
- 10. Who is Who
- 11. Personal Responsibility
- 12. Adaptation to the Group
- 13. Control Techniques
- 14. Questions
- 15. What if
- 16. Trust
- 17. Personal Stories
- 18. **Dominant Personalities**
- 19. Friendly Approach
- 20. Don't be "Fake"
- 21. Verified Information
- 22. To praise
- 23. Participants as workshop creators
- 24. "Chill out"
- 25. Discussion
- 26. Conclusion
- 27. Previous Workshop
- 28. React as a Human
- 29. **Energy**
- 30. Speech
- 31. Attitude
- 32. Movements
- 33. Eye Contact
- 34. Stage fright
- 35. Transmission of information

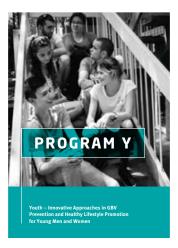
It is Monday, you are ready to go to the school where you are doing your first educational workshop. You are nervous, you have stage fright, you are not sure if everything will go exactly as you imagined it. Don't worry, everything you are feeling is completely normal. We have all been through it.

#### 1. Facilitation

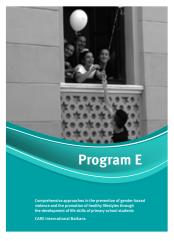
There are various techniques and manuals that can train you on how to implement educational workshops. As part of the perennial work on the "Young Men Initiative" project implemented by CARE Balkans, we used several manuals for the implementation of workshops:



Program (M) - A Training Manual for Educators and Youth Workers



**Program ( Y )** - Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women (U slučaju da je tekst dugačak, može ovo: A training manual that aims to promote  $healthy\,lifestyles\,among\,young\,men\,and$ women



Program (E) - Comprehensive approaches in the prevention of genderbased violence and the promotion of healthy lifestyles through the development of life skills of primary school stu-

#### Educational workshop



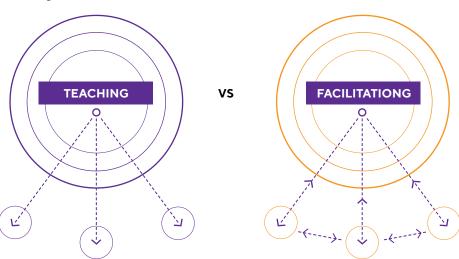
All educational workshops from these manuals are designed in such a way that they can be implemented using the **facilitation** technique.

Facilitation of the workshop is a technique of guiding the participants through the process of joint creation and active dialogue to help them achieve a certain goal together. Each workshop has a clearly defined goal. By realizing the workshop, you should bring the participants to that goal. Precisely because of this, the process of conducting the workshop should be such that you do not impose a certain position or opinion, but you should allow the participants to be the ones who will express their positions and opinions and thus enable the goal of the workshop to be fulfilled. Using a practical example, we will explain why facilitation is the preferred technique for conducting workshops:

Let's say you are doing an educational workshop dealing with the topic of violence (e.g. "What is violence"). At the beginning of the workshop, after introducing yourself, you will immediately open the topic of the workshop by offering the participants a definition of violence, explaining the possible causes of violence and the risks that violence carries. You will end your presentation by explaining to them how much better their lives will be if they never use violence and if they can, along the way, help people who are victims of violence. You can, for example, do it in just such a way and it would take you, say, 5 to a maximum of 10 minutes. The participants would probably listen to you, maybe even nod their heads in the end if you asked them if they agreed with everything you said. That would be the end of the workshop, and the workshop would not have been adequately realized.

We tell you right away that this is not and must not be the flow of the educational workshops that you facilitate. First of all, that is not a workshop, but a lecture, and it probably would not leave any lasting effect on the young people who listen to you. Precisely because of this, you should lead the process of implementation of the educational workshop so that the participants ask questions, give answers, express their views and opinions and present their conclusions in order to achieve the defined goal of the workshop. In the following chapters, we will deal in more detail with why it is so important that the participants influence the workshop to the greatest extent possible and be a kind of "creator" of the workshop.

Figure 3
Teaching vs facilitating



#### 2. Room setting

The room where you conduct educational workshops plays a big role in how an educational workshop will go and how well you will be able to reach the participants. The reason lies in the fact that the space is crucial in the context of whether the participants will feel comfortable enough to participate in the educational workshop in the right way. This would mean that they are open enough, relaxed enough, to share their opinions, ask questions, and to get involved enough for the workshop to leave a long-lasting effect on them.

Probably the most common place where you will conduct workshops within the CARE Balkans program are school classrooms, and we focus mostly on them in this Manual. However, everything we are going to tell you now also applies to all other rooms where you will conduct educational workshops. School classrooms in the Balkans (and probably beyond) are most often closed classrooms, which are square or rectangular in shape, with benches where two students sit, arranged one behind the other in several rows (most often 3).

Why do we say it is a closed classroom? Precisely because the students are all facing the person who is teaching, with the fact that they are looking at each other's backs. They have a bench in front of them, as well as other students, which represents a barrier between them and other students and the person teaching. Precisely because of this barrier, the space where you conduct the workshop must be completely open and equal for everyone, because this will allow them to feel open and equal with others. When you arrive in the classroom, you need to move all the benches to the side (against the walls) and arrange the chairs in a semicircle facing the blackboard ("horseshoe" formation). Such a setup represents a completely open space for all participants where everyone is completely equal to each other and can make contact with everyone around them.

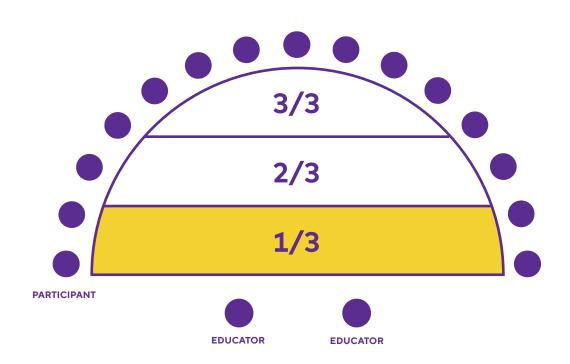
When conducting an educational workshop, it may happen that you do not have enough time (the workshop is late for some reason, and you have limited time) so you decided not to form this setting. Speaking from experience, that educational workshop will be very exhausting for you, you will not make contact with all participants, you will have a lot of problems with the control of the workshop and the activity of the participants. That is exactly why you should ask the participants to help you create such a setting (this is precisely the opportunity for the students to activate and wake up to begin with).

#### 3. Rule of 1/3

When conducting an educational workshop in an open setting, which we talked about in the previous chapter, you need to adhere to a certain extent to the rule that we called the Rule of 1/3. This rule means that you should divide the structure of the workshop setting into three thirds, as shown in the figure below, and that when you walk around the space, you should not enter more than 1/3 of the space. By entering the 2/3 or 3/3 zone, you have already turned your back on one of the participants, you cannot make contact with those participants, and in that way, you give someone else more importance in the workshop, which can reflect negatively on that person. In case you have crossed that imaginary line, you no longer have contact with those participants who are left behind, which can lead to problems in controlling the flow of the workshops, especially if you work with challenging groups. Eye contact with all participants in the workshop is also of great importance, because no one will feel neglected and excluded from the workshop and everyone will feel equal.

You do not have to follow this rule at all times, because there will certainly be exceptional situations, e.g. the group work has finished and one participant wants to hand you the paper he/she worked on; or you have the task of handing out something to the participants and you have to approach the participants who are behind the imaginary line of 1/3, etc. Also, there are situations in which you will sit down with the participants and switch places with one of them, or it is necessary to approach a participant to ask him/her not to disturb the course of the workshop (if he/she often creates a problem during the workshop). We will talk about such situations in more detail in the chapter Control techniques.

Figure 4 Rule of 1/3



Notes. The figure shows the rule of 1/3 use of the classroom space, which enables more direct contact with the workshop participants.

#### 4. Work in Pairs

Educational workshops should always (preferably) be done in pairs.

Each workshop will be easier, more interesting and will achieve better results if implemented in pairs, and not by only one person. In addition, there are numerous advantages of working in pairs, such as:

- > While one person asks the questions, the other can write the answers on the board or flip chart;
- > Two educators always hold the group's attention better than one;
- > If the group is challenging, one of the educators can approach the participant and ask to join the workshop, without interrupting the part that is currently being implemented;
- > If one educator forgets or has a mental block on a part, the other can always continue, as if nothing had happened;
- > If one person is having a stage freight or is afraid of the workshop, it will be easier for s/he to relax if there is a partner;
- > In group work, two people can help several groups at once;
- > Two people are more prepared for a workshop than one person;
- > The workshop will be much easier for you if you do it in pairs and agree in advance who will work on which part of the workshop structure;
- > When arranging the clasroom setting, you can prepare everything more easily and quickly;
- > When preparing the workshop, you will prepare faster and better as a couple;
- > The group will be much more sympathetic to you when you work in pairs, because they are used to working with only one person (one teacher per class).

#### 5. Markers

Given that educational workshops represent an interactive environment, it is necessary to adapt the accompanying materials. That is the reason why we are talking about the importance of the markers you use in the workshop. We know and understand that carrying many materials (in accordance with the required materials from the workshop structure) to a school requires a little more effort but believe us that the effort will pay off. Students are used to writing things on the blackboard with white chalk at school, which is usually very visually boring. This is exactly why you need to change what they are used to and use flipchart papers to enhance visual parts of the workshop.

On paper, you should always write with flipchart paper markers, which can be of different colors. Most of us are visual types, we like colors and remember things that catch the eye more easily. In the workshops, facilitators will write, but also will participants during the group work or some other part of the workshop. Markers are, of course, made in a wide variety of colors, and different colors can mean different things. A well-known classic is to use a black marker for writing and a red one for underlining, so that is the minimum of two colors you should use. In addition, there are blue, green and other markers of different colors, which we recommend making that visual part of the workshop as interesting as possible (highlight, underline, draw objects and make that visual part as highlighted as possible).

Markers do not have to be used only for writing, but also for pointing, directing, and as ceremonial talking sticks. Ceremonial talking stick is a technique in which you as an educator introduce a rule that anyone who owns that stick can speak, while other people have to listen to that person. It is a good technique for personal stories, discussion, group control technique if the group is challenging, etc.

#### 6. Preparation

As part of the preparation for the educational workshop, it is important that you pay attention to several key points.

- > The topic of the workshop
- > The target group of the workshop
- > The time available for the workshop implementation
- > The material you have at your disposal for the workshop implementation
- > Educator with whom you will work in pairs

With regards to the workshop topic, we recommend going through the complete workshop from the Manual at least several times and preparing and implementing it accordingly. Obtaining the theoretical background and concrete examples from life does not have to come only from the Manual. The preparation of the workshop also does not have to come only from the Manual. You can consult with your Program Coordinator and other educators about additional materials (in addition to the Manual) from which you can get adequate preparation for the workshop. And most importantly, do not underestimate the preparation and go to the workshop unprepared. Speaking from experience, your preparation for the workshop should not take less time than the total available duration of the workshop. This means that you cannot get ready in 5-10 minutes for a workshop that lasts for 45 minutes. If you do so, the workshop can go in the wrong direction.

The target group with which you are doing the workshop should be in accordance with the recommendations from the Manual. Otherwise, it will be necessary to adapt the workshops, and for that you need professional consultation with the Program Coordinator or competent person for implementing the workshops. Do not change the workshop "on your own" or make corrections without consultations.

Each workshop has a recommended duration which is usually written at the beginning of the workshop. If that time is available to you, prepare the workshop accordingly. If you are limited in time, as is often the case in schools, prepare the workshop in accordance with the available time. Perhaps for some workshops it will be necessary to leave out or shorten some parts, so that the workshop achieves the maximum effect in a time-limited implementation. And in this case, do not make corrections without consulting the Program Coordinator or the person responsible for the implementation of the workshops.

Within the structure of the workshop, there will be a section most often called the required materials. You need to prepare these materials and take them with you to the workshop. Sometimes it will be necessary to prepare something on these materials before coming to the workshop (write something on flipchart papers or case study papers).

The educator with whom you do the workshop plays a key role in how the workshop will be realized. Never divide the workshop in half so that you do the first part, and the other educator does the second part or vice versa. That is not a good approach. Rather, practice the workshop together in such a way that each of you leads some specific part, and the other educator joins in and helps in that part. That way, you will do everything together and it will be much easier for you, and more interesting and useful for the participants. There will always be educators with whom it is easier to do some workshops. We recommend that you always strive to have similar or the same educators with whom you will do workshops in one cycle of workshops. This is because the certain group or class will remember you from the start, and therefore you will build trust more easily with them.

#### 7. Short Note

Our advice is that for the workshop implementation, you have short notes about the workshop structure somewhere within reach. It can be in the form of a Manual that you work on or a workshop preparation that you have made for yourself. You will not make a bad impression if you have notes somewhere on the side and sometimes check which part of the workshop is next. Of course, do not hold it in your hands non-stop and read from it, because that will certainly not leave a good impression on the participants.

## 8. Introduction

When you come for the first time in front of a new group or class, with which you haven't worked before, it is very important that you clearly present yourself and where you come from (organization, institution, etc.). Sometimes, participants were absent from the previous workshop for justified reasons and joined the group/class later. It is very likely that their colleagues have already communicated who you are, but regardless, take a few minutes to reintroduce yourself to them. It is always very desirable to have the part about getting to know the participants, however, there are situations where you have to do it in a different way. If you are working with a group in a seminar, of course you will have an introductory part by using various getting to know each other games. However, when working with a school class where time to get to know each other is very limited, do it in a slightly different way.

Since your goal is that every person actively participates, every time someone speaks or comes forward to say something, first ask him/her his/her name and only then let him/her say what he/she wanted to say. In this way, you will give each participant extra importance. Make sure you remember the name of that participant (there are a lot of participants, and it is not easy). You can ask the participants to write their name on a post it and stick it on their clothes, in the visible place during the workshop.

The simplest way is to ask the participants to introduce themselves in the circle by saying their name or by writing their name on a piece of paper and placing it in front of them. If you were to use some introductory exercise that would certainly last longer than 10 minutes, then you would be using too much of the time that is available for the workshop implementation. With some workshops, it is possible to get acquainted during the workshop itself, because the workshop allows itself contains that structure. Do not ignore the power of getting to know the participants and knowing their names. That will surely mean a lot to you with them in the following workshops.

### 9. Favoritism

We have introduced part of the favoritism of the participants because it represents a very delicate part of the workshop implementation. Considering that you will be working with a large number of different young people, it is natural that you will have your own, let's call him/her, favorites within the groups. These are usually young people who are the best at the workshop, are the most active, give the best answers and help you to make the workshop go smoothly. That is not a bad thing, it is good to have such allies in groups.

However, excessive favoritism of a participant can have a negative impact on other participants, so that they feel neglected, cannot express themselves or decide not to participate at all. This is precisely why we advise you to be very careful when favoring participants and to treat all participants equally and with respect. Try to actively involve as many participants as possible in the workshop. Of course, not all characters are the same and they will never be equally involved, but regardless, you should strive to make everyone feel equally valuable in the workshop and that they can say and ask what they want on a completely equal basis with others, at the moment when it suits them.

### 10. Who is Who

Before the workshop itself, you will receive information about the participants you work with. This information can come from the Program Coordinator or school staff, if you work in a school setting. No matter how detailed that information is, you will never know everything. It is impossible to know everything about everyone, even if you get all the information over time and/or young people open to you that much to know them completely. Therefore, be careful not to form opinions about who they are. You must give everyone an equal opportunity to express themselves, share their views and opinions, and make decisions for themselves. You will not always be aware of the impact you and workshops have left on young people and their lives.

## 11. Personal Responsibility

Being an educator and working with young people directly carries a certain responsibility, both towards yourself and towards young people you work with. You need to create an environment where young people have the opportunity to take responsibility for the choices and decisions in their lives, and to live up to the responsibility they have taken. The workshops allow the participants to gradually take more and more responsibility for their learning by discovering what they need to learn. You are there to provide them with a learning environment that will contribute to that, not to force them into something they do not want to be. They are there to discover themselves and be ready to take responsibility for their actions and decisions.

The overall effect of the workshops will be realized only when young people safely pass from childhood to adulthood, in which they make decisions that will not endanger themselves and other people around them.

Remember that the responsibility does not lie only with the leaders of our countries or those who are appointed or elected to do a certain job. Do not shift your responsibility to others. Responsibilities are found in each of us individually.

## 12. Adaptation to the Group

When you come to a new class for the first workshop, most often you are a new and unknown person to these young people. Such a situation brings both advantages and disadvantages. The advantage may be that a teacher handed over a class that students are not in the mood to listen to at the moment, which you changed the classic teaching atmosphere in the class and came up with something completely new. The disadvantage for you may be that you are a new person that they have yet to meet. Maybe you are different from that group, you have different attitudes, opinions, values, you dress differently, you have different social topics, occupations, etc. All those disadvantages, as we called them a moment ago, should be transferred to your advantages.

The right way to do this is to conform to the group, but in a good way. Our advice is to:

- > Always speak so that everyone understands you (clearly, distinctly and without foreign words and phrases)
- > Do not stand out with your clothes (be similar to the participants you work with)
- > Use only those expressions and phrases that you are sure they also know (sometimes use their parlance, such as various slangs, in order to get as close as possible to them)
- > Do not impose attitudes and do not force anything (young people are often pressured by society), give them the opportunity to relax and be themselves)
- > During the breaks from the workshops, talk to them about various topics (what music they listen to, where they go out, what they like to do in their free time, what sport they play, what movies they like to watch, etc.)

When we talk about adapting to the group, the most important thing is not to pretend, because young people will very quickly recognize that you pretend, and you will lose them there.

Finally, we will give you an example that happened to one of our educators, which is an example of how clothing can endanger the workshop and create a barrier with the participants. An educator who conducted workshops in a technical school was also an actor in a student drama theater. As their play was coming up soon, they had a rehearsal in which he played a gentleman (we won't go into details not to reveal his identity). After the rehearsal, he had very little time until the workshop, so he decided to go to the workshop with the clothes he was wearing at the rehearsal. The clothes he wore then were a jacket, a white shirt, shoes, ironed trousers and a hat that he carried in his hand. This is an example of how not to dress for a workshop at a technical school, where almost all the participants were dressed in tracksuits. A barrier was immediately created that was difficult to overcome, because the participants perceived that educator as a new teacher, and that is definitely not how you want to present yourself.

## 13. Control Techniques

Each group of young people you work with brings certain challenges. It will almost always happen that there is at least one person of a challenging nature who will try to give you a headache in various ways. Precisely because of this, we will give you a list of the most common problems that we have encountered and the potential solutions that we have applied. Firstly, we give you a list of potential problems in the workshop (see below), so we would ask you to take a piece of paper and a pen at this point and write at least one solution for each potential problem (the way you would solve that problem). When you are done with the list, look below at some of the potential solutions we have applied (maybe something matches). This exercise will show you that there are countless solutions to every problem and that no problem is too universal.

#### Potential problem:

- 1. He/she constantly talks to the friend next to him/her and disturbs the workshop
- 2. He/she interrupts others and doesn't let anyone finish the sentence
- 3. No matter what question you ask, no one gives a single answer
- 4. He/she uses the phone thinking you can't see
- 5. He/she makes offensive comments (swearing, yelling, etc.) at the workshop

#### **Potential solutions:**

You can apply these approaches to all problems written above:

- > If a participant is not involved in the workshop at all and is still causing you trouble with the rest of the group, try to include that person in the discussion. Give him/ her some assignments (to write on the blackboard, flip chart) by playing a game where that person is your partner (give him/her meaning).
- > If the group is problematic by having one or more people trying to cause trouble, share a personal story related to the topic and ask if anyone has had a similar experience. In this way, you will let participants know that you have had similar experiences to them, and they will be able to identify with you.
- > What is very important with various group control techniques is that no one from the group should be excluded from the workshop. In school classes, there is a clear rule (extracted from the school rule book): if you cause a problem, you leave the class or you get a lower behavior grade, you are given the task of answering unprepared or you go to the pedagogue, principal, psychologist, etc.

These are solutions that you cannot and must not apply. You simply need to set an example for your peers. They should understand that you are there for them, that you listen and hear them, and at least try to understand them. Furthermore, this is the best way to solve any problem, because this way the participants will identify with you and ultimately look at you as a trustworthy person.

- > If the participant uses the phone secretly, which is also not in accordance with the rules of the workshop, remind them of the rules that apply to everyone. It is even better (if you have time) to ask them to define the rules within a few minutes. Then the rules become more valuable and clearer, and they follow them more easily. When you work in schools, it is much more difficult, but it is enough to refer to the school rules (which you should know, at least the basic ones).
- > If you happen to constantly ask questions and no one answers, there are several reasons for this:
  - Participants are shy and do not feel comfortable answering: In that case, you
    offer one answer and then ask someone else to give another answer. Tell them
    that there are no wrong and right answers, and no stupid answers, because
    here all answers are equally respected.
  - Participants do not feel like talking about the questions you are asking or simply do not understand them well enough to answer: Try to see what is appealing to them. Maybe the questions are unclear and vague, and you need to simplify them.

## 14. Questions

You must have heard by now that there are open-ended and close-ended questions.



**Close-ended questions** are questions to which the answer is predefined in one (e.g. with yes or no) or a few words. These are questions like: Are you okay? Do you think men and women are equal?



On the other hand, **open-ended questions** offer the possibility to give longer answers to the questions that contribute to the discussion and active critical reflection during the discussion. So, if we take two examples from close-ended questions, we could ask these questions in the following way: How do you feel? What do you think about equality between men and women?

We use open-ended questions in discussions, and they offer us a greater opportunity for further discussion. We should not avoid close-ended questions either - we use them as an introduction to open-ended questions that may follow later. For example:

- > Are men and women equal? close-ended question
- > No
- > Why do you think so, on what basis can we conclude that? open-ended question

### 15. What if?



### What if nothing turns out the way I imagined? What if I get confused? What if I get nervous?

These are all unknowns for which there is no single answer, but you can prepare for them before coming to the workshop.

As we have already emphasized several times, every workshop is different because we work with different groups and therefore, we have to be prepared for every what if situation as much as possible. You will have your own plan and preparation for the workshop, but that does not mean that the workshop will go exactly as you imagined.



#### What if the workshop goes in a different direction than planned?

In that case, it is very important to follow that direction and return the flow to the initially planned path or to continue in the new direction. For example, some topic appears in the discussion and leads it in another direction, and you think that it can be very useful and interesting for the participants: do not stop the discussion immediately. Be aware of the available time and end the discussion with some conclusion, before returning to the initial topic. E.g. there is a discussion on What drugs are topic, and you tackle topic of Violence, which is strongly related. In that case, follow the discussion and continue in that direction. If the topic goes in a direction that you don't think is important, then use one of the discussion questions to get back to the topic you were talking about.



#### What if I have great stage fright?

Having stage fright at the workshop is completely normal and you should not worry too much. It just means that you care about being the best you can be at what you do. Good preparation of the workshop is an excellent remedy against stage fright. Be prepared for the workshop, both for your sake and for the sake of your partner, because it may happen that he/she has greater stage fright than you.



#### What if I forget the course of the workshop?

That is possible, too. You have prepared well, you know how to do everything, and suddenly, you can't remember what's next. To prevent this from happening to you, always have either the Manual or at least the workshop structure printed out which can help you to remember what comes next.



#### What if one of the participants gets sick during the workshop?

There is a large number of participants you will be working with, and you cannot predict such situations. It is important that you react immediately, call for help and provide help in accordance with the situation. Do not panic, calm yourself and other participants.



### What if the class is very problematic?

A problematic class does not necessarily mean a bad class. Maybe the class that wants to help themselves and the way the students behave is just the way they are trying to get to you and want someone to notice them (because they don't know any other way). Use that knowledge to your advantage and involve them as much as possible in the workshops, give them some responsibility or task and thus turn them into your allies.



#### What if I find out that there is a victim of violence in the class?

For these cases, the most important thing is to contact the person responsible at school and talk to that person in confidence. He/she is trained to know what to do in that situation and what measures to take. That should be the first thing you should do after hearing about such a situation. Of course, it is very important that this information remains confidential and not spread further.



### What if none of the participants take part in the workshop activities?

The class you work with is quiet, withdrawn, uninterested. Maybe they had very hard classes before that, maybe it is their first class in the morning shift so they're sleepy... Don't worry about it, because in such situations it is important that your energy is the one that will enable them to move. Use a game to get them going (see examples of "ice breaker" games or team games). As soon as the participants get a little bit engaged, it will be much easier for them to get involved in the workshop.



#### What if the time I have available is not enough to complete the workshop?

The recommended time for conducting the workshop is always given to you in the workshop structure itself. Most often, that time is longer than 45 minutes. The workshops that you will do at the school are limited in time to exactly 45 minutes. If we take into account the time until the class starts, rearranging the classroom for workshop purposes, you have about 40 minutes at your disposal. That time is often quite insufficient for the workshop to be done in an adequate manner to cover all segments of the workshop.

That is why time-planning is important during workshop preparation as well as time management. If you see the need for a workshop to last longer or to be continued, discuss it with the class and then with your program coordinator. Each class is different and has different needs, and that is why you listen to their needs and treat them in such a way that you cover in detail the topics that are more important to them. You will have a plan for the cycle of workshops in which you need to cover certain topics, but that plan does not have to be universal and the same for every class.



# What if the participants want to talk about some topic at the next workshop, and that topic is not planned for the next one, or at all in the current cycle of workshops?

This question is a continuation of what we wrote about in the last "what if" question. If the class or group you are working with expresses a desire to talk about a certain topic that is not planned in the workshop cycle, you need to discuss it with the Program Coordinator who will decide whether a workshop should be added to the planned workshop cycle with that specific class.

## 16. Trust

When we talk about trust, we usually mean how much the participants of the workshop can trust you as educators and have confidence in you. We know very well that trust is built over time, hard to gain and maintain, and very easy to gamble and lose.

In order to build trust among the participants, you need to introduce the "4 walls" rule during the first workshop. This rule means that everything that is said in the workshop stays there. That rule applies both to you as an educator and to the participants. Although it is easier said than done, it is important that everything that happens in the workshop stays in the workshop. There will be situations that will tempt you.

These are situations in which one of the participants will stand up and say, e.g. "I am a victim of violence" or "I was bullied a few days ago by my friend" and the like. If something like this happens, then in that case it is necessary to consult with your superior and in cooperation with the school, further steps will be decided. It is very important that you do not do anything on your own, which could endanger that person or betray that person's trust. These situations are not at all easy and that is why it is very important to consult. This consultation does not represent a betrayal of trust, because it is the natural way to solve the problem. Of course, if something like this happens during the workshop, the participant must be allowed to share as much as he/she wants in the group, but be sure to pay attention that the group does not misuse these facts against the participant. After the workshop ends, you will approach the participant and offer him/her talk to primarily provide him/her with support and understanding. During the conversation, try to collect enough details, which you will share with the Program Coordinator in confidence, in order to properly address the violence that the participant went through. These details include information about who is the perpetrator of the violence, how the act happened, whether there are witnesses, and what has been done about it so far.

By properly applying the "4 walls" rule through a certain cycle of workshops and going through different topics, you will slowly build the trust of the participants, which is a key to achieving the results of the workshops.

## 17. Personal Stories

When you look at the structures of the workshops from the program implemented by CARE Balkans, you will see that, not so rarely, there are some personal stories in the case studies (at the end of most workshops). They are most often written in such a way that they represent universal stories that most participants understand and can identify with. They are there to start a discussion about the problems discussed at the workshop, but more importantly to encourage participants to share a personal story.

Getting to that moment is not so easy. It will depend on the character of the participants you are working with. Some participants will do it very simply and without hesitation, while some will need a lot of effort and work to hear it from them. Both are equally your target group at the workshop and should be treated equally.

The way you can encourage participants to share their personal stories and start a discussion and process of change regarding a particular problem is to share your own personal story. Our advice is to be prepared for each workshop, by having at least one personal story in "reserve". That story does not have to be strictly yours, but you can say that it happened to someone you know, a friend, etc. In the same way, you can give participants the opportunity to tell the story they heard, which does not have to be strictly theirs. They may share their story, but they won't present it that way. Personal stories are not easy to share, so you should be careful with it and not force it, if at first you see that there is still no need for it. Just be patient.

## 18. Dominant Personalities

Every class or group has at least one person who can be called dominant. That person stands out for some of his/her qualities, whether he/she is the loudest, talks the most, asks questions, causes the most problems and disrupts the workshop, others imitate and follow him/her, he/she is a role model (good or bad) for them, etc. A dominant person is someone who may seem more powerful, successful, influential or noticeable than other people in the group.



Dominant personalities in all the groups you will work with represent your potential best allies. With these people, it is crucial that you gain their trust as soon as possible and win them over to your side.

In the workshop you facilitate, it will happen that there is that one person (or more) who talks the most and causes you problems during implementation. Think carefully about why this is so. It may happen that this is the way that person is trying to reach you, because he/she does not know the way and techniques of how to express a certain problem that he/she probably has. Maybe it is a cry for help because he/she does not know how to reach you or anyone else. You should transfer these people to your allies and never exclude them from the group. Have them help you during the workshop, so that he/she writes or takes notes while you question the group, or vice versa, give him/her some tasks to do. Show a little more attention to that person in order to win them over as an ally, but don't neglect the other participants because of that person. Consequently, this can have both a positive and a negative effect. We will talk more about this in the section called Favoritism.

Perhaps the most difficult part of the workshop is identifying whether a person is dominant or just trying to be. It will be up to you to judge that and act accordingly. You always consult about such matters with your partner with whom you do the education, other peer educators and the program coordinator.

## 19. Friendly Approach

In this part, a very important question arises: How to approach participants during the first workshop?

Workshop participants are of course not your friends. It can happen that there are people in the group that you know or have met somewhere, while in most of the cases they are young people that you don't know at all. When you work in schools, school staff can prepare you with information about who you work with and what the class structure is like. That information should certainly be accepted, but you must not fall into the trap of treating someone differently just because you have received certain information about him or her. You should treat each participant with respect and equally.

At the beginning of each cycle of workshops, with a new group you need to build an approach that should create a friendly atmosphere among the participants. That atmosphere should be pleasant and relaxed. Imagine that you are having coffee with your friends, and you are talking about certain topics. This is precisely the atmosphere and approach that should be applied at the workshops. In such an atmosphere, the participants will feel comfortable participating, sharing their opinions and views. Such an environment enables the creation of changes foreseen by the workshops. Creating such an environment and atmosphere represents a friendly approach that we want you to achieve with the participants, because a friend is trusted and when a friend advises you, you will certainly listen to him/her or at least think very carefully about what he/she told you.

### 20. Don't be Fake

Each workshop has a specific theme that each person can identify with in some way. "Don't be fake" is a principle that we have established well through working with young people and lessons that educators have felt on their own skin. No one is perfect, we are humans, and we make mistakes, but we are here to try and correct our mistakes.

We will use examples to explain what we mean. Let's say that you did a workshop on drugs in one of your local schools, and in some part, you talked about nicotine, or rather cigarettes, and you concluded together with the participants that cigarettes are bad for the health of young people for many different reasons and that you also don't smoke and think it's bad. After the workshop finished, there was a break for school recess, where you and the participants went outside for a break and lit a cigarette. It is a classic example of false attitudes, because you said one thing at the workshop and a few minutes later did exactly what you were against. There, trust has already been betrayed and the participants will trust you much less in the future. Another example could be that you were doing a workshop on violence, and then you got into a fight somewhere and the participants found out.

There are many examples of how not to be fake, but once you come across as fake in your attitudes that you hold in the workshop and the attitudes that you have outside the workshops, you will lose those participants. They may not even tell you, but a good part of what you did with them falls apart.

Problematic groups, with whom you will certainly also do workshops, used to be often tricked and someone was fake towards them. Don't let yourself betray their trust in any way. It is also the best way to achieve the maximum effect of the workshops and ultimately help someone who really needs help.

### 21. Verified Information

For preparing educational workshops, you will use the related Manual which explains their implementation. Each workshop has its own structure and provides specific resources to help you better prepare for the workshops. However, there is no manual that can prepare you for a variety of questions from young people to which you don't know the answer to. It is very important that you don't answer questions which you do not know, or you are not sure of, until you are 100% sure. Any information that comes from you to the participants can be taken seriously, and therefore it is always better to write down the question, double check it and give the answer at the next workshop. Feel free to say so to the participants.

Also, if you are sharing some statistical data, it is important that you know the reliable sources from where you are giving that information. Participants will very rarely ask you for sources, but if those sources are outside of the Manual, you need to know them. Otherwise, avoid sharing non verified information. This is also the main conclusion of this chapter, which is to share only information that is 100% accurate, safe and verified, and for everything you are not sure about, first check it thoroughly, then share it with the workshop participants.

# 22. To praise

Every person likes to be praised. It is a very pleasant feeling, and we feel good every time we hear a compliment about ourselves. This part talks about how you should treat the participants during workshops when they express their views and opinions.

We will now give you three examples, and you should think how you would react to such attitudes (read each attitude and take three minutes to think and write the way you would react, and only then move on to the next attitude):

- > Attitude of student 1: "Psychological violence is the worst form of violence, to me it is worse than physical violence."
- > Attitude of student 2: "I hate people who pretend to be cool, when they're not, I'd beat them all up."
- Attitude of student 3: "Every weekend when I go out with friends, I drink as much as I can and I don't think there's anything wrong with that, I really like it."



Below you can find our strategy and how we would react, i.e. how we reacted when we were educators at the workshop. Regarding point number 1, the participant expressed a correct point of view, and we praised him/her with the words: "Yes, you are thinking well because psychological violence is violence that can leave more lasting consequences than physical violence". The participant felt good after we gave the praise, and it further encouraged him/her to share other views and opinions.

With attitude number 2, the participant gives an attitude that may not be his or hers, but just something that society likes to hear. We said: "Okay, you think so, but please explain to us what specifically annoys you and why you have that opinion." After we would have a deeper discussion with that person, but also with the whole class which would lead to the conclusion. The conclusion would explain that that behavior is just a form of frustration, due to the fact that this person was not noticed in society, and this was only one way to make him/her noticed by someone. Through the workshops he/she participated in and became very noticeable for his/her activism at the workshop. If we had reacted immediately and e.g. said that it was a very bad opinion to which we don't agree, we would have lost him/her immediately.

With paragraph number 3, there was a similar case as with paragraph 2. Participants often say things they don't mean, but what the environment around them thinks. A common opinion has been created that such things are "cool" and desirable in society and that they must prove themselves in front of society in such a way.

We advise you to listen to each participant and have patience with him/her and do not stop them from speaking if they expressed a point of view that you do not like. Encourage them to talk to get to the bottom of what may lie behind such an attitude.

## 23. Participants as workshop "creators"

The first cycle of workshops begins in a new school where you have not worked before. You will do the same workshop that day with three different classes. Each has approximately the same number of students and a similar ratio of boys and girls, and of course, they are of the same age. The topic you will cover in the workshop is the same for all classes.

After completing the workshops, you realize that each workshop was different, it had a lot of similarities, but the discussion was different, the answers given by the participants were similar, but each class had some new answers that you didn't hear that day from participants from other classes.

What we want to convey to you in this chapter is that every workshop will be different, although the topic as well as other mentioned factors are the same. Workshop participants are precisely those who create each workshop. With group work, you will always see some new things, the discussion will never last the same time and will have its similarities and differences when compared to each other. Brainstorming will be different, the conclusions will be similar, but each will be special in its own way. If every workshop was the same and universal, it would mean that it probably didn't go well, because you got dishonest answers from the participants, which are usually the socially desirable ones.

Another reason why the participants create workshops is that there are different needs of the participants that will lead to some topic being discussed more and some less. Follow the needs of the participants and what is important for them, but do not fall into the trap of socially accepted answers and conclusions. That will not leave a sufficient mark on the participants, but only enable the workshop to end as quickly as possible, and that is certainly not your goal.

## 24. Chill out

It will take time for a group to get to know you as well as time to achieve the trust and friendly approach we already mentioned. Participants will test you in various ways and try to see to what extent you can tolerate some of the opinions, especially in the first workshop.

At that moment, it is very important to remember the phrase "Chill out" that we are talking about now. Over the years of working with various groups of young people, there have been

many situations in which we had the need to "chill out" about some attitudes that young people expressed at the beginning of the workshop cycle. This does not mean that we pretended not to hear them or that we accepted them when they were very bad, but that we allowed them to explain to us why they expressed those thoughts.

We will give you an example: We have implemented the workshop titled "What is This Thing We Call Gender". During the workshop, participants have been giving various suggestions on what are the sex and what are the gender characteristics of men and women. If you are familiar with that exercise, you know that at the end, we swap the characteristics written on the flip chart for a man and a woman, and then we discuss which characteristics can be the same for a man and a woman. The first impression of young people is immediately that it cannot be done. During the swapping, they immediately said that it is not normal, that such a man or woman should not live or even worse than that. If we had said at that moment that this was not true, that their attitude was not right, we would have immediately lost those participants. It was just a provocation, usually due to the ignorance of the participants, and we immediately started to talk about various characteristics and see if something really works or not. And this is where participants begin to understand what gender and sex are and what they can and can't do.

This is just one of many examples over the years. Young people, especially in the period of adolescence, are not listened to enough, are often played by others and have trust issues. This is precisely why they should be given a chance to say what they think and to discuss their opinions. You are there to create a safe environment for them where their opinion counts and where they can be heard.

### 25. Discussion

The discussion is an indispensable part of every workshop in which participants clash their views and opinions and try to solve a certain problem and answer questions.

Here we will additionally emphasize the benefits of discussion that you should try to take advantage of and the traps that you should not fall into when it comes to discussion. During the discussion, it is very important to allow each of them to say something, ask and discuss with the group. This is the part where most of them can relax and come up with the words to express their opinion and position on a certain topic. The discussion will allow you to come to the conclusion of the workshop later, which is the final goal of each workshop.

A big trap you can fall into when having a discussion is to overdo it or make it too short. Considering that you will be very often limited in time, you should be careful here. If participants have exhausted the topic and you see that this is it (everything has already been said), there is no need to use all the available questions from the section of suggested questions for discussion.

If the topic is exhausted and enough has been said, move on to the next part of the workshop. You also do not have to strictly use the available or prepared questions if during the discussion some other questions are already asked by the participants. Furthermore, it may happen that you notice the need for additional questions, in order for the discussion to develop in a specific direction. It is very important to be 100% involved during the discussion and follow participants' answers and in which direction discussion is progressing.

You are there to lead it and you decide how long the discussion will last. Our advice is that it should last until you have enough material to conclude the workshop later (although it may not be the next part of the workshop according to the plan). Remember the things that were said and repeat them later. In this way, give participants additional motivation to get involved a second time, and you can expect much stronger effects of what they say to each other at the workshop in the form of opinions, attitudes and even advice. Another trap you must not fall into is that the discussion takes too long and takes over the entire workshop. If the entire workshop turns into a discussion, the participants will not only lose interest in this, but also in other workshops within the cycle. Once again, we emphasize that it is very important to follow the flow of the discussion and available time.

### 26. Conclusion

One of the main goals of the workshops is how to end the workshops, i.e. how to draw a conclusion. Within the program that you use as preparation for the workshops, conclusion of the workshop is often given at the end. This certainly does not mean that when the workshop comes to an end, you need to read that part to the participants and thus end the workshop. The conclusion leaves the greatest impression on participants when they come to it and present it. Experience tells us that during each workshop, from the very beginning to the end of the workshop, at least a few good conclusions are reached by participants. It is up to you to follow and remember these conclusions and to present them together with the participants again at the end.

Allow participants to say again what they said or to draw some additional conclusion about why we went through all this together today. You can also use their words by saying: "As Lena said, Luka said, ...". Only when the conclusion was reached by participants, they get the most out of the workshop. Their conclusion will resonate much more clearly, loudly and strongly with the participants than if you had just read or said what you think the conclusion of the workshop is.

An additional tip for you is to try to conclude the workshop without saying the following sentence: "Today's conclusion of the workshop is ..." or without saying the word "conclusion". If the workshop lasts 45 minutes, you will need up to 5 minutes for the conclusion. It comes at the end of the workshop, it is quick, clear and impressive, and leaves the biggest impression on participants before they return to their further duties, go on a short break or move on to the next workshop.

## 27. Previous Workshop

When you come to the workshop for the second time or every subsequent time, it is advisable to use the first few minutes as a reminder of the previous workshop and to repeat some of the conclusions. In the best-case scenario, ask one of the participants to say which workshop it was and what they remember from it. Two to three minutes are enough for this part before you move on to a new workshop.

Within the Manual you use to conduct the workshops, there are workshops that are interconnected and one topic builds on the other. In that case, it is mandatory that you connect the topics with each other and make a reminder of the last workshop. Sometimes it will happen that you already started a discussion at the previous workshop and agreed to continue at the next workshop that deals with that topic in more detail.

### 28. React as a Human

Although the slogan "React as a human" was introduced as a campaign slogan within the program implemented by "Be a Man Clubs" throughout the region, we also included this term in the essential terms for educators during the implementation of workshops (for more information about the campaign, see the section "React as a Human" campaign, p. 72).

We have already discussed the reactions of educators to various attitudes and opinions in previous chapters, so we will emphasize here that the workshop is not only a 45-minute class at school (or elsewhere), but also what happens before and after the workshop. If you are an educator who conducts a cycle of workshops at school, it is necessary that the term react as a human becomes an integral part of your life in which you will react to situations that may occur. It may happen that during your vacation you see and hear some things that will require your reaction or conversation on the topic of what you heard or what happened. It is of great importance that you talk to the participants and clarify together the situations that are important to them.

Below we give you a simple example of a situation that happened to us so that you can understand what we are talking about:

We had a workshop in a school, and we heard from the participants that in one class before the break there was a fight between students. We had a workshop that day that was not related to that topic, but we used a few moments to talk with them about what happened and how their peers reacted to the situation. We asked specific questions about what happened, why it happened, how others reacted and how it ended. It was just a prelude to the workshop that followed later in that school, and the topic was about the problem that happened, and after that we went into more detail about a specific example that is very close to them.

Examples of situations that are close to participants or have happened to them are always better for discussion than universal examples from case studies. Use them for discussion if you find out about them or if the participants themselves tell you about them during the workshop.

## 29. Energy

In the beginning, when we were doing education for educators, this part did not exist. The training was conducted with a large number of educators who we later mentored and followed in the schools where they worked. In general, we were always satisfied with how they conducted the workshops, however, we missed something in everything we did at the training. Everyone was full of knowledge, they knew the workshops, structures, and topics very well, but it was clear that there was a lack of energy in the workshop. Without the right energy, the workshop seems to lack something.

We could define energy as the ability or capacity to perform some work (in this case a workshop). It can always happen that you are tired from the previous day, training, school, you don't feel well, etc. In that case, it is always preferable that one of the educators replaces you. Participants will sense your energy or lack of energy and subconsciously act according to how you feel. We can't give you a clear formula on how to be energetic at the workshop, but we can tell you to try not to show that you might be in a bad mood, if something bad happened to you and the like in front of the participants. It will surely happen to you after the workshops that you have a very nice feeling that is difficult to describe. Maybe during the workshop, you helped someone to overcome some of his/her problems or at least start on the path of finding a solution. It is certainly something that will "charge your batteries" and give you the energy to do your best in the next workshops.

## 30. Speech

### The four most important things to pay attention to when speaking is:



#### Loudness

Your speech must be loud enough for all participants to hear the message. In the simplest terms, the message will not be understood, and the question will not be answered if participants do not hear what you said or asked. The volume must not be too loud either, so that the participants do not think that someone is shouting at them. Both quiet and loud speech can be equally uncomfortable for them.



#### **Pause**

The use of pauses in speech is one of the biggest differences between a beginner speaker and a professional speaker. Beginners often speak quickly to get everything done as quickly as possible, while professionals use a well-thought-out pace of speech. Use pauses, speak fluently, but energetically, to keep the participants interested and to keep their attention.



#### Intonation

Vocal intonation is the raising and lowering of the sound of the voice while speaking. This means that your voice is "wavy", that you emphasize the words that are important in the sentences you speak. Therefore, such a voice with proper vocal intonation is interesting and pleasant for workshop participants.



### Clarity

How clear each voice is will determine the course of the workshop itself. If you do not speak clearly and articulately, the participants will not understand you well enough. To be as clear as possible, use simple sentences. You may also have a speech impediment. Don't worry about it, you can still excel in the workshops you will be doing. At the beginning, it is very important to let them know that you have a speech impediment and perhaps make a joke about yourself. The participants will certainly accept it very well and the barrier between you and them will disappear immediately. We once had an educator who stuttered when he spoke, so he immediately told a story at his first workshop about how he stutters when he's nervous, but he never stutters when he sings. It was immediately interesting to the participants, and they never returned to the topic of his speech. All the workshops, including this one, went well for that educator.

### 31. Attitude

Just by going to the workshop, you need to adopt a positive attitude. If you don't have a positive attitude or are afraid of failure, it can very easily happen that you will have more fear and stage fright from that workshop. The fear of the workshop most often develops because you cannot adequately present yourself as a person who can do a workshop well. A good workshop requires the attitude that you are great at it and that you will do it well.

At workshops, avoid long speeches, but focus on the tools available to you to fulfill the workshop goals (see the workshop structure). When you do a workshop, you certainly expect that there will be teasing from the participants, but it is your attitude that makes the difference. Have a positive attitude even though you may have had an unpleasant experience in the past. Try to turn things in your favor.

## 32. Movements

It is amazing how many things we do subconsciously, mostly using our hands and sometimes our legs. Everyone will recognize your fear and nervousness if you wave your hands a lot, and they will take it as a sign of your anxiety. Gesticulation represents a set of gestures, the movements of which are used for interpersonal communication, which especially include hand and head movements. These movements can replace messages in a certain form. We don't have to say anything to be understood. Movements in our culture are mostly all similar, and they and their meanings are learned through growing up.

Most of the educators during the first workshop are very nervous and wave their hands a lot, move around a lot, tap, etc. While this is not a problem in small amounts, uncontrolled movements can draw the attention of the workshop on you as the educator in the wrong direction and give the impression that you are not confident and ready for the workshop. Arm movements should stay within the frame of your body (a drawing and a cube around the body in which we are allowed to move with our legs and arms). Leg movements should be such that you do not move too much so as not to distract attention.



If you are waving your hands too much, take a marker or pencil in your hands to calm your hands. Of course, this means that you must not click the pen and turn it on every second because that is also a sign of nervousness. Same thing with the marker, it can make noises too, so pay attention to that too. For leg movements and excessive tapping, we advise you to imagine that you are a tree. Your legs are roots, and you are only allowed to move as slightly as the roots are elastic, but no more than that. Of course, in this example too, you have to pay attention so that it does not look like you are swaying non-stop. We advise you to practice each workshop in front of a mirror or in front of someone to see how your body reacts when you do the workshop.

Crab walk: Considering that it is not good to turn your back to the participants, we recommend you use the technique of moving according to the crab walk principle. This means that your body is always facing forward and that you move around the room in such a way that your legs go to each other if you move to the side, and when you need to move backwards, you should also keep your body facing the participants. Your steps should be short and even so that you do not lose your balance.

## 33. Eye Contact

Eye contact is very important for establishing communication with participants. When the educator makes eye contact with the participants, they will have the feeling that information is being exchanged and will pay attention and listen more effectively to what is being said.

The look in the eyes can say a lot, and even make it clear with a look if one of the participants exaggerated something during the workshop. It is not good to look at the floor or the ceiling and to avoid eye contact, as this can cause a feeling of lack of confidence in yourself or the participants.

## 34. Stage fright

Having stage fright before and during the workshop is completely normal. It is very important not to ignore it, but to understand where it comes from. If the preparation for the workshop was not good enough or you are not sure of yourself or the partner with whom you are doing the workshop, it is possible that you will feel stage fright.

The best way to control stage fright is to believe in yourself and the person you work with, to be fully prepared for the workshop and to love what you do. In this way, the stage fright will be minimal, which is normal, even positive. Stage fright also means you care about being the best you can be. Don't let the stage fright take over you and therefore talk about it before the workshop with the partner you are going to the workshop with. The longer the workshop progresses, the stage fright will be less and less. Another way to control stage fright is to use various games at the workshop that will encourage the participants to be active, and provide you with a cheerful, positive and active atmosphere among the participants in which everyone will feel good.

## 35. Transmission of information

How to transmit information is very important. Transmitting the information in the right way by emphasizing the things that are important will allow the information to reach the participants with the exact meaning and context that is correct and necessary for them to understand it properly.

In order to practice the right way of transmitting, we will tell a story. You only need to read this story once and then close the Manual and write it down on paper. After writing it, check how well you transmitted the information. You have 30 seconds to read and 60 seconds to write. After you have written it, only then open the next page and read what we advise you in situations where you have a complicated story in front of you. Good luck.

The short blond-haired boy hit the tall black-haired boy because the tall black-haired boy's sister was rude to the short blond-haired boy's brother. After a long and exhausting discussion that lasted deep into the night, they decided together that the short blond-haired boy was wrong to hit the tall black-haired boy, after which the short blond-haired boy apologized to the tall black-haired boy and the tall black-haired boy's sister apologized to the short blond-haired boy's brother.

You may have seen this story as very complicated because we inserted several elements into it that are completely irrelevant to the story. To tell it in the easiest way, you need to discard all those things that are irrelevant to the story and tell it as simply as possible so that everyone can understand it. Here's our example, and you can find your own.

"The first boy hit the second boy because the second boy's sister was rude to the first boy's brother. After they reconciled, the first boy apologized to the second, and the second boy's sister apologized to the first boy's brother."

Be guided by separating essential from non-essential information so that the listeners, and in this case the participants of the workshops, understand you as easily and better as possible and so that no noise or an interfering factor appears in the communication (in this case it was an excess of unnecessary information or accumulation of information).



An important component of Program Y and its innovativeness is that the story does not end only with educational workshops. And it would not make much sense if it ended there, because then we would not give young people the opportunity to practically apply what they learned.

The prevention of violence and the promotion of healthy lifestyles among young people are an important part of the broader communication strategy of improving and protecting the health of young people in almost every modern country. Regardless of whether it is about violence, the prevention of the use of psychoactive substances or the prevention of sexually transmitted infections, modern education systems combine formal and non-formal education with health campaigns, all with the aim of eliminating risk factors that have been identified as important determinants of health. Not only do campaigns have the power to influence risk factors, but they can also be a driving force, i.e. they can mobilize young people and adults to actively participate in transforming the environment in which they live or study, all with the aim of achieving more comprehensive and complex health outcomes. Public and health campaigns can, if they are created in a strategic way and if they integrate the principles and theories of effective communication, be successful in conveying positive messages to larger population groups, at the level of the community, school or the entire country. As such, campaigns can be a useful and effective means of health promotion and violence prevention, and today they are identified as a very important aspect of prevention and behavior control that we want to change.

Campaigns can be created in order to raise the awareness of young people about important social and health issues, but in combination with education they can empower young people to recognize risks, think critically about the decisions they make, recognize unhealthy relationships with the environment and make decisions that are best for them and their environment. Campaigns can be designed in such a way that clearly defined messages and information positively influence knowledge, attitudes, values, beliefs and behavior.

In addition to the implementation of educational workshops, an important segment in the implementation of Program Y are complementary campaigns that are implemented in schools and local communities. An example of a successful and recognizable campaign implemented by numerous local and regional organizations is "Be a Man".

The concept of "Be a Man" is a strategy designed to accompany and support the implementation of educational workshops. Through this campaign, messages are sent to young people regarding the topics covered in the educational workshops. In this way, the "positive" effect of the workshops is prolonged, thereby contributing to the continuity of the positive influence on young people. Also, the campaigns encourage the mobilization of young people and the

development of positive social and peer groups that, in a certain school or local community, loudly and in groups, advocate the ideology of democracy and tolerance, as well as zero tolerance towards violence and prejudices, which are the basis for the appearance of various forms of violence.

With the support of domestic experts in the field of advertising, Smart Kolektiv designed the Be a Man campaign for the purposes of this project, the goal of which is to promote the value of non-violent behavior, gender equality and develop awareness of responsible sexual behavior.

The project and campaign rely on the experiences of the partner organization Instituto Promundo Brazil, which developed an effective methodology of a participatory approach in creating campaigns to reduce violence among young people in favelas of Rio de Janeiro. The social campaign "Be a Man" is an innovative approach to raising awareness about existing problems in society, and it implies the active participation of high school students who participate in workshops or have attended workshops and want to actively contribute to positive social changes.

#### Why do campaigns matter?

Campaigns are particularly important because they require group participation of students in the process of planning, organization and implementation. In this sense, students can develop a sense of ownership of the process, and such a feeling can lead to an increased inertia of adopting positive attitudes and defending the values on which the campaign is based. Group work implies the formation of peer groups, and it is quite clear, and it has been repeatedly proven that participation and exposure to positive peer groups leads to faster and more efficient adoption of positive attitudes and values. The participation of young people in such activities is also a strong motivator because young people promote what they believe in. Furthermore, what they believe in can be determined by the curriculum, especially if that curriculum is participatory and contributes to the adoption of positive attitudes and values.

Campaigns have a special importance in changing trends or raising public awareness of the presence of potentially dangerous and harmful trends or habits. In the context of social influences, it is important to mention that social determinants of health represent one of the most important protective/risk factors for health. A huge amount of evidence has been accumulated in the last 20 years, which shows that social factors shape the health conditions of the population to which they relate. An example is smoking, which is a socially acceptable behavior in our country, so it is a strong social factor that contributes to the prevalence of smoking in our country. Violence is also no exception. Numerous social rules and existing norms "justify" the occurrence of certain forms of violence among young people. The same can be observed with the use of alcohol.

**Campaigns should not be ends in themselves.** We often witness posters pasted on the walls of corridors in schools, which have absolutely no effect on students, as proven by numerous studies.

Schools can independently implement campaign activities, and the website http://www.youngmeninitiative.net/provides various resources, materials and guidelines for their planning, adaptation and implementation. It is worth noting that there are many more details about the campaigns themselves, the activities of Be a Man Club and ways to implement them in the school, organization, local community can be found in the Educational Toolkit of Program Y, and at the end of the Program Y manual.

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