



TUNE IN!

YOUTH UNITED FOR THE FUTURE – TRAINERS’ MANUAL

How to include youth in community life to increase social cohesion and youth’s resilience to violence and extremist rhetoric

INTRODUCTION



**СЕН
ТЫ
YOU**

СЕН өзгөрсөң,
жашооң өзгөрөт!

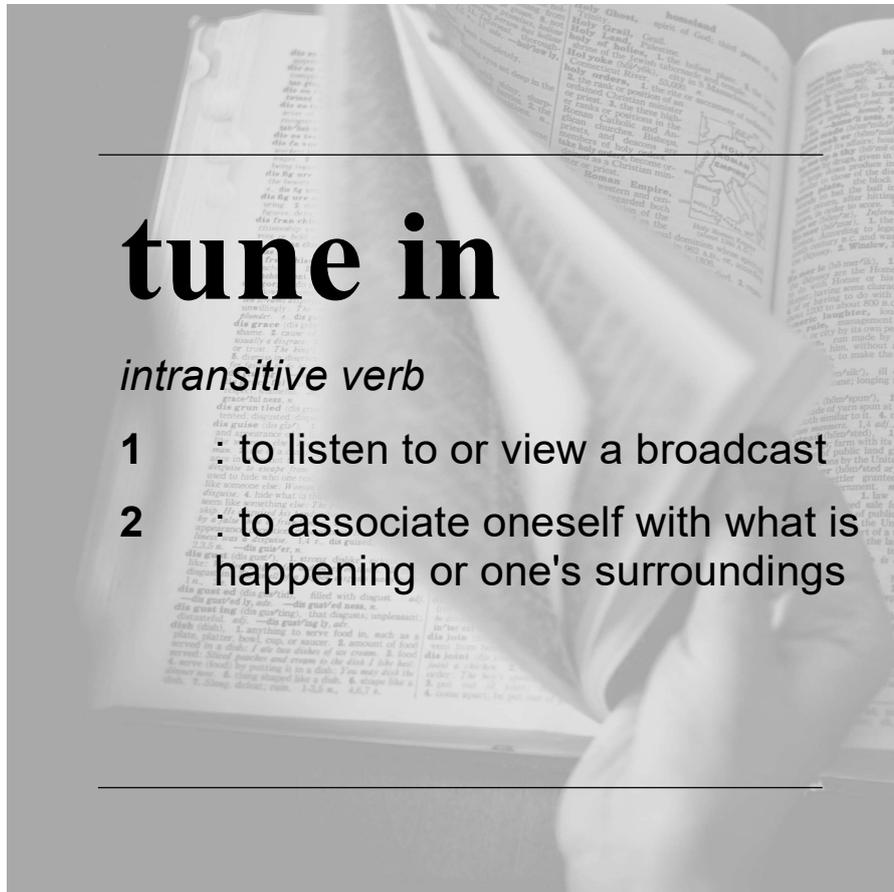
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tune in

intransitive verb

- 1 : to listen to or view a broadcast
- 2 : to associate oneself with what is happening or one's surroundings

“tune in” by Merriam Webster Dictionary

TUNE IN: A WORD ON YOUTH UNITED FOR FUTURE

YOU, the Youth United for the Future project, **is all about tuning in:**

Youth tune in – they associate themselves with others in their community

Adults tune in – they listen to what youth have to say

They all tune in for better communication and cooperation and to strengthen social cohesion in their society.

To attract people, you need to have an appealing offer:

This project offers the communities it engages with new knowledge delivered through “an unusual approach” for the Kyrgyz context, as we were often told: experiential peace pedagogy.

Learning through experience helps to grasp new content in a holistic manner: it is not only heard or seen, it is also felt, thought through, and practiced.

Stimulating young people and adults in South Kyrgyzstan to think, feel and do new things has led to change on the individual level – and will hopefully contribute to change on the socio-political level as our groups carry the messages and the knowledge further within their communities – and beyond.

TUNE IN – AND JOIN US ON THIS JOURNEY!



ACKNOWLEDGEMENTS

This Manual would not have been possible without the active involvement of our partners Youth of Osh and Progress Aravan and their dedicated trainers (mentioned as co-authors above) who went through the process of three Trainings of Trainers (TOTs) and contributed to the development of the curriculum by sharing valuable feedback on the usefulness of the exercises for preventing violent extremism in the context of South Kyrgyzstan and by proposing adaptations whenever necessary to adapt the exercises to the local context and language. They also helped with the Description of the Exercises as part of their Training of Trainers. A big thank you to all of you!

Many thanks also to the YOU project managers Daniya Baisubanova (first year) and Eldiar Sydykov (current) and to our Helvetas Governance and Peace Advisor Lidia Budisa, all of whom supported the process of the TOTs in many ways and contributed with some background texts and feedback to the Manual. Moreover, many thanks to our dedicated translators Iskender Kadyrov, Ularbek Turdubekov, Eliza Zheenbekova and Azam Abdurazakov. This project would not have been possible without the open mind and willingness to experiment of Markus Ischer, former Country Director of Helvetas in Kyrgyzstan and without the support of the current Country Director Anja de Beer, who helped particularly to find additional resources for the development of our methodology and this Manual. Many thanks to some visionaries at Head Office, who believe in this project: Remo Gesú, Rupa Mukerji, Bruno Poitevin and the Governance and Peace Team.



1. THE MANUAL: AN INTRODUCTION

1.1. OBJECTIVES OF THE MANUAL

This Manual is meant to be a very practically-oriented, user-friendly guide for trainers working in the area of preventing extremism and violence prevention, but also for trainers in peace education and intercultural exchange in general.

The objectives of the Manual are:

- To provide a user-friendly, ready-to-use guide for delivering trainings in the topics covered in this guide
- To provide ready-to-use Description of the Exercises and theory input descriptions for the trainers
- To provide examples from our project
- To link the methodology to the Kyrgyz context and keep it relevant for other contexts
- To provide further information on the topics covered, to allow for further learning and deeper understanding on the topics.

1.2. TARGET AUDIENCE

- Our main target audience are our trainers and other interested trainers working on Preventing Violent Extremism (PVE) in Kyrgyzstan and Central Asia
- The wider target audience are trainers from other countries who also work on violence prevention
- The Manual can also be of inspiration to other trainers, e.g. from the peace education area, who are working on related topics, such as diversity, countering hate speech, or peace building in general.

1.3. STRUCTURE OF THE MANUAL

The Manual is divided into three core modules, one for working with youth separately, one for working with adults and one for working with both groups jointly.

First, trainers work with the groups separately to prepare them for the exchange. After the exchange, the groups start working in inter-generationally mixed groups on common projects.

1.3.1. OVERVIEW MODULES

Overall, the trainings focus on:

YOUTH TRAINING (4 days)	ADULTS TRAINING (2 days)	GENERATION EXCHANGE (3 days)
<ul style="list-style-type: none"> • Identity/Self-Confidence • Diversity/Inclusion • Visions and Aim setting • Non-Violent Communication • Context Analysis • Cooperation 	<ul style="list-style-type: none"> • Push/Pull Factors of Violent Extremism, Factors of Resilience • Participation • Trust • Context Analysis • Mentoring • Empathy & Active Listening • Solution-Focused Coaching 	<ul style="list-style-type: none"> • Societal Perceptions on Youth and Adults • Crossing Boundaries between generations • Dealing with Prejudice and Privileges • Power and Non-Discrimination • Creating Trust and Cooperation • Successful Communication between Generations • Changing Inter-generational Relations in our Society

Transversal Approaches

All trainings foster:

- Empowerment / courage: self-perception, self-awareness, self-value, self-confidence;
- Trust, cooperation and communication between different age, ethnic, religious and gender groups;
- Mindfulness and critical thinking;
- Speaking and presentation competence / confidence.

1.3.2. HOW TO USE THE MANUAL

The Manual is organised in modules and the modules are divided into daily sessions. Users can go through the modules as proposed and set up their workshops step by step based on the curricula proposed (session plans are provided in the annex), using the exercises in the sequence that is suggested.

Experienced trainers may also use the Manual for their inspiration and reference: all exercises can be picked and combined with other methodologies, so trainers may integrate them in their own training schedules.

The trainings are designed to be delivered in a minimum of four days for youth, two days for adults and three days for generation exchange. As proposed in the Manual, the trainings are very dense with relatively long days. We therefore recommend increasing the days of training content. However, we recommend increasing the days of training and split the content into sub-modules, so the days will become shorter for the participants and there will be enough time for reflection and digestion of the content. It is up to the organisers of the trainings to decide whether they prefer to plan the training as a block or whether they will apply the methodology step by step, e.g. on two subsequent weekends or similar.

It is important, however, to be aware that the trainings are highly process-oriented and having too many breaks in-between the session might affect the process negatively.



2. WHY WE DO WHAT WE DO

2.1. PREVENTION OF VIOLENT EXTREMISM: A BRIEFING

2.1.1. ON RADICALISATION & EXTREMISM: WHY PEOPLE GET RADICAL

Literature is unanimous: young people don't radicalise only due to poverty or unemployment, but rather due to a state of mind of isolation, experiences of injustice and a lack of perspectives for the future. The main push and pull factors towards extremism are¹:

Push Factors	Pull Factors
<p>Isolation / social marginalisation:</p> <ul style="list-style-type: none"> • Perception of not belonging to any group • Boredom, no excitement in life, lack of visions • Lack of guidance and support (role models, mentors) • Failure to achieve change 	<p>Social recognition:</p> <ul style="list-style-type: none"> • Acceptance, sense of belonging • Inclusion in a group, network • Personal relationships and an appeal of a leader • Adventure, glory, fame
<p>Polarization:</p> <ul style="list-style-type: none"> • Negative “othering”, e.g. social cleavages between religious and non-religious groups / people in Kyrgyzstan, between different ethnic groups (ethnocentrism) etc. 	
<p>Economic marginalization:</p> <ul style="list-style-type: none"> • Poverty • Lack of opportunities 	<p>Safety & security:</p> <ul style="list-style-type: none"> • Offer of a safe space • Offer of economic gain • Offer of security
<p>Lack of institutional trust:</p> <ul style="list-style-type: none"> • Repression, institutionalised discrimination • Impunity, corruption 	
<p>(Perception of) Injustice:</p> <ul style="list-style-type: none"> • Stigmatization, discrimination, threat to identity • Lack of / unequal distribution of basic services • Violation of Human Rights • Violence 	<p>Political Platform:</p> <ul style="list-style-type: none"> • Political opportunities for youth
<p>Personal tragedy:</p> <ul style="list-style-type: none"> • Loss of member of family or friend • Other traumatic events 	
	<p>Prospect of Empowerment:</p> <ul style="list-style-type: none"> • Empowerment • Leadership, knowing how to do sth. about injustice

¹ Sources: e.g. UNESCO/MGIEP youth-led guide on prevention of violent extremism through education, 2017, pp. 91-92, USAid/PEPFAR/YouthpowerLearning. Promising Practices Engaging Youth Peace and Security: <https://www.youthpower.org/resources/promising-practices-engaging-youth-peace-and-security-and-pcve> (10.7.2019), Switzerland's Foreign Policy Action Plan on Preventing Violent Extremism, <http://www.news.admin.ch/NSBSubscriber/message/attachments/43587.pdf>
This list is not exhaustive.

Responses to rising extremism are focusing on Countering Violent Extremism (CVE), e.g. working with governmental security forces, particularly police, to improve mechanism to impede extremists to successfully becoming violent or persuading others into their movements, and on Preventing Violent Extremism (PVE), which focuses mainly on preventing young people from being attracted to join extremist groups.

2.1.2. THE RESPONSE OF DEVELOPMENT COOPERATION TO VIOLENT EXTREMISM

Development Cooperation mostly focuses on Preventing Violent Extremism, e.g. working with schools, communities, social workers, religious institutions, media etc. in order to raise awareness on the push- and pull factors, offering alternatives to youth, working on skills development, etc.

SDC, the Swiss Development Cooperation, tends to lead the discussion back to Violence prevention in general, after having observed that the approaches to prevent violence in a Latin American capital do not differ greatly from approaches to prevent, e.g. Islamic or Buddhist extremism.

The EU acknowledges that there is a need for an increased focus on preventive approaches to violence and conflict as a core component of Countering Terrorism in order to be successful over the long term by systematic mainstreaming of preventive work into political dialogues and assistance programmes².

For the UN the violent extremism represents a serious threat to the main working pillars of the organizations. It transcends cultures and geographical boundaries and should not be associated with any religion, nationality or ethnic group. The UN sees the youth as positive agents of change and the future generation of leaders, who are critical to PVE efforts worldwide. National officials and the public sector should view youth as a main partner in the prevention of violent extremism³.

2.2. PREVENTING RADICALISATION AND EXTREMISM IN KYRGYZSTAN

2.2.1. INTRODUCTION

In Kyrgyzstan, the rise of extremism has been a hot topic in the last 5 years, especially in South Kyrgyzstan, from where approximately 500 youth have joined the IS in Syria, either directly or by being recruited in Russia, while working as youth migrant workers.

Studies say that youth in Kyrgyzstan are not only easily drawn to extremism due to their vulnerability in terms of poverty and lack of job opportunities, but also – and maybe mainly – because they lack orientation. Youth in Kyrgyzstan are missing role models, mentors – adults, who support and guide them. Instead, what they usually are experiencing is that those adults closest to them either do not exchange with them or just tell them what to do. There is a generation gap, which has a strong, unfortunately negative, influence on social cohesion, which we try to adapt in this project, starting with training youth and adults in supporting and understanding each other - to better communicate and cooperate.

According to researches, one of the main reasons for young men and women to be susceptible to radicalization, is a sense of alienation, mainly due to exclusion from society, isolation from the opposite sex, pressure from families and communities, crisis of identity, feeling of powerlessness and insignificance. The social distance between the young and elder generation is driven by social fragmentations, particularly due to family, religious and gender issues. These aspects require a more

² European Commission - Operational Guidelines on the preparation and implementation of EU financed actions specific to countering terrorism and violent extremism in third countries

³ UNOCT Reference guide – Developing National and Regional Action Plans to PVE

detailed and complex analysis, since they are closely interrelated. Communities especially in the South are conservative and patriarchal which leads to alienation between parents and children.

The “father-son/daughter” relationships are distant. Religious leaders observe a low level of religious literacy, both among youth and adults. This leads to disputes within religious communities, among religious citizens and citizens with secular views, including adults and youth. Gender stereotypes in the communities especially in the South of Kyrgyzstan regarding ‘girls’ way of life’, preferences and career ambitions are very strict. One of the most common stereotypes is the concept of a “good girl” i.e. not working, getting married early and raising children. The “real man” stereotype is also common and refers to machoism: demonstration of masculinity - strength, rigidity, and power - simultaneously limiting men in choosing a profession, occupations and interests, except those passed on by family predecessors.

2.2.2. OUR APPROACH

We think that in the case of Kyrgyzstan, it is important not to focus on violence in general, but rather on resilience to extremism or radicalism, as in this context, violence is not always the biggest problem. It is rather that conservative religious groups influence young people in order to narrow their minds, to shape their views of the world, which could but doesn’t necessarily lead to violence. Still, most of our methodological approaches can be transferred to other contexts, adopting them slightly in content. This is already in process for some countries, and others might follow suit.

«We aim to create acceptance and understanding between different groups, particularly young people and adults, different ethnic and religious groups and groups with different political views.»

Helvetas Swiss Intercooperation (Helvetas), focuses on strengthening social cohesion and resilience against extremism through PVE approaches, drawing on their and their partners’ experience in youth work, peace education and intercultural exchange, as well as their strong stance in governance work with Ayil Okmotus on the local level in Kyrgyzstan. We aim to create acceptance and understanding between different groups, particularly young people and adults, different ethnic and religious groups and groups with different

political views. As mentioned in the introduction, our work focuses primarily on minimising the generation gap in the Kyrgyz society, by working with both youth and adults. Through trainings, where they learn to engage crossing inter-generational boundaries, understanding and supporting each other, we create a basis for them to better communicate and cooperate. Moreover, we create alternatives to extremism for youth, by addressing push- and pull factors in a constructive manner and inviting youth to use the space we create together for expressing themselves and being heard, and to build on their visions for a successful and happy life.

After the core trainings, the groups, both youth and adults, work together in local working groups in their community and continue building trust and understanding. They keep learning with and through each other throughout the process of elaborating small projects together, defining topics and preparing inputs for some multi-stakeholder platforms, where they engage in discussions with the public⁴. During this period, the youth are able to choose some additional training modules that are delivered by local specialized trainers, focusing on specific topics (e.g. Leadership, Discrimination and Stereotypes, Media Literacy, Volunteering, Gender and Conflict Sensitivity, Self-Motivation and Social Project Design) to get better prepared for both the public sessions and the small project work. All these inputs contribute to every single youth’s vision for her or his life so that every youth can set goals and define steps to work towards reaching them. The inputs also help adults to see the value of young people’s contribution to a prospering and healthy society.

⁴ For learning more on the multistakeholder platforms and the project on the whole, please refer to the Concept Note of the project.



The approach in a nutshell.

The YOU project is unique in its approach focusing on the psychosocial development of young people on a practical basis through exercises. As of 2018 the project had a positive impact on 1,974 young people among total 2,498 young and adult beneficiaries. Overall, 80 young male and females were trained on skills to express opinions openly among peers, adults and in public. Currently, we are working on a new training component on Professional Orientation, and others, like conflict management, might follow. Moreover, in 2019 YOU has been focusing more on youth-relevant public multi-stakeholder thematic discussions. In the future, the project envisages to increase and intensify its collaboration with local institutions like schools, universities, religious bodies, the youth committee of the local government etc.

2.2.3. EXPERIENTIAL PEACE PEDAGOGY

Regarding the trainings for youth and adults, we use experiential learning methodologies to train youth and adults in self-awareness, self-value and self-confidence, to be able to better communicate and cooperate with others, crossing social boundaries, thereby accepting and enjoying differences and being more inclusive.

AIM OF THE YOU TRAININGS

Through our trainings, we minimise the factors which push youth towards extremism. We also create alternatives which pull the youth into civic action to increase social cohesion in the communities instead of being pulled towards extremism.

We **address push factors** through facilitating exchange with the them, focusing on boosting youth's self-confidence, awareness of their own identity and values, opening up their perspectives and experiencing the richness of diversity, which leads to youth being more open towards others, including adults or people with different ethnic, religious or economic backgrounds.

From...	...to...	...through working on...	Training Module(s)
Isolation, stigmatization	Sense of belonging Group experience	Identity Self-esteem Cooperation Communication	Youth Generexchange
Boredom, lack of perspectives and opportunities	Visions, opportunities, adventures, excitement	Visions Cooperation Sharing ideas	Youth Generexchange
Lack of guidance and support	Role models, mentors Peer support / exchange	Cooperation Communication Exchange	Generexchange
(Perception of) Injustice, polarization	Positive experiences Non-discrimination Respect	Diversity Non-discrimination Communication	Youth Generexchange

We **work on the pull factors** by offering alternatives to radical groups, pulling youth into civic action, through facilitating them experiences of social recognition, inclusion and friendship crossing social boundaries. The experiences will be fun and sometimes adventurous. The youth will feel excitement and joy, while at the same time enjoying a safe space where they can truly reflect and are accompanied in a process of finding their purpose in life.

Thus, this project supports them in their first steps towards a brighter future with opportunities, both political and professional. The focus in this first phase will be on making their voices heard, including them in community dialogue and supporting them in participating in the democratic process of their communities, in order to frame their positions and present them to the public. Also, in the second year of the project, youth are supported in finding their professional purpose through a new module. In a second phase, vocational training will most likely be introduced, based on the results of the learning groups.

In the basic training for youth, however, we will mainly focus on the following pull-factors:

Empowerment	Social Recognition	Safe Space
Acceptance	Inclusion	Safe space to experiment: <ul style="list-style-type: none"> • Courage • Freedom of speech • Participation • Speaking & presentation skills • Leadership
Cooperation	Diversity	
communication	Friendship	

UN PILLARS OF HOLISTIC EDUCATION

We cover the four pillars of holistic education as defined by UNESCO: **learning to be, learning to do, learning to know and learning to live together**. We are committed to participatory, experiential pedagogy, which considers learning as a process that depends on the activity of all the learners.

 **Learning to BE:** The participants of the training deal with themselves, especially with their attitudes, their beliefs and their behaviour. In interaction with peers, they identify and discuss their similarities and differences, as well as opportunities and risks of diversity. (♥Attitudes)

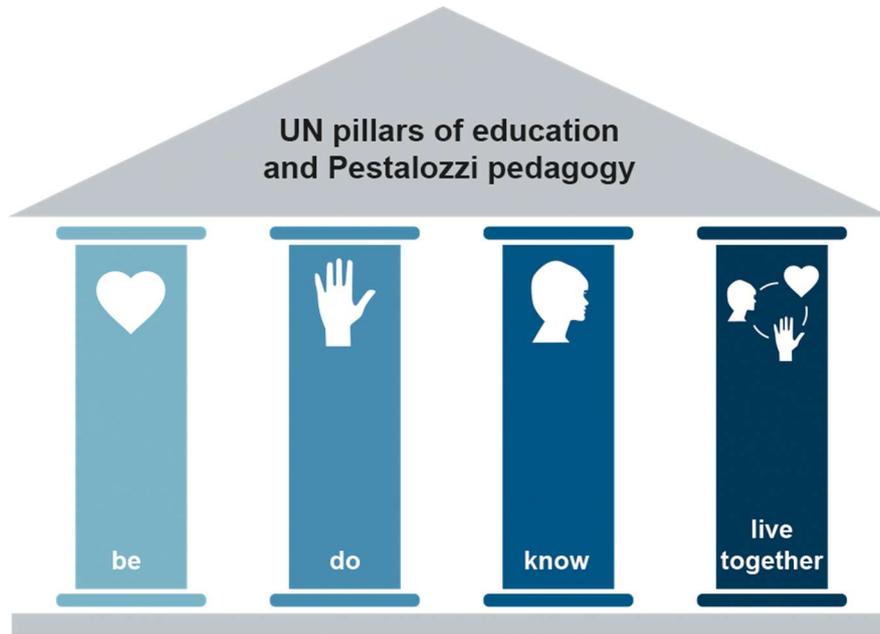
 **Learning to DO:** The participants train themselves in interaction with – more or less unknown – others, crossing social, cultural, political, religious and even language boundaries. Challenges and advancements are reflected and discussed. (✋skills)

 **Learning to KNOW:** We convey knowledge and train skills (self-reflection, cooperation and communication skills and, in case of the adults, some theory (participatory approaches, child/youth rights, solution-orientation, PVE...) to the participants. (🧠knowledge)

 **Learning to LIVE TOGETHER:** Working together in the courses and later in the community working groups will increase the participants’ interaction in the community and in everyday life. By elaborating common projects and implementing them, all participants, “young and old” will start truly living together. This ground-breaking experience will influence their lives sustainably: it is expected that they will reflect and

discuss further and keep applying what they have learned after the project ended. (UNITING HEAD, HEART AND HAND: practical experience (👉) makes them change attitudes (❤️) and through reflection (🧠), changing their behaviour (👉)

The UN approach is closely linked with the Pestalozzi pedagogy (reform pedagogy), learning with head heart hand.



I-YOU-WE: THE BACKBONE OF INTERCULTURAL EDUCATION

Our understanding of exchange and diversity activities is based on the premise that people need to be self-confident in order to be able to communicate freely, naturally and without inhibitions with others, who are often strangers. The more aware you are of yourself, i.e. your own strengths, weaknesses and capacities and the more you accept yourself, the more curious and interested you are in getting to know other people with other abilities and the more you are able to accept others, in spite of their different ways of living, expressing themselves or their looks, enriching your own life. The more, however, you are insecure yourself, the more you perceive «the others», i.e. people you don't know, and possibly don't easily communicate with, as a threat.

Learning Unit I (Identity): Acquiring self-confidence is



the goal of the first training unit I: Identity. The body is the smallest area, in which your identity is situated and expresses itself. Therefore, it builds the basis of self-confidence. In addition to the body, your biography, which develops in the family or a similar restricted area, as well as your surroundings, e.g. the school, village, district, etc. play an important role for identity formation. Body, biography and social environment develop together. One of our learning objectives is to make the participants aware of this ensemble of influence factors on their own identity (from self-perception to self-awareness, see graph below). To realise this, the participants are guided through a process of exchanging and communicating with other people who have different biographies, environments and body perceptions. Similarities and differences are identified and discussed. The main condition for accepting the other is to accept yourself. Becoming open towards strangers can only be developed by someone, who has accepted and likes him/herself (from self-awareness through self-esteem to self-confidence. see graph below).



“This approach is different from how we used to train youth earlier. The first few days of the TOT, I couldn’t understand what it is all about and I had a feeling we were just “playing games”. I was concerned and asked: “Where is the content related to conflict prevention and PVE?” Later, I understood that through this approach, we don’t teach any theory, but we facilitate discussions and reflections to “pull out the content from the participants”. They themselves draw their conclusions and link the exercises with their challenges in the real world.”

Trained trainer, 2018.

Learning Unit You (Perception): The peer group forms



the ideal platform for practicing all manners of communication, because the clique builds an important development stage between adolescence and adulthood, where young people can practice in a smaller field to develop common ideas, to represent ideals, to meet like-minded people, to explore boundaries, to pass criticism on injustice, etc. To call upon such resources is part of the second unit You: Perception, where the participants shift their focus from their own person to the others. The participants perceive the other not as part of their own personal biography as in the first part, but as an expression of another group or culture. They are likely to experience that their own self-assuredness also grows through being a member of a group. Moreover, they will most probably realise that they have a great variety of options to contribute to the group. To exchange how this impact manifests in ourselves is part of this second training unit.

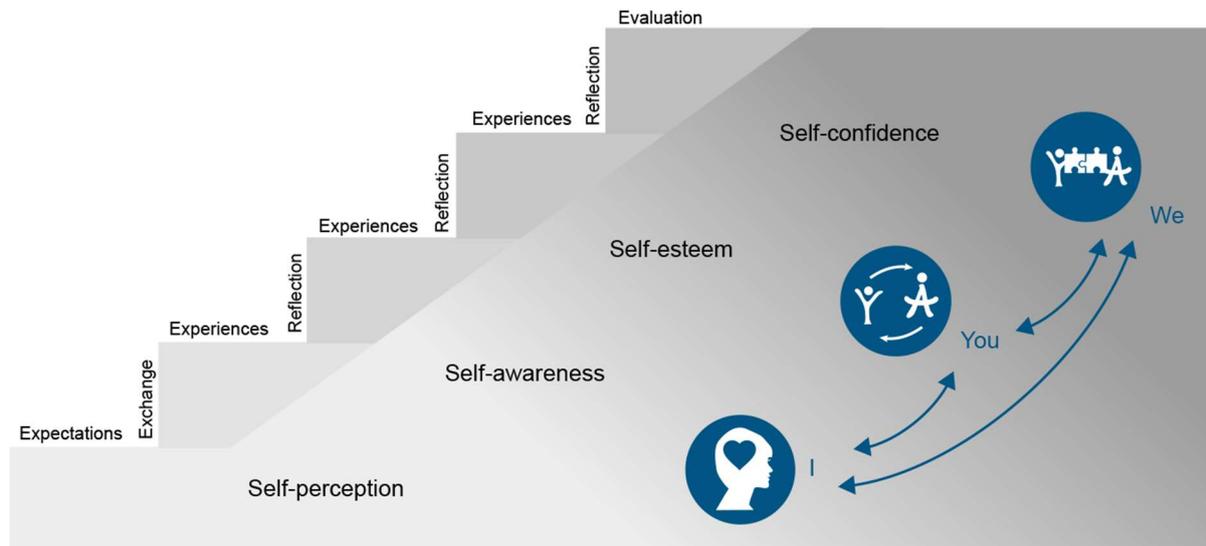
Learning Unit We (Diversity): In the third training unit We: Diversity, the participants’ focus widens



to the rest of the world. This in turn helps to promote youth’s ability to participate in their environment. Through communication in groups and exchanging their experiences as individuals and as a group with other people, the participants get prepared for the work in their own community, where they develop concrete action plans to contribute to a better future in their own environment through a) elaborating small projects to improve their environment and realise their ideas, b) keep building up the trust they gained in the adults in their community, c) set topics, plan and co-implement the multi-stakeholder dialogue meetings on issues of their concern.

In practice, a process usually starts with the I, moving rather quickly into I and YOU, and even when you get to the WE stage, there will be moments of reflection where you jump back to the I and moments of exchange where you jump to the YOU again. The process is therefore not linear in practice, but pedagogues and trainers work with all different stages throughout the process (see graph below).

Intercultural learning approaches have proven to be effective for any kind of crossing of social boundaries, if groups were mixed throughout all stages of training and collaboration. Therefore, it is vital to have clear selection criteria for the participants of your activities. In YOU, we include a variety of youth with different background. Moreover, throughout the trainings, the participants learn in constantly changing settings, from individual over different small group constellations to plenary sessions. This is necessary to make them experience collaboration with as many co-participants as possible.



The process of Intercultural Education (developed by ICE team, Pestalozzi Children's Foundation, Switzerland)

A quick note on culture: we understand culture not as a synonym of nationality, religious or ethnic background, but as a conglomerate of influence spheres which shapes every individual's way of thinking and acting. When we speak about culture, we speak about the culture of every individual that is shaped by their families, the place they come from, the school they've been through, the work they've chosen, the people they look up to, the friends they are surrounded with, the activities they like etc. Every individual has been socialised through different influence factors which make us the way we are, which make us unique. We refer to this uniqueness of every single individual and the richness of the diversity of individual cultures we can exchange about, when we talk about intercultural exchange.

2.2.4. INVOLVING ADULTS: MENTORING TRAINING & INTER-GENERATIONAL EXCHANGE

A key aspect of our methodology – and what makes it essentially different from many other approaches – is the systematic involvement of adults in the process of empowering youth from the beginning to the end of the project.

Why do we consider the inclusion of adults in our project to be such a key element?

- Change is only possible if there is an enabling environment
- Youth cannot be empowered successfully if the **system** doesn't allow them to seize their power share: we **need a systemic approach to trigger transformational change**, including multiple actors, power-holders (e.g. grandmothers or grandfathers, male adults, people in the government, people with relevant positions in religious institutions etc.) and power-seekers (e.g. pupils, students, young mothers, children, wives etc.).
- The selection of the adults as mentors is crucial. The selection must be strategic. We analysed the context and based on this, defined who would be our desired adult participants. We

needed a good mixture between people who are relevant (key people) and accessible (enough open-minded to be ready to learn through the project and then convince other adults), who might be harder to convince (advocates for change, ambassadors for youth).

In the first year, we chose to ask the “accessible”, the “willing” ones to join our project as mentors. We hope they will convince the “nuts that are harder to crack” from their insider position, with their comparatively higher power, to get engaged in the following year, or to get indirectly engaged, through collaboration with our mentors.

Another important aspect is that we need representatives of different parts of the system (e.g. school, municipal authorities, religious institutions etc.) as allies for our project. To create this alliance relationship, the mentoring programme is one way. Another one is the strategic engagement of our project manager with key people. Relationships must be managed and cultivated, access to information and services must be gained.

2.2.5. GATHERING POSITIVE EXPERIENCES THROUGH PRACTICING COLLABORATION

The project does not end after the trainings described in this Manual. The opposite is the case: the project only kicks off with these trainings. After they have been delivered, the longer-term, bigger work starts:

- Additional training and regular accompaniment of the groups is provided by local trainers living in the communities. This training will be offered based on the needs and demands of the groups.
- A Small Grants System allows the groups to elaborate inter-generational projects for social cohesion. Over the course of two years, the participant may be engaged in more than one community level project.
- The same working groups, together with the local partners, may also organise public meetings on youth-relevant topics.

Through all these occasions, the mutual learning process, the collaboration and communication and the bonding between youth and adults, as well as with relevant local institutions, governmental and non-governmental, will be growing. On the longer term, we hope to create a system with structures that will sustain after the end of the project.

We also believe that this longer-term collaboration will leave traces in all participants' minds and hearts and will motivate them to continue engaging in this type of initiatives or organise similar ones by themselves in the future. Once kicked off, we think the groups will continue their interaction, mutual learning and collaboration process and will hopefully one day be able to take it on a more political level.

In the meantime, the project and the partners have developed additional modules on:

- Social Project Design Module: to support practical exercises / joint small projects to strengthen cooperation and interaction between generations;
- Various trainings on topics such as Leadership, Discrimination and Stereotypes, Media Literacy, Volunteering, Gender and Conflict Sensitivity, Self-Motivation; to enhance the knowledge and skills of youth

Another topic which is high on the agenda for preventing violent extremism is Professional Orientation. Methodologies for this topic have been developed in the meantime, but have not yet been published. If you want to learn more, please contact: regula.gattiker@helvetas.org



3. YOUTH MODULE

The youth basic training is designed to be delivered in a minimum of four days and can be split into sub-modules. Thematically, it is divided into three main blocks:

 I: Me & my life	 YOU: me & others enjoying diversity	 WE: Us & our environment
Topics covered:	Topics covered:	Topics covered:
<ul style="list-style-type: none"> • Identity: self-awareness, self-value • Values • Visions • Courage 	<ul style="list-style-type: none"> • Diversity, acceptance and inclusion • Youth & the society: gender roles, violence, religion... • Basic training in non-violent communication • Rights & responsibilities 	<ul style="list-style-type: none"> • Visions • Spheres of intervention for youth • Team work (awareness of roles) • Leadership • Interaction with adults (preparation for exchange) • Maybe project ideas, “policy formulation”

The youth module draws on youth work and peace education approaches covering topics like child rights, cooperation, non-verbal and verbal communication, non-discrimination and conflict management. The methodology draws on experiential learning techniques, the New Games movement⁵, Boal’s Theatre of the Oppressed⁶ approaches and others. The essence of the training is that throughout the training, youth are challenged to go through a process of experiencing, reflecting and discussing. They observe themselves and others in action, they think about how what we just did links to their everyday life, what are the issues relevant to discuss from their everyday life which fit this moment, how they experience their everyday life and what they might like to change about it.

The facilitators have a key role in this process: not only do they need to clearly instruct the exercises and support the youth throughout the process, they also need to have highly developed observation skills to sense which youth struggles with a task in what moment, which youth had an enlightening moment, who enjoyed an exercise, who didn’t. All these observations serve the facilitator to engage the youth in the reflection of the exercise later. The facilitator might have a few standard questions he or she poses after a certain exercise (Attention: not the same for all exercises!), but the art of facilitation lies in picking up situations from their observations and directly engaging with the participants, asking them about their experience. This is how the facilitator engages the whole group and makes the discussion meaningful for the participants. Most descriptions of the exercises contain a set of reflection questions the facilitators might want to ask after an exercise. We recommend facilitators with little experience to have these questions at hand during the workshops.

5 For more info, see: <http://inewgames.com/>

6 For more info, see: <https://ptoweb.org/aboutpto/> or <http://www.cardboardcitizens.org.uk/theatre-oppressed>

3.1.1. RATIONALE⁷

To be able to accept others, we first need to accept ourselves. This principle of intercultural education, which comes from transaction analysis⁸, builds the **first element** of our theory of change and has become a key principle of experiential peace pedagogy. Therefore, in any project which aims to (re)build relationships between different groups, we first work with the participants on an individual level. We give them a chance to **focus on their own identity**. If we train youth in getting to know themselves better and finding out more about their personal aims and professional vocation, they will grow strong roots in the society and will resist the temptation of extremist rhetoric.

The **second element** focuses on **exchange**: the more we interact with people we are not familiar with, the more we learn about them. The more we learn about each other, the more we understand each other. We learn about our common ground, which also helps us to accept differences more easily. Thus, **the more familiar we get with different people, the more we widen our horizon to find commonalities and accommodate with what we find strange**. Extremists need a fertile ground for their ideas to sprout. If we work on creating acceptance of differences and demonstrate to young people how they benefit from the richness of the diversity of people around them, they will draw on these resources and use them for advancing in their lives.

The **third element** is about **non-confrontational, mindful communication**: in the case of the youth in Kyrgyzstan, their biggest challenge is to be heard in a society where adults, mostly adult men, have most of the say. Young people need to find ways to make themselves heard which are non-confrontational. If they confront adults too directly, the reaction will be a closed door. Yet, if they manage to change perspectives, understand the viewpoint of the adult and bring arguments from there, before stating their wish and if they can explain their point of view with arguments which an adult can comprehend, their chances to be listened to and to have some influence increase. Therefore, we train youth to learn to listen so they can better understand the other side and to make use of this understanding for perspective taking and for preparing their arguments. At the same time, we train young people in focusing on their wishes instead of blaming others for a situation. This is drawn from Rosenberg's **non-violent communication**: we train youth to talk about their observations, feelings, needs and wishes by using I-messages. **If youth can express themselves and if their opinions are heard by the adults, by the society, and they realise they have an impact with what they say and do, they will not feel a need to drastically change the system and will**



“When we as pupils come together with our parents and teachers to play sports and have fun, we can send out a clear signal against violence and bullying.”

Abdul Basid, 16, und Aikol Bolotbekova, 14, school pupils from Jalal-Abad, Kyrgyzstan

⁷ This rationale is an adaptation of the I-YOU-WE approach of intercultural education from Pestalozzi Children's Foundation (see Introduction, Chapter 2.2.3, page 20).

⁸ Harris, Thomas Anthony (1969). I'm ok, you're ok. New York: Harper & Row. The founder of transaction analysis was Eric Berne, mentor of Harris.

therefore not be attracted by extremists. In the training we prepare the youth for getting engaged and learning to express themselves towards adults by practicing with their peers.

The **fourth element** is about **working towards change**: it is about **creating a common vision** and putting it into practice through **collaboration crossing earlier boundaries**. In the training, youth will start thinking about what they want to change in their community, they will exchange about how the future should look and create common visions. They then do a reality check: “Where do we stand right now? If we want to change the situation, where can we start to make this change happen? What do we need to work on?” They pre-define some issues they want to raise with the adults in the exchange and will through the exchange start working with the adults who support them in making the change happen.



Rationale Youth Module: Theory of Change

Criteria of Selection for youth participants

- 15–29 age
- Gender balanced group
- Religious (different confessions) and non-religious youth
- Ethnically balanced groups in multi-ethnic communities
- Diverse professional background (students – from religious and public schools, unemployed, employed, private entrepreneurs, young mothers)
- Diverse social background (including poor, rural and urban youth)

3.1.2. AIMS

The main goal of the youth module is to empower youth to speak up on their own behalf and to stand up for their needs and wishes. To do this in a way that is acceptable for adults and the society, we train them in active listening, the basics of non-violent communication and perspective taking.

Hence, the 4-day training has specific topics and aims for every day:

Day	Topics	Aims
1	<p>Identity: Who am I? What are my strengths? What makes me special?</p> <p>Courage: Presenting and standing up for myself.</p>	<ul style="list-style-type: none"> • Everyone gets to know him/herself better. • Everyone increases his/her self-confidence. • Everyone gets to know each other better and builds trust in each other. 
2	<p>Identity: What makes me who I am (influence factors)?</p> <p>Diversity: What do I have in common with others? What makes me special?</p> <p>Society: Our current realities as youth</p>	<ul style="list-style-type: none"> • Everyone gets to know each other better and builds trust in each other. • Everyone understand better why they are how they are and feels confident to share this with others. • Everyone exchanges about their current challenges as youth in their environment. 
3	<p>Active listening and Non-Violent Communication: How can we make someone accept and understand our position, needs and wishes?</p> <p>Cooperation: How can we improve our team work? Reflection on team roles and cooperation strategies</p>	<ul style="list-style-type: none"> • Everyone is aware of how s/he behaves when cooperating with others and knows how best to contribute. • Everyone communicates consciously and carefully with others. • Everyone has practiced strategies to voice their wishes and opinions with elders in a respectful, determined manner.
4	<p>Our Community: How the current situation is, what we want to change and how we can start.</p>	<ul style="list-style-type: none"> • Everyone builds confidence in crossing the comfort zone and talking to strangers. • Everyone knows what s/he likes/dislikes in her/his community and what they want to change. • Everyone is ready to share his/her ideas with others, no matter their background (age, gender, political, social, economic) confidently and in a sensitive manner. 

3.1.3. TRAINING MODULES

3.1.3.1. IDENTITY & COURAGE: DAY 1

The **first day** of the youth training has three main aims:

- Everyone gets to know him/herself better.
- Everyone increases his/her self-confidence.
- Everyone gets to know each other better and builds trust in each other.

It builds the foundation for the process on which the youth embark. According to experiential peace pedagogy approaches, on which our theory of change is based, to be able to accept others, we first need to accept ourselves. Therefore, in any project which aims to (re)build relationships between different groups, we first work with the participants on an individual level. We give them a chance to focus on their own identity.

After a welcoming of all participants and an explanation on why everybody is here today and what is the purpose of the workshop, immediately, the facilitator creates interaction between the youth and lets them be at centre stage.



<p>GREETING WALK</p>	<p>Module: Youth</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • First contact • Ice breaker 	
<p>Description of the Exercise:</p> <p>Participants stand in a circle. The facilitator gives instructions in the circle: “We will be walking around freely in the room, while we hear some music. As soon as the music stops, we stop and greet the person closest to us. We can share our names and where we are from. When the music starts again, we walk around freely again, until the music stops. We turn to someone else close-by and share a bit more, apart from name and place we are from, our favourite activity in spare time...” and so on. Ideas for things to add:</p> <ul style="list-style-type: none"> • If is the first time they are at such a workshop, if not, what topic the last workshop was about • What they do in everyday life (e.g. school, job) • etc. <p>A reflection of the exercise is not compulsory, however, here are some questions you could ask:</p> <ul style="list-style-type: none"> • What did you like about this exercise? • What was the most interesting/surprising/funny etc.? • What else would you like to discover about your colleagues? • Was there something challenging? If so, what? • ... 	<p>Group Size: Appx. 10 to max. 40</p> <p>Estimated time needed: 10–15 minutes</p> <p>Material needed: Music and loudspeakers</p> <p>Preparatory steps: If you want to participate as a facilitator (which is recommendable), make sure you brief an assistant who starts and stops the music. Prepare how to explain the rules, clearly and concisely.</p>
<p>Important to remember:</p> <ul style="list-style-type: none"> • Make sure you don’t have people in the back while instructing so everybody can see you well. • Optional, but recommended: show the act of greeting while you explain. • Ask if everyone understood. • Make sure the exercise is dynamic, make many stops, rather quick, otherwise the group might not feel the energy. 	<p>Space / Facilities needed: A spacious empty room, chairs at the wall (or no chairs in the room)</p>
<p>Possible variations / Personal Notes:</p> <ul style="list-style-type: none"> • • • 	

After this, present the aim of the 4-day workshop:

AIM

Everybody feels more confident to share his/her opinions and feelings with strangers, including adults, and has improved team work and communication skills, to better engage with people.

To be able to reach this aim, it is important that everybody, as quickly as possible, knows the other participants' names. Therefore, we go on with a name game.

ZIP ZAP	Module: Youth
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Ice breaker • Everybody gets to know each other's names 	
<p>Description of the Exercise:</p> <p>Participants stand in a circle. The facilitator as well. S/he gives the instructions standing with the participants in the circle and only after this, stands in the middle of the circle to start with the exercise. The facilitator explains: "If I point to someone and say 'zip', the participant says the name of his/her neighbour on the left side. If the facilitator says 'zap', then the participant says the neighbour's name on his/her right side. If I say 'zip zap', all participants change their place in the circle. The one who makes mistake, stands in the middle and gives the 'zip/zap' commands.</p>	<p>Group Size: Appx. 10-max. 40</p> <p>Estimated time needed: 10–15 minutes</p> <p>Material needed: no material needed</p> <p>Preparatory steps: Know-how to explain the rules, clearly and concisely.</p>
<p>Important to remember:</p> <ul style="list-style-type: none"> • Make sure you don't have people in the back while instructing so everybody can see you well. • Make an example before starting to play. • Ask if everyone understood. • Make sure the participants play fast, otherwise it turns boring quickly. 	<p>Space / Facilities needed: A spacious empty room or outside</p>
<p>Possible variations / Personal Notes:</p> <ul style="list-style-type: none"> • If you have time, challenge the participants and ask all participants to hide their name tags, then ask if there is a volunteer who will try to remember all names. If they manage, praise them with a big applause, if not, let the other group members help. • • • 	

Importance of names: as a facilitator, to know the names of your participants makes them feel valued and taken serious. Moreover, you can address them directly, to include everyone in the discussions and activities. Thumb Rule: learn all names quickly, if possible on the first day. If you didn't manage, have a system to learn the names overnight and be able to greet them personally the next morning.

Then, ask the group to stand in a circle, to share the expectations they have for this training:

FRIENDSHIP NET

Module: Youth

Aim(s) of the Exercise:

- Participants get to know each other
- To know about (other) participants' expectations
- To create an atmosphere of trust in the room

Description of the Exercise:

- The trainer asks participants to stand in a circle.
- The facilitator shows the participants a thread ball, and explains the exercise as follows: "I will throw the ball to someone. This person introduces herself and says what his/her expectations are for the training. Everyone who had the ball, holds one edge of the thread before passing the thread ball on to another participant. One after the other, all of you will introduce yourselves and say what your expectations for this training are». Then, the trainer introduces her/himself, says her/his expectation(s) and throws the thread ball to one of participants, the next person continues.
- Participants pass the thread ball, who gets it introduces him/herself, tells his/her expectations and passes the ball further, but holds the thread.
- When each participant introduced himself, the trainer suggests laying down the net that was created with the thread on the floor.
- The expectations of the group members are jotted down by a co-facilitator or an assistant trainer, either on cards or on the flipchart. The main facilitator quickly reflects on the expectations of the participant, valuing their contributions and clarifying expectations and aims.

Group Size: appx. 10–40

Estimated time needed:

Depending on size of group, in case of 30 participants: appx. 40 minutes.

Material needed:

Thread ball (ideally use thick thread, e.g. cloth or small rope)

Preparatory steps:

Preparing the thread ball and determining a space.

Reflection:

- After that, s/he asks what the thread net looks like: "When you look at the net, what do you see?" Participants who want to share their thoughts say something to the others.
- The trainer, summarizing, gives her/his interpretation, based on the participants' observations and the aim of the course, and also shares thoughts about friendship, team work and communication.

Important to remember:

- Make a beautiful round circle, so all participants can see each other.
- The participants must hold the threads during the whole exercise.

Space / Facilities needed:

Free the space from chairs in order to form a circle.

Possible variations / Personal Notes:

- The whole group repeats the name of every person after s/he introduces her/himself.
- When one participant receives the ball from another participant, he says what he remembers from this participant, then introduces himself and passes the ball to whom he wants to get acquainted with (only recommended for smaller groups).

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After learning about the expectations of the group, and after standing a long time, an activity with movement is desperately needed. It serves the participants to become aware of some similarities they have with others they think they are very different from, and differences with participants they think are like them. This exercise serves to create awareness about prejudice and how easily it can be revealed that not everything and everybody is how we perceive it or them to be.

EVERYBODY...

Module: Youth

Aim(s) of the Exercise:

- The participants warm up and have fun
- The participants get to know each other better
- The participants learn about their similarities and differences

Description of the Exercise:

- Ask the group to build a circle with their chairs. Make sure you have no chair yourself (to ensure there is one chair too little for the group).
- Tell the group there will be different rounds for this exercise. Start with the first exercise:
- “The person in the middle tells all the others: ‘Everybody with... e.g. brown shoes, change your seat!’ and all those who have brown shoes must get up and run to another free seat. The one in the middle tries to catch a seat, as well. The person who didn’t get a seat asks for the next group to change seats: ‘Everybody with long hair, change your seats!’.... etc.”
- Play a few rounds. Then introduce the next round: Everybody with... → invisible features, e.g. Everybody who... has a sister or brother, a dog, a cat, lives with his/her parents, likes chocolate, doesn’t like to get up early in the morning... etc.

Group Size:

Appx. 8–50 participants.

Estimated time needed:

15–20 minutes., can be prolonged or repeated.

Material needed:

Chairs

Preparatory steps:

Decide which steps you want to go through.

Reflection:

- After the exercise, ask the group what they found particularly interesting about the exercise, what surprised them, etc. You may use the opportunity to ask people you have not yet heard about their opinion.

Important to remember:

- Make sure the group makes a nice circle so everybody can see everybody.
- If translation is needed, make sure to prepare the translator.
- Make sure to tell the group only to move when the sentence is translated. It is helpful to clap hands when they can move.

Space / Facilities needed:

Spacious room

Chair circle, one chair less than people, empty chairs

Possible variations / Personal Notes:

- Fruit salad: the classical version of this game is to divide the group into different fruits (e.g. 1=bananas, 2=strawberries, 3=pineapples, 4=pears, 5=apples. Then the one in the middle asks 1 fruit to change seats. When the person in the middle of the circle gives the command: “Fruit Salad” everybody in the circle should change his seat.
- You can introduce: only visible features, only invisible features
- You can focus on likes/doesn’t like...
- You can use this as evaluation: ...is tired, ...feels happy, ...has made new friends in this training, ...likes this course, ...likes the food in this place etc.
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In order to make such a diverse group of people feel comfortable in the room, to create an atmosphere of trust and to encourage young people to share their thoughts, it is important to make the young people reflect what their needs and wishes for this training are and how they can contribute to fulfilling the needs of others and to making this training a successful and unforgettable one. For this, we introduce a frame, through which we set a few parameters, and then ask the group to “fill the picture”.

<p>COLLABORATION FRAME</p>	<p>Module: Youth</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Define how we will work together in the training • Establish a productive learning atmosphere / training • Establish trustful relationships • Make sure everyone feels safe and happy • Get participants' commitment for the training • The frame is determined by young people themselves, so we can refer to it when something does not work well • Find out expectations 	
<p>Description of the Exercise:</p> <ul style="list-style-type: none"> • Explain to audience that the picture consists of two components: a frame and a picture. The frame is proposed by the facilitator (e.g. logistics, course times, etc.) The participants determine everything else themselves. Thus, the training becomes really their training. The frame defines some general parameters valid for the whole audience, which cannot be changed and are required to follow throughout the training. Everything added to the picture are wishes of the participants, how they want to contribute, behave, etc. Examples could include: their expectations, readiness for active work, mutual respect for building trust, being open etc. • Stickers of two colours (red and green) are prepared: On the red ones, the prescriptions for the frame are already written, and on the green ones, participants can add their wishes for themselves and others, which they would like all participants to respect. • Participants state their wishes for collaboration. They are written in the picture respectively. The exercise ends with a summary of all the wishes. The facilitator then asks if all participants agree on the frame. This must be the case, otherwise, it must be adjusted. This opportunity can be used, for example, to clarify if pictures can be taken of all participants, or if someone has reservations, etc. • Hang the frame in a prominent place so that it is always possible to point to it during the training. Whenever necessary, you can then refer to the frame if someone does not respect the wishes of the group and remind them that the frame was agreed with the whole group. 	<p>Group Size: Appx. 8–50 participants.</p> <p>Estimated time needed: 15–20 minutes., can be prolonged or repeated.</p> <p>Material needed:</p> <ul style="list-style-type: none"> • Flipchart • Sticker of two different colours (red for frame, green for picture); • Markers • Tape • Board or wall <p>Preparatory steps:</p> <ul style="list-style-type: none"> • To draw the frame on a white flipchart; • to prepare the red and green cards • to write down what you want to set on the red cards, ready to stick them on the frame.

Important to remember:

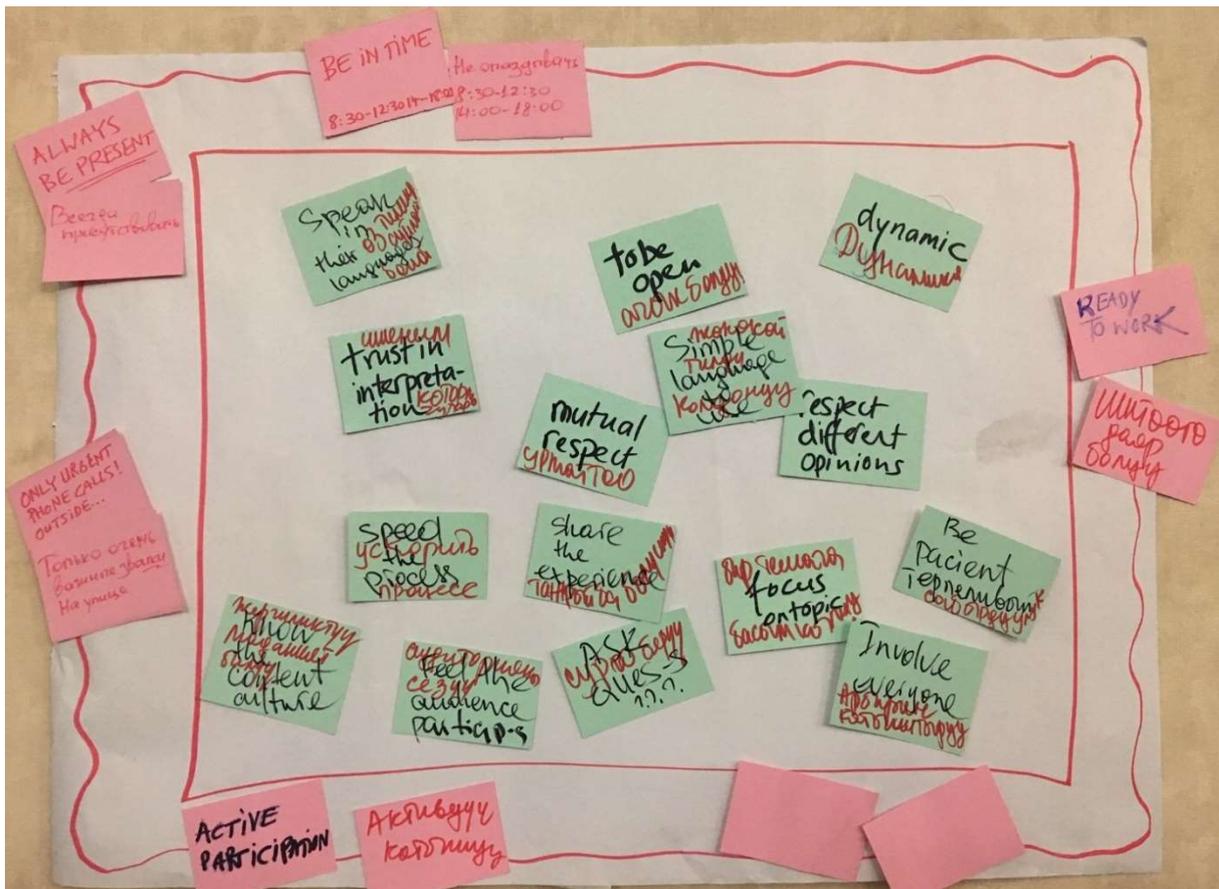
- The framework conditions for the training are proposed by the participants themselves, as it is their training and their chance to learn.
- At the end of the exercise, you need to check whether all participants agree.
- Please avoid the term «rules» in this exercise. The idea is precisely not to «set rules», but to let the young people experience their rights and responsibilities: «if everybody wants their rights to be respected, e.g. the right to be heard, the right to learn, the right to spare time, etc. everybody needs to responsibly contribute to respecting the frame, to be able to guarantee these rights to all participants!»

Space / Facilities needed:

- Chair circle
- Board

Possible variations / Personal Notes:

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Example: Collaboration Frame

After this introduction, ideally after a longer break, you will be ready to start with the identity work. If you have time before, to make the participants feel more comfortable to present in front of the group, you can pair the youth up (“find someone you don’t know yet, whom you are interested to get to know better”), let them exchange about themselves and then, let them present the other in front of the whole group. If time does not allow, you can start with the individual work directly.

The next exercise prepares the young people for a reflection about themselves. It helps them to concentrate uniquely on themselves despite the exciting crowd around them. Through the dream journey they are going to remember their life events so far and how they shaped them. They will also reflect about their character traits and what makes them special.

THE WAY TO YOUR DREAMS

Module: Youth

Aim(s) of the Exercise:

- Participants concentrate on themselves
- They remember how their life was so far, from childhood until today
- They remember both their successes and difficulties
- They think about their traits, their strengths, their challenges and their dreams
- Making participants feel comfortable
- To give an opportunity to dream
- Preparation for the next exercise ‘My portrait’

Description of the Exercise:

- Determine the location of the exercise in advance, depending on composition of participants, existing opportunities (in case there is a calm environment available, it can be carried out in nature, on the grass (with blankets as well). Everybody needs their diaries and a pen next to them, on the floor, so they can easily pick it up and write after the exercise.
- Ask participants to sit or lie down comfortably. Ask them to close their eyes, concentrate on themselves and begin with the meditation.
- Ask the youth to imagine themselves on a ship, in clear weather, where there is a slight breeze. The ship moves up and down on small waves. As the boat swings, the participants feel their breath in the rhythm of the waves. They breathe slowly in and out. Then, ask the youth to focus on their bodies. How do they feel right now? Where in their body do they feel tension? Wherever they feel tension, ask them to send their breath there and relax this place.
- Then, ask them to recall their childhood, happy moments from childhood, what they dreamed of when they were kids, where they were, what their favourite place, their favourite activity and favourite environment were. Give about a minute for them to keep thinking about that. Repeat slowly from time to time what they are to imagine...
- Then ask them to remember their adolescence (adjust age to participants’ age...). Ask them to remember what they did, what they liked to do, how they were and what they dreamed of. Also ask them to remember their difficulties, if and how they solved

Group Size:

Appx. 1–50 participants.

Estimated time needed:

15–20 minutes, can be prolonged or repeated.

Material needed:

- Slow and relaxing music;
- Blankets, candles;
- Comfortable, warm, spacious, and bright room
- Glasses and a lighter
- Microphone and speakers
- Pens and paper

Preparatory steps:

- To lay blankets and light candles;
- To find an appropriate music;
- To light the candles and play the music;

them. Then, ask them to remember what they were proud of at the time...

- Then, let them imagine their life now... ask them what they like about themselves, what they are proud of, what they are good at... what they want to change in themselves and what are their dreams... give them another moment to think about that... Then, announce that you will count from 5 to 0 and when you get to 0, they will open their eyes. Count, then, ask them to open their eyes and ask them to take pens and paper. On a flipchart, the questions of the dream journey are ready for everyone to answer:
- What do I like about myself?
- What am I good at? What am I proud of?
- What do I need to change in myself?
- What are my dreams for the future?
- Ask everyone to take their diaries and write their thoughts on these questions. Ask everyone to be silent and concentrate on themselves. Give them 10 minutes of diary time and ask those who finish earlier to silently leave the room and take a break or just relax a moment.

- Write down the questions on a flipchart, close it, and when moving to the following part of the training, open it.

Important to remember:

- Voice of facilitator should be pleasant to the ear;
- Speak slowly, emphasise with intonation where needed.

Space / Facilities needed:

Spacious and calm room

Possible variations / Personal Notes:

Depending on situation, we should adapt the instructions at the beginning. If people do feel comfortable, ask them to lie down. Especially youth love it.

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Directly after the diary time, the trainers share drawing materials with the participants and introduce the next exercise.

I-DRAWING

Module: Youth

Aim(s) of the Exercise:

- Help participants to analyse, discover, value and respect themselves
- To increase participants' self-confidence

Description of the Exercise:

- First, the trainer distributes flipcharts, markers and pencils for drawing to participants.
- The trainer gives the following instructions for participants:
- Draw yourself, representing yourself as a person or a symbol with which you associate yourself in the middle.
- Then, divide (by line) the picture into four parts.
- In the upper left part write qualities and traits, which you like in yourself or many others say you have.
- In the upper right part write your dreams and visions for yourself in the future.
- In the lower left part write your achievements
- In the lower right part, write what you would like to improve in yourself
- Then the trainer gives time (appx. 20-30 minutes, might be adapted to the needs of the group).
- When all participants have their drawings ready, the trainer asks the participants to organize the chairs like in the theatre and prepares the stage for the participants to present.
- Then, each participant presents their work in front of the theatre audience.
- The audience applauds strongly after each presentation.
- The trainer's assistant hangs the pictures on the wall after each presentation.

Group Size:

5–40 participants

Estimated time needed:

30–40 minutes

Material needed:

Flipcharts, markers, all kinds of coloured pencils, paints, brushes, glasses with water.

Preparatory steps:

- Prepare materials
- Prepare Flipchart with questions, give an example of some sort of structure
- Prepare place for participants for drawing, can be on the blankets of the exercise before

Important to remember:

- Ask participants to be sincere.
- Support participants and tell them not to be too modest, but to say the positive things they think make them more unique
- Throughout the working time, the trainer supports the participants.
- Music is played during exercise.

Space / Facilities needed:

Big space, options to work on the ground, on tables etc.

Possible variations / Personal Notes:

The form of the portrait may vary (person, symbol etc.). You can give more or less detailed instructions, based on the age of the group, based on their drawing skills or literacy, etc. Every time, you need to take the decision how strictly you give the instructions or how much freedom you want to give.

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The presentation of the self-portrait is a big challenge for most of the youth. It is sharing thoughts about themselves they are not used to share and might not have thought before. They need to be supported and encouraged by the facilitators. One way to do this, is to prepare the whole group with some preparation exercises for public speaking. Below is one we used, which can be combined with others.

TARZAN SCREAM	Module: Youth
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • The exercise emotionally and physically prepares participants to the presentation • Takes off nervousness in the voice, gives confidence • A positive atmosphere is created in the room 	
<p>Description of the Exercise:</p> <ul style="list-style-type: none"> • All participants stand up. • Explain Aims of the Exercise and its advantages. • Trainer demonstrates the exercise and involves the group. • Trainer conducts the exercise in different stages: <ol style="list-style-type: none"> 1. Make sure youth have their feet and knees exactly under their hips, the feet are usually more or less two fists apart. 2. The group closes their eyes, the trainer asks them to imagine themselves as an old tree, with strong roots in the ground. 3. The head is the crown of the tree; youth feel their head light like a balloon on top of the body wanting to rise into the sky. 4. Feel the breath in the whole body. 5. Then, tap with the hand or fist on the sternum, explain that below that is the thymus gland, which, when activated fills us with positive energy. 6. Start tapping the thymus gland with both fists like Tarzan and start first with low voice and then getting louder and louder and then shouting «aaaahhh» and tapping faster until you are as loud as you can. 7. In that moment, raise the arms up in the sky and shout and jump! The raising of the arms is important, as to have your arms up in the sky («winner pose») makes you feel powerful⁹. 8. Repeat VI and VII several times in a row and you will see how the energy in the group rises. It's fun! <p>After the completion, everyone thanks each other with applauses and sits back on their chairs (theatre setting, ready for presentations).</p>	<p>Group Size:</p> <p>20–40 participants</p> <hr style="border-top: 1px dashed #e67e22;"/> <p>Estimated time needed:</p> <p>3 minutes</p> <hr style="border-top: 1px dashed #e67e22;"/> <p>Material needed:</p> <p>Nothing.</p> <hr style="border-top: 1px dashed #e67e22;"/> <p>Preparatory steps:</p> <p>Not required.</p>

⁹ Social psychologist Amy Cuddy has researched about the power poses: she found out that the poses increase our testosterone and as a consequence, our self-confidence.

Important to remember:

It is important that the trainer involves all participants and they overcome their shyness.

Space / Facilities needed:

A room which should fit the planned quantity of participants, consider theatre setting for the presentations.

Possible variations / Personal Notes:

If weather conditions are suitable, we suggest inviting participants, to go outside for the fresh air to get energy and cheer up.

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Tarzan Scream Exercise, Osh, 2018

Just after the Tarzan Scream, invite the youth to present their self-portraits:

SELF-PORTRAITS PRESENTATIONS	Module: Youth
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • To learn how to present oneself, to develop public speaking skills, to overcome fear to speak in front of people (and the camera, if you wish to record the presentations for the youth) • Increase self-confidence of training participants • Participants, while listening to each other, will be motivated by the achievements of the others and will set themselves positive new goals as well • Participants get to know each other better • A friendly and trustworthy environment is created 	
<p>Description of the Exercise:</p> <ul style="list-style-type: none"> • Before this presentation. all participants prepare some sort of “product” where they present themselves, e.g. a self-portrait (see: I-Drawing). • Then, a volunteer is defined as trainer assistant for this session: one who holds and sticks the flipcharts to the gallery (a wall designated to the portraits). • Participants either volunteer to do their presentations, one after the other, until all have presented, or the facilitator collects all drawings and lets the participants present randomly, depending on the level of self-confidence of the participants. • For bigger groups, anything above 15 people, it is important to take a break in-between the presentations. You can even consider two breaks: one energizer and one tea break. 	<p>Group Size:</p> <p>Maximum 20 participants</p> <hr/> <p>Estimated time needed:</p> <p>60 minutes (3 minutes * 20 participants),</p> <hr/> <p>Material needed:</p> <p>Flipcharts, adhesive tape, walls, and, if wished: camera, screen, projector, loudspeakers, extension.</p>
<p>Reflection:</p> <p>Concluding the session, organise the group in a circle and ask them how they felt as presenters and what they appreciated as listeners. What did they like about the exercise? What not? What was difficult? What was fun? What was interesting, what was surprising?</p>	<p>Preparatory steps:</p> <ul style="list-style-type: none"> • Prepare presentation space in a theatre setting. • Prepare techniques and test the camera sound. • Have an empty wall ready as well as pieces of prepared tape.
<p>Important to remember:</p> <ul style="list-style-type: none"> • Every participant’s presentation is important; • The trainer should explain that this is an opportunity to practice presentation skills and that there is no right or wrong presentation; • Thank for presentation and support presenter by clapping. • There might be youth who don’t feel ready to present. In this case, let them be the last, and give them the option to present the next day and then give them an extra applause. Maybe a personal conversation will be needed after the training day to prepare and motivate them for the next day. 	<p>Space / Facilities needed:</p> <p>There must be no chairs in a room. The room should be bright. If you work with the camera, make sure it does not record the youth against the light.</p>

- Remind the participants that they can present what they feel comfortable to present. Not every detail needs to be explained.

Possible variations / Personal Notes:

- You can ask for volunteers among participants who agree to watch a few presentations and to give valuable advices after the session to the presenters (not for more than 3 youths, then, ask others).
- You can use video and analyse the videos another day (not during the core training). 30 minutes for watching videos (preferable to watch 10 videos by 30 seconds each). However, it is advisable not to use video on the first occasion of presentations. The first time, it is important to make the participants feel comfortable. The video may make them more nervous.
- To make a paper crown and each presenter will wear it before the presentation. This item will give importance, meaning and self-confidence to the presenter.
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The effect of the presentations is usually very empowering, a) because the youth have overcome their fear of speaking, b) because others start to view the members of the group differently, as they learn about some personal reflections of every participant. This strongly helps to create a We-feeling in the group and to get the participants to exchange with people they haven't been in touch before as they found, for example, some commonalities they would not have expected.

After the presentations, let the youth choose a place where they feel comfortable, distribute diaries to them and ask them to answer some questions about this day:

DIARY TIME

In this workshop, today, ...

- What was new for me?
- What did I find most interesting and surprising today?
- What did I learn?
- What will I do differently in the future?

Diary writing will become a ritual throughout the trainings in your project. It helps the youth both to reflect on what happened throughout the day and to retain their most important lessons learnt. You can prepare those diaries in an easy manner (printing on A4-paper, a template is attached in Annex 9.1). It is recommended to use the diary on a daily basis and introduce it as a special present in the beginning, which every youth can personalise and decorate the way they want. It shall be a precious memory at the end of the training and you can encourage the participants to maintain diary writing as a ritual, particularly on special days.



“We learned about ourselves, our dreams, how to set goals, how specific and measurable they are. In addition, we have learned to listen to each other and to support each other in making decisions. We learned how we can help a person in a difficult situation, all of which was important to me during these days.”

Participant of Youth Training, 26 years old

3.1.3.2. IDENTITY, DIVERSITY AND SOCIETY: DAY 2

On the **second day**, youth keep discovering more about themselves and others, in many interactive manners. They reflect about how their environment has shaped them so far, what differences and similarities they detect with other members of the group. Then, the youth discuss main challenges for youth in their society and which of those they would like to address most urgently.

Methodologically, the first part of the day is filled with one-to-one encounters with many different members of the group, to create opportunities to learn new things from each other. Then, there is individual work, which turns into a group work in the end, and there is a world café which allows for longer small group discussion about challenges for youth in different societal settings.

Through this variety of exercises, we work on achieving the following aims of the day:

- Everyone gets to know each other better and builds trust in each other.
- Everyone understand better why they are how they are and feels confident to share this with others.
- Everyone exchanges about their current challenges as youth in their environment.

The day starts with warming up the participants through quick exchanges with their peers.



“I like to conduct YOU trainings, especially on the second day, when young people open up and start thinking differently.”

Trained trainer, 2018

STOP & GO

Module: Youth

Aim(s) of the Exercise:

- Warming and cheering the audience up
- Develop / increase observation skills and mindfulness
- Get more closely acquainted¹

Description of the Exercise:

The trainer gives different tasks to the group, who is organised in pairs.

- 1st task:
 - Choose a partner (someone you don't know yet well)
 - One of the partners stands behind the second
 - When the music starts to play, the person in the front starts to walk, and the partner who stands behind copies the natural walking of the partner walking in the front.
 - When the music stops, the partners change roles
- 2nd task:
 - Change partners and stand face to face
 - When the music plays, one person makes some movements, the partner copies the movements of the second, like in a mirror.

Group Size:

10–40 people

Estimated time needed:

15–30 minutes

Material needed:

- Laptop or phone with music
- Speakers
- Microphone

- When music stops, the partners change roles
- 3rd task:
- Change partners
- Stand face to face
- When the music plays, analyse and remember the appearance of the partner.
- On the trainer's command, turn your backs to each other.
- Each partner changes 3 things in their appearance
- When ready, stand face to face again and try to find out the three changes of the partner.

Reflection:

Ask the group to share some observations about the exercise: what was fun? What was strange? What was challenging? Etc.

Preparatory steps:

Choose an appropriate music; cheerful, up tempo

Important to remember:

There should be an even number of participants so that everyone has a partner. If it is not the case, a co-trainer or assistant participates.

Space / Facilities needed:

Can be done indoors or outdoors, if conditions (appropriateness, silence, availability of music) allow.

Possible variations / Personal Notes:

- The number of exercises can be increased or reduced
- Other exercises with body contact, e.g. drawing something on the back, can be introduced, if suitable.
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After this warm-up, the facilitator introduces the SMART framework. This framework helps the youth to set their aims, in this case, for the 4-day course, in other cases, for a timespan in life.

 **THEORY: SMART**

The SMART aim model has been developed for business management in the Eighties and has been widely used in many different work contexts until today. SMART aims have proven useful for youth work as well. Youth like frameworks which help them structure their thinking. Particularly, adolescents often lack structures for reflection and tend to be overwhelmed by the huge amount of questions they are bound to think about. Thus, such structures help them to bundle their thoughts and think step by step. There are many versions of the SMART model. We work with the following, which fits our context and needs best:

- S – Specific**
- M – Measurable**
- A – Attractive¹⁰**
- R – Realistic¹¹**
- T – Time-bound**

For our purposes, the criterion of attractiveness is important, as we want our youth to formulate aims that motivate them to ensure to reach their aims. We combine the aim setting theory input with a creative exercise:

CHOCOLATE AIMS	Module: Youth
Aim(s) of the Exercise:	
<ul style="list-style-type: none"> • Creative approach for reflection on your own aims • Learn to set goals according to SMART criteria • Participants feel responsibility and learn to use time correctly • Participants learn to speak briefly and clearly 	
The trainer introduces the exercise to the participants:	Group Size:
<ul style="list-style-type: none"> • “With the help of this exercise, we would like to support you in identifying your goals and expectations for this training.” • Next, the trainer explains to participants what SMART goals are, and gives an example which is already written down on the flipchart. The trainer instructs the goal should be formulated in one sentence and specifies the time for the exercise. • The trainer distributes chocolate kisses or Kinder eggs (or another chocolate packed individually) to every participant and then asks the participants to create a symbol representing their goal with the aluminium chocolate paper, after they’ve eaten the chocolate (which gives them energy to think about an attractive aim). • The participants have 5-10-minute time to fulfil the task. • Then, the participants present their goals in one sentence and stick their symbol to the wall, on a scale from 0 to 10, to show where they are right now with their aim and how much they need to advance to fulfil their aim until the end of the training. 	Appx. 1–40
	Estimated time needed:
	10–20 minutes
	Material needed: chocolate eggs, flipchart, marker, scotch
	Preparatory steps:
	In advance:
	<ul style="list-style-type: none"> • Write down SMART + 1 example • Prepare a scale • Purchase some chocolates that are

¹⁰ Some versions of SMART work with achievable (and replace realistic with relevant)

¹¹ Some versions of SMART work with relevant.

Reflection:

- At the end, the facilitator poses some questions to the participants on the usefulness of this exercise, e.g.
- Have you ever set clear aims for yourself in life?
- Do you think it is something useful to do? Why? Why not?
- Can you imagine doing this for something else than this training, in your life? School, work, sports etc.? Why? Why not?
- Is there something new you have learned from this exercise? What? Etc.
- Then, let the participants know that at the end of the training, they will get back to check upon their aims and see how much they have progressed to reach them.

individually packed with aluminium foil

Important to remember:

At the end of the training, trainers should go back to the scale and ask the participants where they stand in reaching their goal.

Space / Facilities needed:

Room with chairs

Possible variations / Personal Notes:

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Presenting Chocolate Aims, Osh, 2018

After the aim setting, the group continues with an exercise which helps them to better understand what they have in common with other group members and what they don't. It makes them aware that often we can be surprised by someone's answers. Like with the self-portrait, this is another opportunity for youth to realise that it is important to dig a bit deeper to get to know somebody. We cannot always trust that our first impressions about someone really apply.

GROUPS OF SIMILARITIES

Module: Youth

Aim(s) of the Exercise:

- Participants form groups according to similarities
- Increases interaction between participants and creates a positive, trusting atmosphere in the room
- Helps to minimise psychological and communication barriers between participants
- Creates conditions for participants to analyse themselves

Description of the Exercise:

First, the trainer gives instructions:

- Take into consideration individual features, tastes, views and interests while dividing into groups;
- Be truthful and don't follow the crowd;
- To be alone in a group is a sign of uniqueness.

After the instructions, the trainer asks to split into groups according to prepared features/questions: e.g.

- common visible features: e.g. body size, eye colour, shoe size etc.
- common interests, e.g.: hobbies, favourite activities, music, sports etc.
- common family situation: e.g. amount of siblings, grown up with both parents, one parent, grandparent, etc.
- common location: grown up in village, city, house, apartment..., where they live now
- common habits: e.g. on which side (belly, back, side), how many hours they sleep, whether they cook or not, how many times they brush teeth etc.
- common dreams: jobs, where to travel, future visions (house, children etc.)
- etc.

As soon as the groups are divided, the trainer summarizes the result: quantity and size of groups as well as features of formed groups.

At the end of the exercise: make a **reflection**, asking guiding questions like the following:

- What did you like in this exercise? Why?
- Were you surprised about some things?
- What did you learn about yourself and each other?
- How did you feel during the group divisions?
- Did you always choose exactly what is true, or did you try to add yourself to the groups? Why? Was it difficult to stand alone?
- Etc.

Group Size:

10–40 participants

Estimated time needed:

30 minutes

Material needed:

To have a ringing bell (or any other clear signal) to notify the group on beginning and end of dividing into groups.

Preparatory steps:

The trainer prepares questions in advance according to the group specifics. For instance, if this youth category includes orphans, it is not proper to ask about siblings etc. Also, ethnicity, religion etc. can be asked or not, depending on the situation!

Important to remember:

Observing the process, the trainer must:

- Remind the participants to decide quickly;
- Support those who stay alone in a group;
- Emphasize uniqueness of the participants.
- Emphasise the richness of the diversity of the group.

Space / Facilities needed:

Open, light and suitable space.

Possible variations / Personal Notes:

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The next block of activities is on how our environment shapes us. We are all socialised differently and there are many different spheres of influence. In this block, we will make the youth think about these questions. The aim is to make them aware of who and what has inspired them in their life so far, who or what has changed something about them in their life, etc.

For this, we first make all participants exchange on different questions regarding the topic.

SPEED DATING

Module: Youth

Aim(s) of the Exercise:

- Participants exchange their ideas about what and who has most influenced them in life.
- Participants get to know each other better.
- Participants exchange with ALL other participants in the room.
- The trainers create an atmosphere of trust in the room.

Description of the Exercise:

- Ask participants to stand in two circles. One circle must be inside the other one and the participants in the first circle look at the participants in the outside circle. There should be an equal number of people in the two circles so participants can pair up with the one they look at. If the number is uneven, a training assistant participates.
- The trainer explains the process: first, the trainer asks a question for both participants to respond, then, on the first knock (microphone) or hand clap, one of the two participants starts answering the trainer’s question to their partners. When they hear two knocks (or two claps) the other participant answers the same question to their partner. When the trainer knocks three times (three claps) the participants from the outside circle move one-step to the left and stay in front of another partner from the inside circle). Then, the trainer asks the next question and so on until the participants will return to the same starting places.

Possible questions:

- What is your favourite colour and why?
- Who is your best friend?
- Who is your role model in your life? And why?
- What situation shaped you in your life?
- What decision have you made, which you do not regret?
- What was the funniest situation in your life?
- Who makes decisions in your life: yourself or somebody helps/influences you?
- and others...

Important to remember:

- Participants must see each other in a circle.
- Listen each other very well.
- Choose suitable and clear questions.

Possible variations / Personal Notes:

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Group Size:

20–40 participants

Estimated time needed:

min. 20 minutes

Material needed:

Microphone or loud gong or instrument (e.g. drum)

Prepared 8 to 15 questions (questions depend on quantity of participants).

Preparatory steps:

We ask participants to form two circles with the equal number of people in each circle.

Space should be big

Space / Facilities needed:

Free space from chairs in order to form a circle.

Then, some of the questions asked in the Speed Dating will be taken further in a self-reflection exercise, where the youth will create their own flowers: every petal represents an influence sphere that has been particularly important to them.

<p>INFLUENCE FLOWERS</p>	<p>Module: Youth</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Learn about yourself • Learn about what and who made you who you are (influence factors) • Know more about other persons (when exchanging) 	
<p>Description of the Exercise:</p> <ul style="list-style-type: none"> • The trainer explains the “flower” task on the board, draw a camomile flower with five petals • The trainer writes different spheres of influence on the flipchart with the flower and explains how these things/people influence us in life (school/work/university, family/home, friends, public sphere, religious sphere...). Then, the trainer distributes A3 format papers and coloured markers to everyone. The trainer then asks the youth to draw the flower and to write their names in the centre of it. Then, the youth will choose the five most important concrete things or people which influenced them (e.g. the mother, the brother, the imam, to take care of an animal, to play an instrument, someone at school, to learn a language, some special event or travel etc.) and write them on the petals. <p>After all participants have written/filled in their flowers, the trainer asks each participant to find a partner whom they feel comfortable with and want to learn more about and exchange information with him about his/her petals. When the participants have finished their exchange, the trainer asks the participants to tell about their feelings, insights and lessons learned during fulfilling the exercise.</p> <p>Reflection Questions (examples):</p> <ul style="list-style-type: none"> • Have you ever thought about who or what influenced you most in your life before? • Did you and your colleague write down different people or things or did you coincide with a person or thing? • Who discovered something new about themselves? Who would like to share an example? • For whom was it easy to decide what to write on the petals? Why? For whom was it difficult, why? • Etc. 	<p>Group Size:</p> <p>30 participants</p> <hr/> <p>Estimated time needed:</p> <p>20–35 minutes</p> <hr/> <p>Material needed:</p> <ul style="list-style-type: none"> • Room • Lightings • A3 paper • Markers • Board with a painted chamomile flower with five petals. <hr/> <p>Preparatory steps:</p> <ul style="list-style-type: none"> • Free auditory/room • Prepare FC, prepare theory input (influence factors)
<p>Important to remember:</p> <ul style="list-style-type: none"> • Listen to each other very well. • During the exchange it is important to ensure both participants have time (5 -7') to present their flower. 	<p>Space / Facilities needed:</p> <p>Put chairs in a circle</p>

- If you feel it is necessary, prepare the participants in the introduction that this is going to be quite a personal task and support youth who don't feel so comfortable with the exercise.

Possible variations / Personal Notes:

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Before jumping into another topic, namely, youth's reality in the society (i.e. their community), after this self-reflection, an exercise to build the relations and the trust between the youth is introduced:

TRUST

Module: Youth

Aim(s) of the Exercise:

- Build trust
- Overcome one’s fear
- Nurturing responsibility and caring for others
- A sense of cohesion

Description of the Exercise:

- Version 1: First, two participants collaborate. One participant stands behind the other. S/he stands with one foot in the front and one in the back (frozen step). S/he extends her/his arms horizontally, straight, towards the other, with the hands to support the back of the person in front of him/her. The second person stands with the back towards the first and crosses the arms in front of her/his chest. When the person behind taps on his/her shoulder s/he slowly begins to fall, straight, like a wooden board, without moving the feet. The second holds the first: first very soon (standing close by), then, every time s/he feels the first person felt safe, s/he slightly increases the distance to make the falling experience longer. According to the weight of the first person, the second might stay very close (to be able to safely carry the first person) or go further and further. Be aware that the longer the distance is, the more difficult it is to hold the partner.
- Version 2: Three people work together. Two participants stand face to face, while the third stands between them and crosses the arms in front of the chest. When everyone is ready, after the colleague in the back tapped on his/her shoulder, the participant in the middle begins to fall, like a wooden board, first backwards and then to the front. Both participants outside hold the inner person, standing in the same position as in the first exercise (step forward, arms horizontal). Gradually, the distance between participants increases.
- Version 3: A group of 6-8 participants collaborate. The group stands in a narrow circle (with feet and hands as above), and one of participants stands in centre, arms crossed in front of the chest. When the group is ready, one of the participants taps on the shoulder of the participant in the centre and then this participant begins to fall like a wooden board to the back. The participants in the circle swing her/him in any direction, gently and safely.

Add a quick reflection and exchange session, where youth can exchange their experiences and feelings during the exercise and thank each other. As a facilitator, focus on questions which lead the participants to conclude how important it is to be able to trust, in spite of non-conducive circumstances (e.g. small light person can

Group Size:

6–40 participants

Estimated time needed:

20–30 minutes

Material needed:

Preparatory steps:

Create space for the game and instruct assistants how to show every step of the exercise.

still hold a taller, bigger one, with the right technique). Possible questions can be:

Who felt safe during the exercise, hands up? Who didn't? Why? What could we do to make our colleagues feel safe? What should we avoid doing? How can we make people trust in us? Why is trust important for living together and collaborating? Etc.

Important to remember:

- It is very important to show every step with some previously instructed assistants! Instructions must be given fully and correctly.
- For South Kyrgyzstan, and in any other context, where religion does not allow men and women to touch, men and women should practice in separate groups. In some cases, even separate rooms can be considered (to be determined with the participants).

Space / Facilities needed:

Large space inside the building, or outside, in a quiet space.

Possible variations / Personal Notes:

- For all three exercises, the falling person can close her eyes. It increases the sense of fully trusting the colleagues.
- If the person in the middle feels safe, you can start varying the tempo and the distance.
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For the next session, you need to prepare the room beforehand: in every corner you have a working station with flipchart, markers and a title ready. Introduce the four corners with the following titles:

- Home (family)
- School/university or work (depending on age range, a 5th group could be added, splitting up school/university and work)
- Community (political and socio-political sphere)
- Leisure time

The youth will work on challenges they encounter in their everyday lives in the above-mentioned four different spheres of life. This is the first time the youth reflect about their position in society, thinking about how they currently are and how they wish them to be or how they think they ought to be. To get an overall view of the different views in the room, the exercise is structured as a world café. Thus, all participants can add to the ideas of the others in all spheres of life. It is important to reserve enough time for harvesting their stories of life after the exercise, as usually, the youth are eager to tell their stories after this exercise.

CHALLENGES TOUR (WORLD CAFÉ)

Module: Youth

Aim(s) of the Exercise:

- Participants jointly identify the main challenges of youth in various spheres of life
- Participants exchange information and experiences on these main challenges
- They prioritize issues and questions and present them to the audience
- Participants can be creative
- Participants get the opportunity to vote and take their own decision

Description of the Exercise:

- The trainer explains that there are four spheres that participants will analyse in terms of challenges for youth (home/family, school/university/work, community/neighbourhood, leisure time);
- Participants split into four groups according to the sphere that is most interesting for them. Make sure the groups are more or less balanced in size, if not, ask some participants to switch groups.
- When the groups are divided, youth exchange opinions in their groups, identify and write down the challenges of youth on the flipchart.
- After about 7-8 minutes, the facilitator tells the group to appoint one member of the group to be the “host” for the next group, while the others go to the next station. The host presents the work accomplished so far to the new group;
- The new group adds additional challenges or discusses which of the challenges they evaluate as the most important or most common.
- The trainer gives each group 5-7 minutes for discussion and brainstorming;
- On the trainer’s signal, the groups go on to the next post, and each new group makes their own additions to the next list, until the groups are back to the flipchart they first elaborated.

Group Size:

20–40

Estimated time needed:

30 minutes

Material needed:

Flipcharts, markers, scotch, 4 workspaces (flipchart boards or 4 places on the walls where you can hang flipcharts and write on them)

Preparatory steps:

The trainer prepares in advance 4 flipchart boards with the names of spheres (and some visualisation) and a space for sufficient brainstorming, flipcharts,

- Then, the groups choose one of the most important challenges and present it to the audience in the form of a human photograph (frozen scene, pantomime without movement). The audience tries to find out what kind of challenge the group is showing. Then, they briefly present the rest of the list.

markers, and divides the room into 4 spheres.

Reflection:

It is important to add a discussion and reflection round at the end of this exercise, particularly to give the youth the space to share their personal stories and discuss how the situation would ideally be.

Important to remember:

Space / Facilities needed:

The room should be comfortable for moving around.

If possible, remove tables and chairs.

Possible variations / Personal Notes:

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After the sharing round, let the youth choose a place where they feel comfortable, distribute diaries to them and ask them to answer some questions about this day (see diary questions, p. 42).



“Having participated in this training, I concluded for myself that I will have my own goals in life and will stand in for my goals until the end.”

Participant of Youth Training, 2018



“I believe that the exercises in this Manual are unique, and through them, young participants gain experience, learn to analyse and reflect about themselves, learn to interact with their surroundings, see and accept differences and also determine their identity.”

Trained Trainer, 2018

You might want to add an energizing and fun closing activity at the end of the day. One example for this could be the horse run:

HORSE RACE	Module: Youth
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • The participants wake up and get energized • The participants laugh and enjoy themselves 	
<p>Description of the Exercise:</p> <p>Ask the participants to stand in a circle. Explain that we are going to do a horse race, and while you are giving instructions they will copy you.</p> <p>Then show what they can do:</p> <ul style="list-style-type: none"> • Jump (arms make a jump) • Double jump • To the left and the right (bow upper body to left and right) • Jump over the water (finger moves lips) • Jump over wooden bridge (fists on chest) <p>Then show whom you will pass:</p> <ul style="list-style-type: none"> • The VIPs (sigh and hand at front head) • The audience (clapping hands) • The photographers (play click with hands, as if with camera) • The rider's wife (wave and shout: "Hello honey!") <p>Start to clap your hands on your legs, slowly and say this is how the horses walk to the start. Then, they wait, and then, run!!! Do all the different movements as quickly as possible, mix them etc. until you get to the end/finish: Hands up, yeaaaah!!!</p>	<p>Group Size:</p> <p>Minimum: 5 – no limit</p> <hr style="border-top: 1px dashed #000;"/> <p>Estimated time needed:</p> <p>5 minutes</p> <hr style="border-top: 1px dashed #000;"/> <p>Material needed:</p> <p>Nothing</p> <hr style="border-top: 1px dashed #000;"/> <p>Preparatory steps:</p> <p>None.</p>
<p>Important to remember:</p> <p>As a facilitator, tell a story about the horse run, and be engaged in the facilitation, changing tempo, tone of voice, intensity etc.</p>	<p>Space / Facilities needed:</p> <p>Inside or outside, wherever.</p>
<p>Possible variations / Personal Notes:</p> <p>South Kyrgyzstan is famous for horse races, so the energizer fits well. Consider including some locally typical features into the exercise.</p>	

3.1.3.3. MINDFUL AND CONVINCING COMMUNICATION AND COOPERATION: DAY 3

The third day of the youth training focuses on active listening and some basics of non-violent communication, having in mind mainly one practical question with which young people in Kyrgyzstan are confronted every day: “How can we make someone accept and understand our position, needs and wishes?” The training is only a one-day introduction, therefore, only some core knowledge is transferred, and the focus lies on practising. After the core trainings, trainers are expected to follow up with the youth, deepening their knowledge and practising with the youth on the local level, until they feel they really understood and are able to apply the techniques.

There is also a session on cooperation, where youth experience a situation where they need good team work to be successful and later reflect on how to improve their team work, and think about the different roles in teams, as well as some cooperation strategies.

The aims of the **third day** hence are:

- Everyone is aware of how s/he behaves when cooperating with others and knows how best to contribute.
- Everyone communicates consciously and carefully with others.
- Everyone has practiced strategies to voice their wishes and opinions with elders in a respectful, determined manner.

The first activity, a classical warming up, is already an introduction to the day: it is all about communication and cooperation. A non-verbal communication exercise, which teaches us to take care of each other, to make sure to include everyone, to observe well etc. A perfect exercise for introducing mindful communication and cooperation!

IMITATION GAME	Module: Youth
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Helps to wake up the participants, to power with energy and cheerfulness, to rise their spirit • Training of mindfulness, non-verbal communication and cooperation • Creates awareness for inclusivity 	
<p>Description of the Exercise:</p> <p>The facilitator asks the group to stand up and make a circle. S/he stretches out his/her arms and tells the group to do the same and make sure they don't touch each other (if the room is not big enough, ask the participants to stand in a zig-zag-circle, e.g. every second person steps one step back). Ask the group to be silent and just observe and copy.</p> <ul style="list-style-type: none"> • The facilitator has a beautiful object in her/his hand, e.g. a flower. S/he puts the music on, lays the flower to the ground in front of her, then, shows a warming-up exercise. The participants copy the trainer. The trainer introduces another movement, etc. • After some movements, the facilitator passes the flower to a participant, who takes over the lead and continues the exercise. 	<p>Group Size: 10–50 participants</p> <hr style="border-top: 1px dashed blue;"/> <p>Estimated time needed:</p> <p>15–20 minutes</p> <hr style="border-top: 1px dashed blue;"/> <p>Material needed:</p> <p>Beautiful object, e.g. fresh flower, free space, speakers with computer for music.</p>

- Then, s/he gives the flower on to the next participant. Continue this way until you feel it is enough, then, ask the participant with a sign to bring the flower / object back to you.

Reflection:

After the exercise completion, the trainer asks:

- Why do you think we did this exercise?
- Depending on the answers of the participants, start using a bit more leading questions like: Was everyone able to participate in all movements? Was every movement comfortable for all to do? How well did we manage to observe and not talk? The discussion should be around cooperation and communication. Also, the trainer can raise the topic of inclusion, caring for others, respecting everyone's limits and integrating all others in spite of some limitations of some participants.

Preparatory steps:

- Prepare calm, but rhythmic music.
- Free space from chairs.
- Think of several exercises for demonstration.

Important to remember:

- It is important to conduct the exercise in a big space, maybe also open-air (if it is not too loud).
- To take into consideration the dresses of the participants (clothes, shoes), e.g. not to do any movements which could feel humiliating for some people.
- Also consider the values of the participants due to religious and cultural backgrounds.

Space / Facilities needed:

Free space

Possible variations / Personal Notes:

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After two days of intensive work, it is important to gather the participants' impressions so far. Through their work with the diaries, the participants are well prepared for the next exercise. They will remember a highlight of the last day and doodle it. The doodle should be produced in only 1 minute, as it doesn't matter how it looks as long as it is discernible what it refers to.

1-MINUTE DRAWING

Module: Youth

Aim(s) of the Exercise:

- To make participants remember the highlights of the last day and remember what was achieved
- To be creative and to express their own idea in a single picture
- To exchange opinions with other participants
- To discuss with other participants which tasks were interesting and useful and why

Description of the Exercise:

- The trainer explains that the participants have 1 minute to draw on a paper in a symbolic way what they found most interesting, useful or surprising the last day.
- The trainer distributes coloured markers, a piece of scotch and A4 paper;
- After completing the drawing, the participants stand up, stick their work on the chairs, and when everyone is ready, the trainer plays some music and asks the group to walk around the circle and look at all the artworks in the gallery;

Reflection:

When the participants have finished the gallery walk, the trainer facilitates a discussion and asks the following questions to recap on the last day:

- Which drawings were interesting for you? Why?
- Are you surprised by some drawings? What was unusual among the works?
- Were there some pictures you would like to learn more about? Were some works unclear to you?

Important to remember:

Possible variations / Personal Notes:

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Group Size:

10–50 participants

Estimated time needed:

15 minutes

Material needed:

Office supplies (paper, markers, pencils, tape)

Preparatory steps:

The trainer sticks pieces of tape on each chair and prepares office supplies in advance.

Space / Facilities needed:

Open, light, suitable space and chairs.

After the recap, the trainer doesn't announce what the next exercise is about. S/he just asks for three courageous volunteers.

STORYTELLING

Module: Youth

Aim(s) of the Exercise:

- The participants experience how it feels to be or not to be listened to / to listen or not to listen
- The exercise serves as a practical example, which can be analysed in order to elaborate a Do's & Don'ts list for active listening
- Participants learn about the importance of active listening

Description of the Exercise:

All participants sit in a circle. The facilitator asks three courageous volunteers to go out the of room for a while. The facilitator instructs the participants inside the room: The volunteers will come in one by one and tell you a very meaningful story.

- The first volunteer will tell a short story (2-3 minutes) about his/her childhood, while none of the participants pays attention.

The trainer quickly asks the first volunteer how he feels, apologizes to him/her and explains that he told the group not to listen, and then gets the second volunteer.

- The second volunteer will tell a sad story from his/her life. At that time, only 2 or 3 people among the participants will listen, while the others do not pay any attention to the storyteller.

The trainer quickly asks the second volunteer how he feels, apologizes to him/her and explains that he told most of the members of the group not to listen, and then gets the third volunteer.

- The third volunteer will tell a funny story from his/her life while all participants will listen very carefully and attentively.

Everybody listens and claps for the volunteer in the end. Then, the trainer asks the last volunteer how s/he felt during the story telling and involves the other two volunteers in the discussion. There is an exchange about how they felt, and how the audience felt during the exercise.

Based on this discussion, a list of Do's and Don'ts for good listening is created. The trainer asks for a volunteer to take notes on a flipchart. Before the suggestions are written down, the trainer asks the group whether they agree with the proposals, and also reflects and asks back when something inappropriate is mentioned.

Important to remember:

- Those who went outside should be unaware of the exercise instructions.
- If there are two facilitators, it is better to divide the roles: one explains to the three volunteers their roles outside, while the other facilitator explains the rules for the group in the room.

Group Size:

Appx. 10–40 participants.

Estimated time needed:

20 minutes including short debriefing. Can be combined with elaboration of dos&don'ts of active listening (+15 minutes.).

Material needed:

- Flipchart
- Markers
- Tape
- Board

Preparatory steps:

The participants should sit in close circle in order to be able to listen well.

If possible, have a co-trainer for this exercise who is able to explain the task outside while you explain inside or vice versa.

Space / Facilities needed:

- chairs
- a space where the volunteers can go which

- When elaborating the Dos and Don'ts list in the plenary, it is important to facilitate strongly, and at the same time value people's contributions. When you, as a facilitator don't agree with a participant, ask what the others think, whether they would also jot it down like this or what else they would prefer. As a trainer, avoid to say sth. like «this is not correct», but do rephrase when you don't agree to note something down.

is far away from the group (vision and sound).

Possible variations / Personal Notes:

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To introduce the brainstorming on active listening, you can make a link with the imitation game by drawing the attention of the participants to how to be attentive. From there, then, introduce the following active listening model:



Youth train Active Listening, Osh, 2018



THEORY: ACTIVE LISTENING¹²



“Speak from the other’s heart”:

say how you perceived the other’s emotions.

The aim of the 3 steps is that at the end of your 3rd step, the speaker sighs and says: “Yes, that’s exactly how I feel”. If this does not happen, then we need to ask questions to better understand the person, until our resume leads to this aim.



“Boil it down”:

resume what you have heard, paraphrase it where necessary (when you need to reframe a negative formulation), with your own words. Boiling it down means to concentrate on the essentials, not to repeat everything. For boiling it down, it is important to find the right moment, not too early, as it might disturb the speaker and there is not yet enough information to resume – but also not too late, because you might not remember all the essential information.



“I am all ears”:

Person A listen empathically to person B. This does not only imply not to talk or interrupt, i.e. only to listen, but it also means engaging with the speaker non-verbally, with body language, through para-verbal signs of attention and sometimes even through a question:

- Non-verbal signs of active listening are, for example: forward inclination, eye contact, open arms, etc.
- Para-verbal signs of active listening are, for example: hmm-mmh, ah, etc.
- Verbal form of active listening: Asking questions. Do not ask too many questions, as the idea is to give the floor to the speaker and focus on listening, yet, where needed, a short interruption to introduce a clarifying question is fine and shows the speaker that you are really interested to understand him or her.

When you introduce the 3 steps, it is important to let the group know that this process at the beginning might feel a bit artificial. It can also sound artificial, when you have not practiced enough. Yet, it improves communication strongly and is worthwhile the effort of training it. This can be trained in any situation in everyday life. At small talks with the shopkeeper, a neighbour, a friend etc. We only need to use the opportunities to practice!

Be careful when you introduce the “speaking from the other’s heart” part. It is important not to judge in this step and this happens very often when people start practicing. There is a difference between:

Speaking from the other’s heart	Judging
“I felt this made you really angry!”	“Oh, I agree, this is really a stupid decision!”
“...and you felt disappointed”	“I would have told that person a few truths! How can s/he do that?”

We tend to judge easily in our everyday conversations when we want to sympathise with someone, yet, when we listen actively, we want to be only in the shoes of the speaker and not mix his opinion with our own.

After an introduction to the active listening theory, introduce an exercise to practice it:

ACTIVE LISTENING TRAINING	Module: Youth
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> Participants learn to be better listeners Participants learn to stand in the shoes of another participant Participants train some active listening techniques like paraphrasing, asking questions, without adding their own opinion or judging what the speaker has said Participants identify what are their challenges as a listener Participants learn to observe and give feedback 	
<p>Description of the Exercise:</p> <p>Before participants divide into groups, give clear instructions: “You will now divide into groups of three people.</p> <ul style="list-style-type: none"> Among the three, assign a role to each participant: one is the listener, another the speaker, and the other the observer. Speaker and listener are sitting face to face to each other on chairs, the observer sits on the side, between them, so as not to interfere with the process. You will be given a choice of three controversial topics. Choose one and let the speaker share their opinion. As the listener, listen actively. Observer, please check how well the listener listened and how comfortable the speaker felt. When you are 	<p>Group Size:</p> <p>20-40, groups of three participants</p> <hr style="border-top: 1px dashed #e67e22;"/> <p>Estimated time needed:</p> <p>15–20 minutes</p>

¹² Adapted from: inmedio, Berlin.

ready, listen to the feedback of the observer. We will make you change places every 10 minutes, so that everyone has been in each role once”.

- Then, the trainer shows an example with two assistants: The trainer is the listener, one of the assistants is the speaker, the other (and the group) is the observer.
- The speaker talks about a controversial topic, the listener listens actively, and the observer analyses the process. Ask the group if they have clarifying questions. You can also choose to make an example of bad listening (not too extreme, but with real, common “mistakes”, e.g. judgements).
- When things are clear, the groups start. Every time the speaker finishes, there is a quick debriefing, during which everyone takes notes.
- Then, participants change roles (and physically change seats to be always clear in which role they are)
- After at least 3 rounds, all participants sit in the circle and the trainer starts the reflection:
- The trainer asks the group what was easy and what was difficult in this exercise... then, asks for all three roles specifically, what was easy or difficult... then, asks a volunteer group to show how they did... the group will be the observers and give that group a constructive feedback. This is repeated with several groups.

Material needed:

Preparatory steps:

- Make sure you have enough assistants/co-trainers to support the small groups
- Instruction of the assistants, let them practice a few times, to make sure they are sensitized and able to interrupt the group, e.g. when they judge.

Important to remember:

- Don't forget to instruct your assistants for the example.
- Don't forget to provide an example before sending them in the group work.
- Do check with volunteer groups to see whether the groups have understood well.
- Do go around when the groups are practicing, observe, and intervene, if necessary.
- The controversial issues must be context-relevant, as it is more difficult to listen when someone has a different opinion on it. In Western contexts, typical topics would be: death penalty yes or no, euthanasia yes or no, Brexit yes or no. In the Kyrgyz context, you could discuss age of marriage, roles of women, interpretations of Islam etc.

Space / Facilities needed:

Possible variations / Personal Notes:

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Changing the dynamics is important in training with young people. After this exercise with strong focus and high level of concentration, action is needed. A good moment for a team work exercise, where they deepen their communication skills, and at the same time have fun.



“A good person doesn’t talk much, but listens a lot.”

Kyrgyz Proverb

BEAN TOWER

Module: Youth

Aim(s) of the Exercise:

- Increases teamwork skills, collaboration, leadership skills, mutual support and responsibility.
- Improves strategic planning skills.

Description of the Exercise:

Optional: The trainer asks the audience to stand according to their months of birth (January – December). Then splits the group equally with 5-6 people in each team. Any other group division method can be applied.

- The trainer asks the participants to find a group name and slogan for their team.
- Each team announces its name and slogan, then they are allowed each group to go to one of the prepared tables.
- There are already prepared materials for construction on the table. Tell the group that nobody can touch the material until you say something else.
- The trainer instructs the groups: using only the available materials on the table, they need to construct the highest and strongest tower.
- The trainer announces time limits (15-20 min) for the tower construction.
- During the work, the trainer comes to the teams, reminds about time and calls to finish on time.
- At the end of the time, the trainer stops the tower construction. All towers are evaluated according to criteria – highness, steadiness and, optionally, design.

Group Size:

10–40 participants

Estimated time needed:

40–45 minutes

Material needed:

Beans (red) or chickpeas (soaked in water overnight), toothpicks, bowls/ soup plates to equally distribute the material.

Preparatory steps:

Prepare necessary materials and space

Reflection:

After the exercise completion, the trainer starts to discuss the exercise asking several questions:

- What worked well, what didn't, in your group? Why?
- How did you plan your work? Did you build a strategy? If so, what was it?
- What roles could you observe in your groups? who did what? (leader, follower, observer...)
- What are the qualities of these different people?
- How did you collaborate?
- How did you feel?
- What are the conclusions you made?

Important to remember:

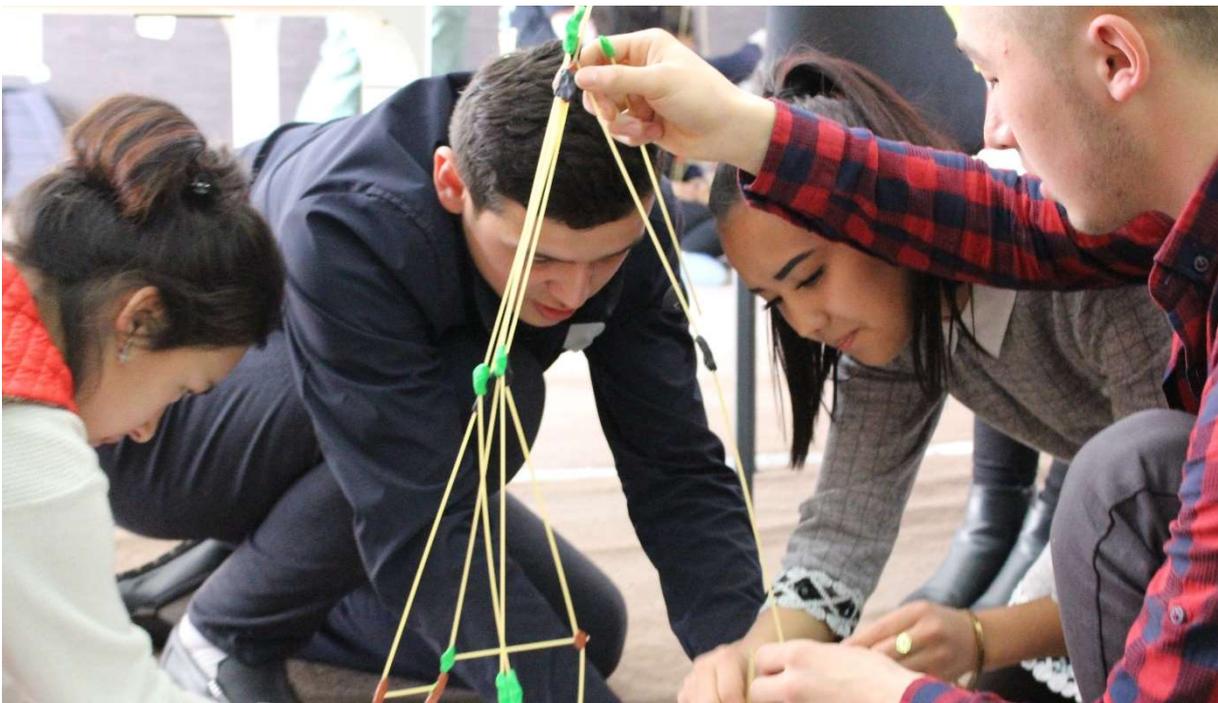
- It is important to remember about space and prepare the materials in time (beans must be put into water the night before the exercise)
- It is important to have enough time for reflection.

Space / Facilities needed:

Free and empty space.

Possible variations / Personal Notes:

- Tower construction using matches and play-doh, spaghetti, coloured paper, newspaper etc.
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Bean Tower Variation with play-doh, Osh, 2018

After this cooperation exercise, you can remind youth on the importance of collaboration in any sphere of life. Share a small outlook on the next day, where they will be collaborating in teams, interacting with adults on the street. Let them know that everything we do in this training will help them coping with different situations in everyday life. Then, ask for their full attention to share with them a powerful tool for communication.

 **THEORY: FEEDBACK / I-MESSAGE**

In this next step, we will deal with the non-violent communication approach, developed by Marshall B. Rosenberg in the 60es and 70es to overcome racial division in the US and published widely in the 80es and 90es. Rosenberg's approach has become a standard technique for improving communication in all realms of life. This training can only tap into the approach and deal with its basics. Yet, on this basis, it can and should be deepened on other occasions.

Rosenberg brought forward 4 principles of non-violent communication:

1. Sharing an observation of a situation (without judgement)
2. Sharing our feeling while we observed the situation
3. Explaining our needs
4. And expressing a request or wish.

To explain how the principles are applied, here is an example:

1. When I saw you going out of the door with her,
2. I felt sad,
3. because I wanted to go with you as well, but you didn't tell me you were leaving
4. so, maybe, next time, could you let me know when you are ready to leave?

To simplify this, we are taking principles 3+4 together in our technique. Our formula is as follows (adopted from UPeace, Costa Rica):



The example given above, would with our formula result in:

When I saw you going out of the door with her (concrete situation), I (+I) felt sad (+ feeling) so, maybe next time, could you let me know when you are ready to leave? (wish)

In our opinion, the need will follow automatically if necessary, as part of the natural conversation, but if we add it as a standard, it seems awkward sometimes and not practical to use.

As a short introduction to this formula, **play two short theatre scenes** (with a co-trainer or assistant): one where you have a typical argument, where one person blames the other, using strong words, and another one, where you play the same scene, but using non-violent communication techniques. Choose a scene which is familiar to the participants (context-sensitive).

“When we understand the needs that motivate our own and others behaviour, we have no enemies.”

M. Rosenberg

Let the participants discover the differences between the two examples. This can be done, for example, using two flipcharts (violent/non-violent communication). Remember: a few expressions should always be on the “violent” list, i.e. the “killer phrases”:

“You always/never....!” / “You should have...” / “Yes, but...” / “All / none...” etc. These lead to words becoming walls, instead of windows.

Then, introduce the formula, drawing it on a flipchart, and giving examples. When you have the impression that participants understood, let them set themselves up like in the Active Listening training exercise (tryads, with same seating arrangement). Then, ask your co-trainer or assistant to sit with you and show a few examples, real ones, first sharing a positive feedback with him or her, later on, a critical one (both real!). It is important that you mention only real examples, so that the participants realise that using the formula, critical feedback is easier to digest than the way we usually criticize.

Only then, introduce the next exercise:

<p>I-MESSAGE TRAINING</p>	<p>Module: Youth</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Participants learn to apply the formula • Participants learn to lose their fear of criticizing someone • Participants learn to accept constructive criticism 	
<p>Description of the Exercise:</p> <ul style="list-style-type: none"> • Before the group divides into groups, give clear instructions: “you will now divide into groups of three people. • Among the three, assign a role to each participant: one is the listener, another the speaker, and the other observer. • Speaker and listener are sitting face to face to each other on chairs, the observer sits on the side, between them, so as not to interfere with the process. • The speaker shares a feedback to the listener, using the I-message formula. The listener receives the feedback and thanks the speaker for it. Then, the observer and the listener shares their feedback with the speaker. Then, they change roles. • When things are clear, the groups start. Every time the speaker finishes, there is a quick debriefing, during which everyone makes his (her) notes. • After at least 3 rounds, all participants sit in the circle and the trainer starts the reflection: • The trainer asks the group what was easy and what was difficult in this exercise... then, asks for all three roles 	<p>Group Size: 20–40, groups of three participants</p> <hr/> <p>Estimated time needed: 30 minutes</p> <hr/> <p>Material needed:</p> <hr/> <p>Preparatory steps: Make sure you have enough assistants/co-trainers to support the small groups Instruction of assistants: let them practice a few times, to</p>

specifically, what was easy or difficult... then, asks a volunteer group to show how they did... the group will be the observers and give that group a constructive feedback. This is repeated with several groups.

make sure they are sensitized and able to interrupt the group, e.g. when they judge.

Important to remember:

- Don't forget to instruct your assistants for the example.
- Don't forget to provide an example before sending them in the group work.
- Use real examples and don't invent stories, as the feedback should be real and sincere!
- Do check with volunteer groups to see whether the groups have understood well.
- Do go around when the groups are practicing, observe, and intervene, if necessary.
- Tell the youth they can start with positive feedback and then, mention things you don't like so much and formulate them with the formula.

Space / Facilities needed:

Possible variations / Personal Notes:

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After several rounds, get everyone back in the plenary and ask some brave volunteers to share their feedback in front of the group. The group will be the observer and improve the feedback, if necessary. Then, do a short warm-up or have them take a short break before introducing an additional feedback training exercise:

**GENERATION CLASH:
IMPROVISATION THEATRE YOUTH-ADULTS**

Module: Youth

Aim(s) of the Exercise:

- Learning from real life situations
- Learning to communicate constructively, using I-messages
- Obtaining experience in how constructive dialogue helps to find solutions that are mutually agreeable

Description of the Exercise:

The participants are divided into two groups, organised in two rows of chairs looking at each other (appx. one-meter distance in-between).

The trainer introduces the topic: those sitting on one row are youth, those on the other row are adults. The adults are unhappy with the youth for some reason and let the youth know, by shouting at them, or for some other reason make them feel bad. The youth respond with I-messages, trying to control the situation. No topics are given to the participants beforehand. The trainer determines the roles of the two players the moment they stand up. Then, they improvise what is happening. Ideas for different life situations from different influence spheres can be: teacher/student, parent/child, or another adult that is in conflict with a young.

- Example: a participant playing the role of a young man discussing a marriage with his father, must use the feedback formula to be heard by the father because he wants to marry him with someone he doesn't like.
- he trainer demonstrates the exercise with an assistant.
- The maximum time for each performance is 3 minutes.
- In case the conflict is not resolved until then, other participants have a chance to intervene and take over one of the roles, if the facilitator agrees (maximum 3 attempts).
- In case it is still not possible, the trainer him/herself will try to resolve problem (as the youth).
- After the performance of each group, participants will have a short reflection, on how "the youth" used the feedback formula and how it affected "the adult".

Reflection:

After completion of all performances, participants sit down in a circle and a general discussion is conducted. The following questions could be asked:

- To what extent did it work to apply the formula?
- What was easy, what was difficult?
- In what way does this technique help to resolve conflicts?
- Will you use this formula in the future? Why (not)?

Group Size:

2–30 participants

Estimated time needed:

20–30 minutes

Material needed:

Flipchart

Markers

Board

Preparatory steps:

Chairs arranged in two rows.

Formula written attractively using the creative pictures and hung in visible place

- Can you imagine applying the formula in your everyday life? Will you share it with your peers?

Important to remember:

- Say that this is a role-play
- Explain that conflicts are not always resolved immediately or 100% through using the formula. It may be necessary to wait for the right moment to apply it (e.g. when someone is ready to listen instead of in the middle of a hot argument), also, it might be necessary to have more than one conversation for a successful outcome.
- Draw the formula (picture + question/statement) and hang it in a visible place, so that the participants can use the formula during the role plays.

Space / Facilities needed:

Open space

Possible variations / Personal Notes:

When you are a group of trainers, it is advisable to split your group into two, if you work with a bigger group. Thus, the participants will get to practice more and can also change roles.

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Trainers performing Generation Clash Exercise, Osh, 2018

“ I was very shy about expressing my opinion on the first day, now it’s easy for me to communicate, everything is great.”

Participant of Youth Training, 2018

“We learned to follow our dreams, set our own goals, how to make them concrete and measurable – and we learned how to talk and how to listen to each other and support our decisions. We learned how we can help a person in a difficult situation, all of which was important to me these days.”

Participant of Youth Training, 2018

After this intense, challenging practice, it is time to just feel good. Therefore, the final activity of the day is a rewarding one for every participant:

<p>COMPLIMENTS GAME</p>	<p>Module: Youth</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • The participants can express their friendship and gratitude towards others. • The participants feel empowered by the positive feedback from their peers and the trainers. 	
<p>Description of the Exercise:</p> <p>The facilitator invites the participants to give each other compliments, i.e. write only positive feedback to their fellow participants and trainers. Then, s/he distributes paper (everybody chooses their favourite colour), tape and markers. Participants help each other to stick an A4 paper on each other's back (with a piece of tape).</p> <p>When the music starts, all participants write each other compliments... the facilitator makes sure they have enough time to pass around and write a bit for everyone. After some time, the music stops, participants stop writing... then, all participants can take the papers off their backs and read what their friends have written about them.</p>	<p>Group Size: appx. 5 - unlimited</p> <p>Estimated time needed: Depending on group size. For 30–40 people: 15–20 minutes</p> <p>Material needed: A4 paper in different colours, tape, markers</p> <p>Preparatory steps:</p> <ul style="list-style-type: none"> • Have material ready • Have music ready
<p>Important to remember:</p> <p>Clarify very well that only positive things can be written on the backs!</p>	<p>Space / Facilities needed: Open space to move freely.</p>
<p>Possible variations / Personal Notes:</p> <p>Every participant receives an envelope. Every participant writes his/her name on the envelope and tapes it somewhere on the wall (make sure not to write on the front, but on the back, to be able to open the envelope when it is on the wall). Throughout a certain time, give the participants time to write each other compliments, or letters. This can be played over a series of days. After some time, for example at the end of a workshop, everyone can take their envelope home and enjoy what their friends wrote to them.</p>	

At the end of the day, let the youth get their diaries, make themselves comfortable, share with them some relaxing music (e.g. singer-songwriter music) and let them focus on their daily ritual for 5-10 minutes (see p. 42 for diary questions).

The next day, the youth are going to go to town. Therefore, tell them to bring warm clothes, sun screen, some water etc., depending on the context.



Compliments Game, Osh, 2018.



Express Interviews, Osh 2018.

3.1.3.4. OUR COMMUNITY: HOW IT IS AND WHAT WE WANT TO CHANGE: DAY 4

The last day of the youth basic training focuses on the community: how it is, what we want to change and how we can start.

The day focuses on the relations between youth and adults in the very location you conduct the training. Youth will be confronted with reality, asking adults directly about their opinion on youth. They will then combine this information with their earlier work about youth in their community and based on this, elaborate questions and wishes to the adults, which they will later on pose to them in the Generation Exchange.

Towards the end of the day, the personal aims of the participants will be checked, and every participant evaluates him/herself: how far did I get in reaching my aim?

The aims of the day are:

- Everyone builds confidence in crossing the comfort zone and talking to strangers.
- Everyone knows what s/he likes/dislikes in her/his community and what they want to change.
- Everyone is ready to share his/her ideas with others, no matter their background (age, gender, political, social, economic) confidently and in a sensitive manner.

To prepare the youth for the day and give everyone a sense of being good and important, we warm them up with a highly empowering exercise:

<p>COMPLIMENTS SHOWER</p>	<p>Module: Youth</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Value the participant’s uniqueness • Make participants feel good • Make other participants feel comfortable to give compliments 	
<p>Description of the Exercise:</p> <p>The group sits in a circle. There is one chair in the middle. It is nicely decorated, like a queen’s or king’s throne. One participant sits on this chair and closes his/her eyes.</p> <p>Then, the participants start to say only positive things / compliments to this person, e.g. what they like about them (personal traits, something they are good at, something about their looks) etc. or what they enjoyed doing with them, a happy moment enjoyed together etc.</p> <p>After some time, the facilitator starts clapping hands, then, another participant may take a seat, and so on...</p>	<p>Group Size:</p> <p>Up to 15. For bigger groups, if you don’t have so much time, consider splitting the group.</p> <hr/> <p>Estimated time needed:</p> <p>20 minutes</p> <hr/> <p>Material needed:</p> <p>Nice chair, chair circle, ev. background music, ev. chocolates or similar on all chairs.</p>

Important to remember:

Think about the occasion. Will you have enough time to have all participants experience this? If not, make sure, you have another room and a co-facilitator, so you can split the group. Depending on the group dynamics, however, youth might want to be able to share compliments with everyone and hear what is said about everyone. In this case, check to what extent they will manage to be patient and how much time you have available.

Preparatory steps:

Prepare the setting with the material mentioned above.

Consider including a co-facilitator for splitting the group.

Space / Facilities needed:

A room with a chair circle, in case of two groups, two rooms.

Possible variations / Personal Notes:

- Consider repeating the exercise before the day ends so all participants experience it once.
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Having everyone again in the same room, full of positive energy, introduce the next exercise:

EXPRESS INTERVIEWS

Module: Youth

Aim(s) of the Exercise:

- Youth identify existing problems by hearing opinions on relevant issues first-hand from people on the street
- Give youth an opportunity to analyse and identify the most pressing problems.

Description of the Exercise:

- The day before, the trainer drafts a list of questions that participants shall ask;
- The trainer announces the exercise and gives a detailed instruction on how to approach and interview people on the street. S/he asks the participants how they will approach the people and elaborates the most important Dos and Don'ts with them, so they feel reassured when introducing themselves and the purpose of this interview;
- Then, the trainer divides the participants into groups of 3 people each;
- The trainer informs the groups about categories of people who should be included in the survey (if any) and gives a time frame for the task (20-25 minutes);

Group Size:

30 participants

Estimated time needed:

60 - 80 minutes, incl. instructions, walking to interview place and back.

Material needed:

- Pens
- Notebooks

- Then, the groups go to the bazaar (or are sent to different places, e.g. the bazaar, a shopping centre, a park, or other places with a lot of people);
- The trainer observes the groups during the interviews;
- After having completed a series of interviews, the participants return to the training venue for reflection of the task with the "Question ball".

Question Examples:

Hello, Hello, Assalam Alaikum.

We are participating in a training for young people and their role in society. Can we ask you a few questions?

- What is your profession?
- What is your opinion about youth in today's society?
- What differences can you see between how young people's and adults' opinions?
- What roles should young women and young men have in society?
- In what processes and / or place should young people be able to take decisions? In which situations they shouldn't? Why?
- What potentials and/or risks do you see for the community when you think about today's youth?

Preparatory steps:

- The trainer prepares in advance and prints out specific clear questions;
- The trainer pre-determines the approximate places for the exercise and discusses them with the assistants of the training;
- The trainer prepares the participants, so they know how to present themselves and ask questions.
- The trainer checks the weather forecast one day before.

Important to remember:

The trainer determines an appropriate time for the exercise considering the local context, e.g. time of prayer, peak-hour, lunch break;

The trainer should warn the participants that there may be respondents who refuse to respond and that this is normal.

Space / Facilities needed:

Weather conditions should allow this exercise to be conducted

Possible variations / Personal Notes:

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The **reflection** on the interviews is done through the following exercise:

<p>QUESTION BALL</p>	<p>Module: Youth</p>
<p>Aim(s) of the Exercise:</p> <p>Helps to debrief / analyse / reflect about an exercise in an interactive form</p>	
<p>Description of the Exercise:</p> <ul style="list-style-type: none"> • The participants sit in a circle and all participants can see each other. • The trainer explains to the participants: • While the music is playing, participants pass the ball on to each other; • When the music stops, the participant who has the ball unfolds one sheet of the paper ball, reads the question and answers it. • After answering the question, the participant passes the ball on again, as the music starts to play; the ball is moved on while the music is playing, until the music stops again, the next person unfolds one paper from the ball, etc. until all the pieces of paper are unfolded. 	<p>Group Size: 30</p> <hr/> <p>Estimated time needed:</p> <p>30 minutes</p> <hr/> <p>Material needed:</p> <p>A4 sheets with pre-prepared questions.</p>
<p>Note to the facilitator:</p> <ul style="list-style-type: none"> • If you feel someone has difficulty or feels uncomfortable to answer a question, ask the others in the group to help him or her. • You can always ask other people’s opinion on the same question, e.g. and what impressions did the others have? and the others, do you agree? Etc. • It is fun to include tasks as well in the paper questions, e.g. sing a song with us, make us smile, etc. 	<p>Preparatory steps:</p> <p>Prepare questions and write down each question on one sheet. From paper sheets with questions make a paper ball. Think about the sequence of the questions: the outermost question will be the first to be read, the innermost the last!</p>
<p>Questions (examples):</p> <ul style="list-style-type: none"> • What are the most surprising things you learned in the interviews? • What are the most interesting things you learned through the interviews? • Make a compliment to one a person you like in the room • What is the most worrying thing you learned through the interviews? • What is the most encouraging thing you learned through the interviews? • What do you like about what you’ve heard in the streets? • What don’t you like about what you’ve heard in the streets? • Make a funny face • What is the most urgent thing you absolutely want to change, after these interviews? • Sing a Kyrgyz song, others join. 	

Important to remember:

- Usually only the person with the paper answers the questions, but if someone else would like to share something additional, they may join in too.
- You can use this opportunity trying to stop the music at the moment when the ball is with a participant who has not yet participated a lot, to give them a chance to talk.
- If a ball ends up in hands of a participant two or more times, he (she) can transfer it to another participant.

Space / Facilities needed:

Participants sit in circle; all participants should see each other

Possible variations / Personal Notes:

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The Question Ball Exercise: Training of Trainers Youth, Osh, 2018.

The interviews and reflection serve as an introduction to the key exercise of this day, the elaboration of questions and wishes for the adults, which will later be shared with adults during the generation exchange.



“Without difficulties, there’s no reason to live.”

Kyrgyz Proverb

ELABORATION OF QUESTIONS AND WISHES FOR ADULTS

Module: Youth

Aim(s) of the Exercise:

- Youth can express their wishes and questions to adults, based on their previous research and activities, in a safe space
- Young people’s self-confidence increases while fear is reduced
- Young people’s belief in change is nurtured
- Young people understand their importance as youth
- Youth learn to value their status as youth (the fact that they are young people)

Description of the Exercise:

- The trainer divides the participants into 4-6 groups of 3-7 people
- The trainer gives the following questions:
- What changes would you like to make in your community?
- Where can we start with these changes?
- What questions would you like to ask and what wishes would you like to formulate to the adults (you will meet in the exchange, later in the year)?

Participants are divided into their groups for small group work. The trainer monitors the group work and offers his/her help or advice where needed. The groups present their results.

Reflection:

- The trainer discusses the results of the group work at the end of all presentations, asking questions like:
- Looking at all issues raised, considering other group’s work too, which issues would you put highest on the agenda to tackle with adults?
- What issues do you think you could easily discuss with adults? Why?
- What issues do you think will be particularly difficult to tackle, and why?
- What kind of support would you need to feel ready for a discussion with some adults on those issues?
- Etc.

Important to remember:

- Answers should be relevant or relate to the community from where youth themselves are.
- It is important to remind youth about the I-messages and how to formulate constructive criticism before sending them into the groups, so they formulate their wishes in a constructive way.
- In any case, it is important to help them reframe their statements in case they are not constructively formulated. The exercise of reframing together with the group will teach them how to formulate things in a non-judging and empathic manner.

Group Size: 30–40, 3–7 participants per group

Estimated time needed:

45 minutes

Material needed:

- Flipchart
- Markers
- Board

Preparatory steps:

prepare 4-6 work spaces with the necessary material.

Space / Facilities needed:

Spacious room

Everyone must agree on the final formulation, as the results will be presented to the adults in the Generation Exchange module.

- It is important that the participants understand that the questions and wishes should not only cover personal life but be relevant to youth from their community. Therefore, we advise they revisit their community challenges and consider the findings of the interviews while elaborating their questions and wishes.

Possible variations / Personal Notes:

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After having reflected and reframed the questions and wishes, tell the youth that this is an important input for the Generation Exchange, which will take place in a few weeks / months. Thank them for their engagement and participation and let them sit again in the circle to re-introduce the **aims** (chocolate papers):

CHOCOLATE AIM BAROMETER

Module: Youth

Aim(s) of the Exercise:

- The participants evaluate their progress on their aims over the last four days.
- They realise how aim setting can be beneficial for different situations in their life.

Description of the Exercise:

- Remind the participants about the aims they set themselves the morning of the second day and point to the wall where they are hanging.
- Present a barometer (drawn on a FC, pinned on a board) with a scale from 0 to 10, 0 meaning not at all, 10 meaning fully reached.
- Ask the participants to take their symbol off the wall, remember what their aim was, reflect a moment on how much they advanced to reach it and how they proceeded or what were the obstacles.
- Then, ask every member of the group individually to present shortly where they stand now and why, and ask them to stick their symbol on the barometer.

This way, you can see how much the group progressed.

Group Size:

appx. 5 – unlimited

Estimated time needed:

Depending on group size.
For 30-40 people: 45 minutes.

Material needed:

Two flipcharts put together (short side to the left, two long-side, so there is enough space for all symbols on the FC)

Access to the aim symbols sticking on another wall.

Reflection:

Have a discussion with the group on how they were able to have their aim in mind during the process, how they can set aims for other purposes, and how they can make sure they progress on them.

Preparatory steps:

Have material ready

Important to remember:

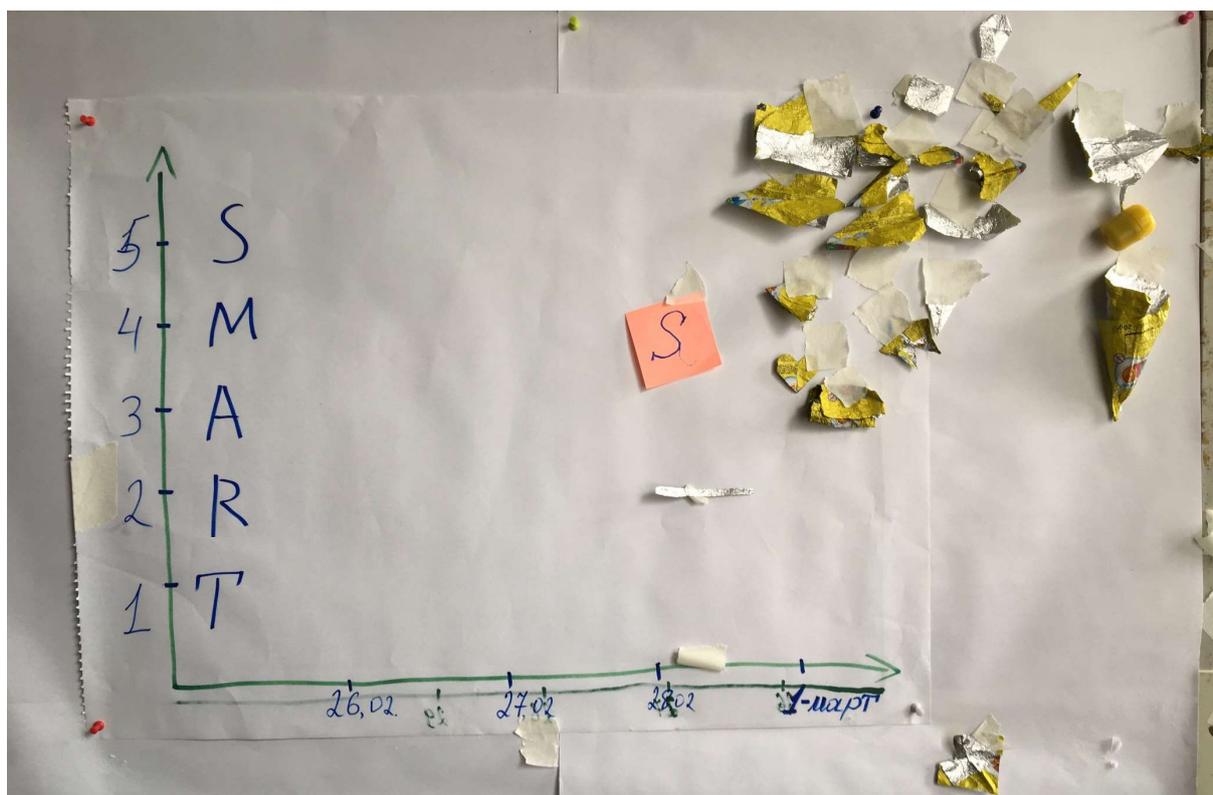
From the beginning, have aim symbols stuck on a wall or pinboard visibly for all.

Space / Facilities needed:

Circle, with "stage in the front. Two FCs on pinboard.

Possible variations / Personal Notes:

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Ask the participants for the last time to find a comfortable place with their diaries and jot down some of their learnings (see diary questions, p.43), before asking them to join the circle again for a final evaluation exercise:

SUITCASE AND GARBAGE BIN

Module: Youth

Aim(s) of the Exercise:

- The participants remember the highlights and biggest challenges of the training.
- They share their most important learnings with the group.
- They get rid of uncomfortable experiences, if they had some.
- The trainers get some inputs for evaluating their performance.

Description of the Exercise:

- Everyone sits in a chair circle. The facilitator places a suitcase and a garbage bin in the front and distributes cards and pens to all participants.
- Then, the trainer asks the participants to write on one card:
- Everything they want to take away from this training: the most important learnings they never want to forget, the good memories etc.
- On the other card, they write the things they want to throw away and not remember anymore: some uneasy moment, some difficult experience, some part of the training they didn't like etc.
- The facilitator gives the participants some time to reflect and write everything down (appx. 5-10 minutes).
- When everyone is ready, the trainer asks who would like to start presenting and throwing the papers in the suitcase (what they want to take away) and bin (what they want to throw away).

Group Size:

appx. 5–40

Estimated time needed:

Depending on group size.
For 30–40 people: 45 minutes.

Material needed:

Coloured papers / cards, pens, empty suitcase, empty garbage bin (clean, as you will need to take out the papers in the end for documentation!)

Preparatory steps:

Have material ready

Important to remember:

The trainer can ask questions of clarification if s/he doesn't understand why someone wants to take something away or throw something away.

Say it is mostly about learnings and experiences, but of course also logistical issues can be mentioned. However, it should not be that everyone mentions only things like food, only.

Space / Facilities needed:

Open space to move freely.

Possible variations / Personal Notes:

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Thank all participants for their active contributions and explain the further process, i.e. what are the next steps in the project and when you will meet again. Before saying bye, consider taking group pictures, ask participants to share their contacts (to create, for example, Facebook and WhatsApp groups so participants can keep exchanging), verify again what photos you are allowed to publish etc.



“I appreciated the training very much. I learned a lot of new things. I realised that I am an intuitive and spontaneous person. I liked the tasks we were given. I liked the fact that the training brings people together. People become more sociable and learn more about themselves and their relatives than they knew so far.”

Participant of Youth Training, 2018

4. ADULTS MODULE

The adults basic training is designed to be delivered in a minimum of two days and can be split into sub-modules. Thematically, it is divided into three main blocks:

 I: Me & My Work with Youth	 YOU: Trust and Communication	 WE: How We Can Contribute to Strengthening Youth's Position in Society
<p>Topics covered/touched upon:</p> <ul style="list-style-type: none"> • Identity: self-awareness, self-analysis • Attitudes and Values • Experience Exchange on youth work • Visions and Aims 	<p>Topics covered/touched upon:</p> <ul style="list-style-type: none"> • Active Listening: how can we become better listeners? • Mentoring: attitudes and behaviours of good mentors • Trust: what makes us trustworthy? 	<p>Topics covered/touched upon:</p> <ul style="list-style-type: none"> • Participation: how much do our youth have to say today and how would we like the situation to be in the future? • Solution-focused approach and questioning techniques: ways to convey more responsibility to the youth • Society: Preparation for exchange: Questions and wishes to youth

The adults' module, as the youth module, draws on peace education approaches, covering topics like child rights, cooperation and communication and conflict management. Additionally, it includes basic training on mentoring and solution-focus approaches. The methodology draws on experiential learning techniques, as well as on literature on mentoring, trust-building, and solution-focus¹³.

4.1.1. RATIONALE

Adults play an important role in providing young people an alternative to radicalisation and extremist rhetoric. **Adults have the power to shape their social environment**, as politicians, teachers, family heads and in manifold other roles, for example, in the local government, in religious institutions etc. Therefore, in our project, **adults play a centre-stage role as promoters for more voice and stake of youth in their community**. We train adults to become better supporters for youth, both as

- Ambassadors for youth and as
- Mentors for youth

As **ambassadors**, our adults will convince other adults in their environment to question their former thinking about youth, they will **persuade other adults to learn to listen more to youth and give them more space to grow, as well as more responsibility to take their own decisions**.

As **mentors**, adults switch from advising youth by suggesting or ordering them what to do to advising them by **supporting them to find their own solutions**. They learn in our trainings that if they want youth to feel understood and supported by their advice, it is better to ask the youth a series of

¹³ Mainly De Shazer and Insoo Kim Berg, various sources.

questions they might not have asked themselves, and thus supporting them in finding their own solution, rather than just telling them what to do, supposedly knowing what is best for them.

Youth, as every human being, carry their solutions within themselves. It is our task to help them discover them. **Adults thus play a key role in guiding and supporting youth and supporting them in finding their purpose in life. They can also give youth a role to play in community life, so that the youth feel accepted, integrated and respected in the society.** Adults can be role models for youth, showing them there is a way to bridge social gaps and live together in peace, crossing ethnic and religious boundaries. They can help young people to make a living in what they like to do supporting them through their networks. They can support youth in political processes, or in situations of injustice, e.g. when young people face corruption or do not have access to certain services. Also, adults can support youth giving them platforms to participate in political processes. The ways adults can support youth are manifold.

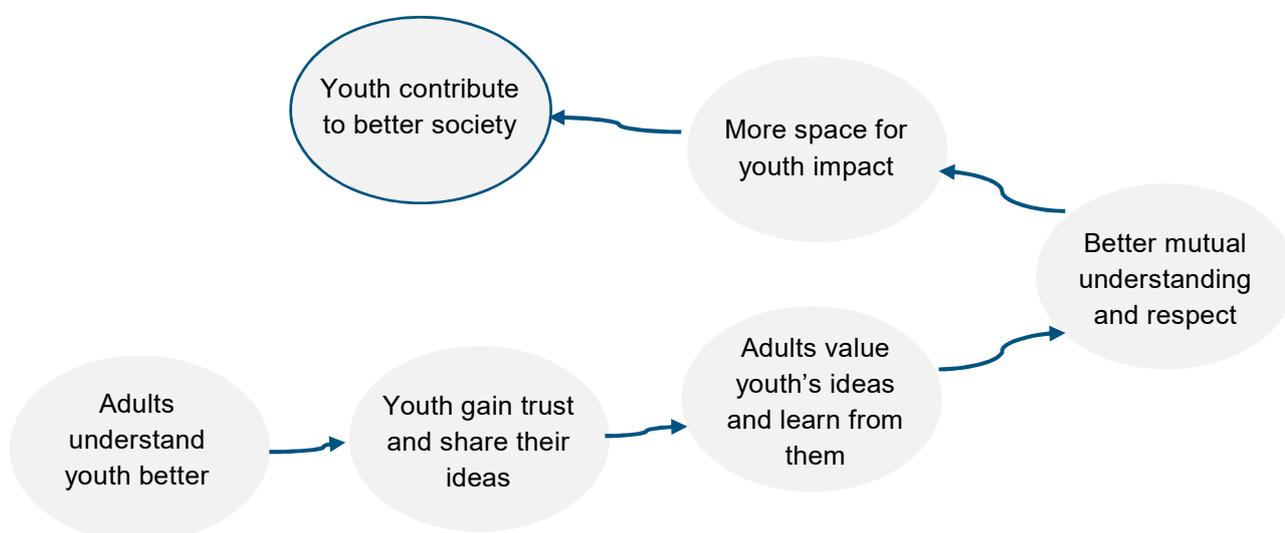
Whereas the will to support youth is generally high among adults in Kyrgyzstan, their knowledge on how to do it is not yet. Many adults are not aware in what way instead of empowering youth, they unintentionally disempower them. This applies for example to parents, when they think they know what is best for their children and therefore do not want to give them a free choice, e.g. in what to study, what to work or whom to marry.

In our training, we make adults reflect on this type of questions, starting with the Adults Module, and taking it further during the Generation Exchange.

Our **Theory of Change** for the **adults' involvement** is that **if** adults learn to better understand youth, by actively listening to them and getting to know their views through showing them respect, communicating with them on the same level and asking them questions, **then** youth will gain trust in the adults and share their ideas. **If** youth share their ideas and adults listen to them, **then** they will see the value of youth's ideas and realise how much they can learn from them. **If** adults realise how much they can learn from youth and how much young people can contribute to creating a better society, **then** they will give them both voice and space to express themselves and to have decision-power in community life.

Criteria of Selection for Adult Mentors:

- Predisposition to act in youth's interest
- Relevance in the community
- Gender balance
- Ethnic balance
- Religious and public functions
- Business, sport, culture and other role models



4.1.2. AIMS

Day	Topics	Aims
1	Identity: What is important for me when working with youth? (self-analysis) Mentoring: What does it imply? Trust: the basis for true mentorship Participation: self-reflection and reality check	Everyone shares their attitudes and approaches and reflects about challenges and successes in their work with youth so far. Everyone knows how to better build trust with youth and how to create a positive relationship with them. Everyone reflects about the different participation levels and participatory approaches in youth work and has ideas how to increase participation of youth in their everyday work.
2	Communication: Active Listening, the basis for real support to youth Solution-focused approach and questioning techniques: asking intelligently leads to youth-owned solutions Community: how do we see youth in our society, what do we want to change and how can we start?	Everyone trains their capacity to listen attentively and empathically. Everyone trains focusing on the resources of youth, as well as on youth-owned solutions, elaborated in communication with them. Everyone has trained his/her ability to express their critical thoughts towards others without hurting, blaming and accusing them. Everyone has reflected about what they would like to change in their everyday work with youth.

4.1.3. TRAINING MODULES

OVERALL AIM

Everybody is more aware on youth's capacities and needs and has improved his /her communication skills, to better understand and engage with young people.

4.1.3.1.SELF-ANALYSIS, MENTORING, PARTICIPATION AND TRUST: DAY 1

The first day of the adults training has three main aims:

- Everyone shares their attitudes and approaches and reflects about challenges and successes in their work with youth so far.
- Everyone knows how to better build trust with youth and how to create a positive relationship with them.
- Everyone reflects about the different participation levels and participatory approaches in youth work and has ideas how to increase participation of youth in their everyday work.

Working with adults, it is particularly important to let them share their experiences and exchange. Therefore, after a short introduction on what the project and the training is about, i.e.

- a presentation of the project goals
- how we create an alternative to radicalisation and extremism,
- why we work with adults, and
- what the aim of this training is

we directly give the floor to the adults so they can share some background information about themselves and their expectations for the training.

<p>INTRODUCTORY SESSION</p>	<p>Module: Adults</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Get acquainted with each other • Create a free atmosphere among participants • Identify the expectations of participants 	
<p>Description of the Exercise:</p> <p>The trainers suggest getting acquainted with each other. One of the trainers takes a ball and explains that the ball will be passed from one person to another; whoever holds it, answers the three following questions and the statement:</p> <ul style="list-style-type: none"> • What is your name? • How do you interact / work with youth? • Tell a situation where a youth made you happy recently • What do you expect from the training? <p>Then, one of participants passes the ball to another who has not yet introduced him/herself.</p> <p>After everyone got acquainted, one of the trainers reads aloud all the participants' expectations that were voiced and clarifies which of them will be realised, which maybe not, and what other space we can find to take the topic up, if it cannot be covered here.</p>	<p>Group size: appx. 15</p> <p>Group size: 20–25 minutes</p> <p>Material needed: A ball, flipchart, and markers</p> <p>Preparatory steps: Prepare in advance the objectives of the training and expected results.</p>

Important to remember:

When participants introduce themselves and voice their expectations, it is necessary that one of the trainers writes down the expectations on a flipchart and the other facilitates.

Space / Facilities needed:

Closed room

Possible variations / Personal notes:

- Instead of using a ball, participants may speak in turn or you can divide the group into pairs; participants introduce themselves in pairs and then the pairs introduce each other.

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After this introduction, check the planning of the two days with your group: introduce the **frame**, as in the youth training (see page 35, Collaboration Frame) and determine with the group:

- The course times
- How to deal with each other to make this an enlightening and enjoyable experience.

Then, let the adults exchange on successes and challenges in working with youth:



“Without difficulties, there’s no reason to live.”

Kyrgyz Proverb

SPEED DATING

Module: Adults

Aim(s) of the Exercise:

- Create an atmosphere favouring open communication among participants
- Participants get acquainted with each other
- Participants share experiences in working with youth

Description of the Exercise:

- All participants sit on chairs positioned in two rows looking at each other (2 options: 2 lines or inner/outer circle). The inner circle / one line remains seated at the same place, while the others move every time the facilitator tells them.
- The facilitator explains that participants sitting opposite to each other, will answer the facilitator’s question to each other, exchanging information and opinions.
- The facilitator’s clap means:
 - Clap once: one person starts the discussion after listening to the first question.
 - Clap twice: the other person shares his/her opinion.
 - Clap three times: the outer line / circle changes the seat. Then, all listen to the next question.
- When the facilitator claps the next time, one participant starts answering... etc.
- Participants change their places moving clockwise. Only one line changes places, the other line remains always seated at the same place.

Group size:

Approx. 10–20

Time needed:

20–30 minutes

Material needed:

Chairs.

Preparatory steps:

Prepare the questions.

Questions (examples):

- What do I like about working with youth?
- Why did I start working with youth?
- What do I find challenging in working with youth?
- What was my happiest moment of interacting with youth?
- What has been my biggest surprise so far, working with youth?
- What was the most difficult moment with a youth in my career so far and why?
- What has been the most beautiful moment in my career with youth so far?
- What upsets me when working with youth?
- What would I like to change in the way I am working with youth?
- What’s my vision for the Kyrgyz youth in the near and far future?

Important to remember:

There must be an even number of participants. If the number of participants is not even, an assistant joins the exercise.

Space / Facilities needed:

Closed room

Possible variations / Personal notes:

- If there are people who cannot move easily, the circle setting is better, as in the line setting, people need to walk at the other end of the chair line when moving.
- Questions can be adapted, fitting the context, others can be added.



Speed Dating, Aravan, 2018

After the speed dating, without reflection, ask the group to sit in a circle again, and ask them to calm down, relax, and close their eyes for the next exercise:

DREAM JOURNEY (MEDITATION)

Module: Adults

Aim(s) of the Exercise:

- Create a relaxed atmosphere among participants
- Help the participants to focus on themselves and direct them in analysing in-depth their relationships and ways of working with youth
- Form a vision of participants' work with youth.

Description of the Exercise:

- Ask the participants to make themselves comfortable, relax, breathe deeply in and out and close their eyes. Let them focus on their breath, concentrating on how they breathe in... and out.
- *While the music is playing*, start slowly to lead the participants through their life story:
- Imagine yourself as a child... where were you living, how was your life... go back to your childhood. What were you like as a child? What games did you play? What did you think about? What did you dream about? Who did you want to be in future?
- Look at yourself now. Who are you today? What role do you play in your society? Who are you for the youth? How do you influence the youth? What kind of mentor are you?
- Look at yourself through the eyes of the youth: How do they see you? What kind of mentor are you?
- Give the participants time and tell them to take some time to think about these questions (repeat some of them which seem particularly important to you) ...
- After about one minute, say: when I count from 5 to 0, slowly come back to this room, to reality, and when I am at 0, please slowly open your eyes.
- Then, ask the participants to take notes in their diaries about the questions and their thoughts.

Group size:

Appx. 10–40

Time needed:

10–15 minutes

Material needed:

Laptop/phone/iPod, loudspeakers, or ringing bell

Preparatory steps:

Find an appropriate music for meditation

Important to remember:

If there is no electricity, phones can be used for the music.

Space / Facilities needed:

Closed room

Possible variations / Personal notes:

- It is necessary to create the best conditions for concentration for participants; make sure in advance that during the meditation there will be no outside noise and that nobody is going to disturb you.
- You might want to jot down some key questions ready on a flipchart, with translation, depending on the group
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While the adults write in their diaries, the assistants prepare the materials for the next exercise, the I-Drawing:

<p>I-DRAWING</p>	<p>Module: Adults</p>
<p>Aims of the Exercise:</p> <p>Give participants an opportunity to reflect about their attitudes towards and ways of working with youth</p> <p>Presentations of the participants, with this focus</p>	
<p>Description of the Exercise:</p> <p>After the dream journey (meditation), the trainer asks the participants to reflect on their thoughts in a drawing of themselves:</p> <ul style="list-style-type: none"> • Ask the participants to represent through the drawing their values, their attitude towards youth, how they see themselves, with which symbol they associate themselves in working with youth. • Give the participants 20-30 minutes (depending on the group) for drawing. • When time is up, ask the participants to fix their drawings on a specially assigned wall. • After the participants have fixed their drawings on the wall, the trainer asks each of them to present their drawings. • The participants present their drawings. • The other participants clap hands. If they would like to ask questions, they can. <p>Reflection:</p> <p>After all participants have presented their drawings, let them discuss their impressions:</p> <ul style="list-style-type: none"> • Remembering the values which were mentioned in the presentations, are there some which many of us have mentioned? If so, why do you think this value is considered so important for working with youth? • What other commonalities could you find in your portraits? • Are there some things someone said you don't agree with? What is it and why? • Was there something someone mentioned that you found particularly important and want to remember for your own work? What was it? • Etc. 	<p>Group size:</p> <p>Appx. 10–20</p> <p>Time needed:</p> <p>20–30 minutes (depending on group size)</p> <p>Material needed:</p> <p>Paints, brushes, paint markers, coloured pencils, drawing paper, a specially assigned wall.</p> <p>Preparatory steps:</p> <p>Prepare in advance drawing materials and a wall to fix the drawings.</p>
<p>Important to remember:</p> <ul style="list-style-type: none"> • Participants fix their drawings themselves; presentation of drawings by participants should be of voluntary order (depending on their willingness) 	<p>Space / facilities needed:</p> <p>Create comfortable drawing conditions</p>

- If they show some resistance to present, participants should be strongly encouraged to do so.

Possible variations / personal notes:

- Depending on the group, it is important to sense how much “structure” they need. You can tell them to be totally free in how they represent themselves, or you can choose to tell them that they should represent themselves with a symbol, or an animal, etc. depending on how creative and used to drawing they are. You could even go further and assign a structure, e.g. an emblem, with different fields representing values, methodology, personal history, characteristic traits etc.
- Inform the group that when they are drawing, they may use any stationery, and can draw in a convenient place for them.
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THEORY: MENTORSHIP

The reflection on these questions provides the perfect bridge to enter the topic of mentorship. Introduce it through a quick brainstorming on what are important elements of mentoring. Jot them down, with a marker, so it is easy to read from far away, on post-its.

Then, introduce our mentorship model (“the super-mentor”):



Attitudes and Behaviour of Mentors.

The mentorship model includes the most important factors for good mentorship. Many of the attitudes and behaviours are drawn from coaching approaches (different sources).

Show the mentorship model to the group, for example on a big paper, covering a pinboard, and explain the different elements of mentorship and their importance for adults' relationship with youth. Then, assign the post-its from the brainstorming to the different elements and ask what else could be added to the elements.

Some ideas are mentioned here¹⁴:

Appreciation and acceptance	<ul style="list-style-type: none"> • Respect youth • Don't judge • Respect and appreciate diversity
Trust	<ul style="list-style-type: none"> • When we judge others, they will not trust us • We can create trust in different ways, e.g. being honest, reliable etc.
Listen and understand	<ul style="list-style-type: none"> • Be aware of your prejudice and consider revising it • No fast conclusions • Ask questions to better understand
Power to the youth	<ul style="list-style-type: none"> • Encourage youth to share their opinions • Encourage youth to take on responsibilities • Make youth believe in themselves
Support in finding and owning solutions	<ul style="list-style-type: none"> • Don't impose your opinion and advice • If you decide to share your ideas, do it consciously, saying this is the way you see it, but it is not necessarily the right or best way
Help set goals and plan actions	<ul style="list-style-type: none"> • Based on youth's competences, language etc. • Define small, realistic steps
Accompany and evaluate progress	<ul style="list-style-type: none"> • ...to create small step by step successes • ...not to measure who is better (stop judging!)

Next, clarify on which elements of mentorship we will work in this adults' training, and which others we will tackle later in the process of the project:

- The elements tackled in the *adults training* are: Trust, listening, giving power to the youth and supporting youth in finding their own solutions to challenges.
- In the *Generation Exchange*, appreciation and acceptance will be trained.
- On the local level, after the core trainings and throughout the whole project, the adults will, with the support of the local trainers, work on setting goals and planning actions with the youth, as well as accompanying them and evaluating their progress.

¹⁴ All these post-it ideas came out of our discussions with the adults. You may have different ones, feel free to add them. The list is not exhaustive.

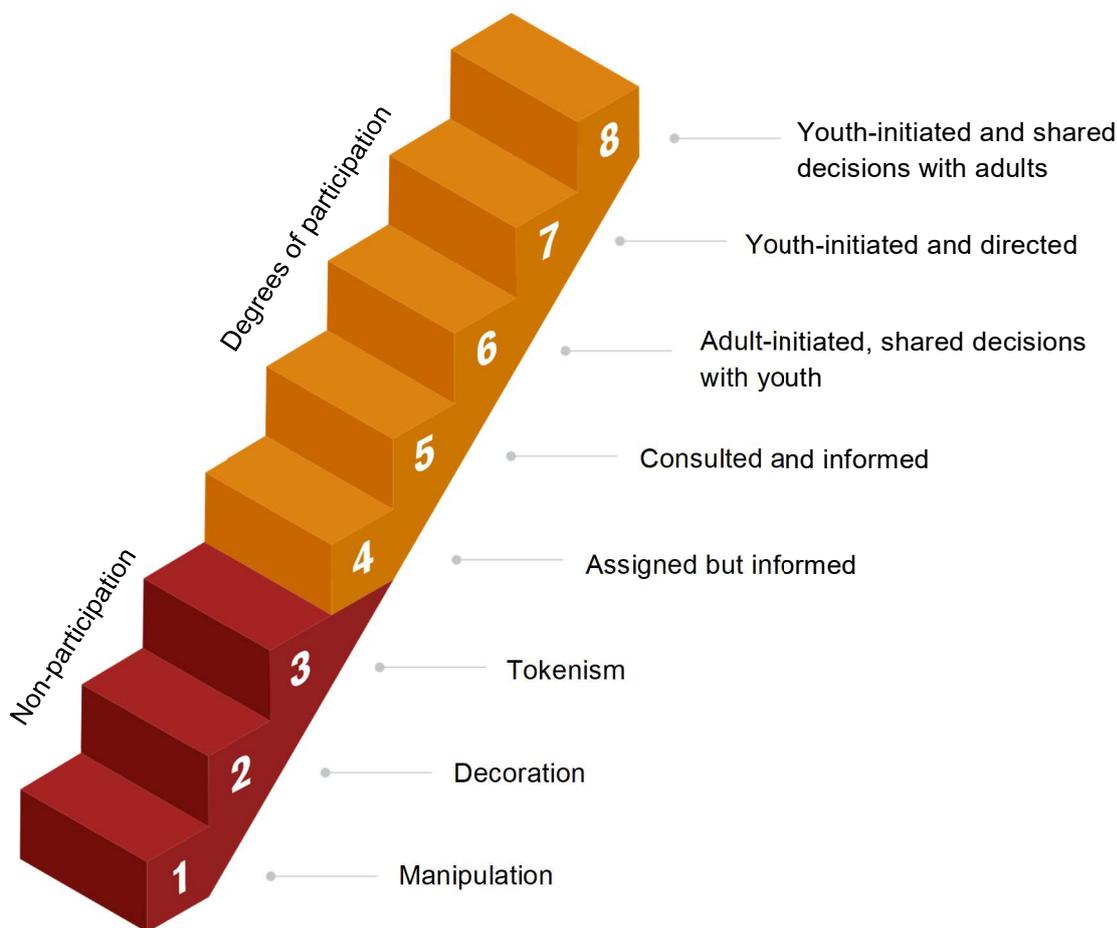
After this introduction to mentoring, split the group into small groups of 3-4 people, so they can exchange about some situations at their work. The idea is that they share typical ways of working with youth, challenges, successful collaborations etc.

EXPERIENCE EXCHANGE	Module: Adults
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> Participants share examples from their practice and exchange about them 	
<p>Description of the Exercise:</p> <ul style="list-style-type: none"> The facilitator asks the audience to split into groups of 3-4 people (depending on group size). The groups are given the following task: each member of the group should make an example from his/her personal experience of youth participation and determine to which level of participation this example belongs. 	<p>Group size: Appx. 10–20</p>
<p>Reflection:</p> <p>The trainer asks the participants the following questions:</p> <ul style="list-style-type: none"> Is it important to involve youth actively in your work? If yes, why is it important? And how do you do it? 	<p>Time needed: 20–30 minutes</p>
<p>Important to remember:</p> <p>Do not tell the participants about the next step (participation ladder).</p>	<p>Material needed: -</p>
<p>Possible variations / Personal notes:</p> <ul style="list-style-type: none"> 	<p>Preparatory steps:</p>
	<p>Space / Facilities needed: Closed room</p>

After this exchange, introduce the next topic: participation.

 **THEORY: PARTICIPATION LADDER**

Sherry Arnstein published a highly influential article in 1969, where she developed the participation ladder model. In 1992, this was adapted by Roger Hart for UNICEF, focusing on participation of children. The participation ladder has become a standard model for reflecting on different levels of participation and is still used today. It is easily adaptable to youth, as well.



Participation ladder (Hart, 1992)

Have a flipchart with the participation ladder drawn on it ready. Also, for each level, have cards ready with the level descriptions, as well as cards with an example, to illustrate the ladder practically (see in Annex 9.2 examples you can use, however, you might want to adapt it to the local context).

PARTICIPATION LADDER (LINKING THEORY AND PRACTICE)

Module: Adults

Aim(s) of the Exercise:

- Participants understand the participation ladder and the different levels of participation.
- Participants share examples from their practice and reflect on which level of participation they work.
- Participants are more aware of how the levels of participation affect the success of their work with youth and integrate this awareness in their professional thinking.

Description of the Exercise:

The trainer draws on the questions posed for the small group discussion just before:

- Is it important to involve youth actively in your work?
- If yes, why is it important? And how do you do it?

S/he explains that scholars have elaborated a model on participation which helps us to evaluate our work. Then, s/he explains each level beginning from level 1 to level 8 with previously prepared examples. For a better understanding, it helps to prepare examples from two contexts, e.g. family and society, familiar to the participants' context. Some examples are provided in Annex 9.2 Participation Ladder. It is recommended to use these examples in the training to explain the different categories.

After explaining the participation ladder, the trainer addresses the audience asking whether they have questions and what they have understood.

Then, s/he asks the audience to quickly go back into their small groups of 3-4 people from before and discuss their examples from practice in view of their level of youth participation:

- Where would you situate yourself and your work on the ladder?
- Where would you like to get?
- What would you need / could you do to get there?

Then, they choose one interesting example and determine to which level of participation this example belongs. This then is presented to the whole group.

Every group presents their example and determines to which level of participation this example belongs, why exactly this level, and fixes it on the level they have found correct.

Reflection:

Then, the trainer asks the participants the following questions:

- After assessing the level of participation of young people in your example, do you think it is necessary to improve or change them? If so, what? If not, why?

Group size:

Appx. 10–20

Time needed:

60 minutes

Material needed:

A flipchart prepared in advance with visually illustrated Participation Ladder and specific examples on cards.

Preparatory steps:

Ensure good visibility of the "Participation Ladder" in advance

Prepare locally relevant examples, consult with locals if needed

- Analysing your daily life, do you think there is an opportunity to improve the youth participation in your working reality?
- How can it be improved?
- Etc.

Important to remember:

It is of great importance to make precise examples that are familiar to participants. If the context is new to the facilitator, prior consultation with locals is needed.

There might be participants who voice conservative opinions that challenge the approach to work with youth “on the same level”. In this case, it is advisable that the trainer doesn’t defend his/her position but asks the other participants about their opinions. After the discussion, the facilitator summarises the session stressing why the approach works. It is also possible to ask the audience about the consequences that can arise if conservative tools are used in working with youth. It is good to have examples ready from everyday professional life.

Space / Facilities needed:

Closed room

Possible variations / Personal notes:

It is possible to prepare a visualisation of the Participation Ladder on PPT or prepare a handout for each participant, but this should not replace the flipchart exercise with the examples.

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“The most important part for me was the participation ladder: How often do we take decisions for young people without consulting them! But we must involve them, give them choices and support them.”

Participant of Adults Training, 2018

In-between the session, or afterwards, for example, after lunch, introduce a funny, challenging cooperation exercise:

<p>CHAIRS IN BALANCE</p>	<p>Module: Adults</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Create an atmosphere of fun • Face a common challenge and see that by working together the impossible becomes possible • Training of observation skills, giving each other feedback, team work 	
<p>Description of the Exercise:</p> <ul style="list-style-type: none"> • All participants stand behind their chair. The chairs are arranged nicely in a circle, quite close to each other. • The facilitator asks the participants to hold the back of the chair with one finger and raise the front legs of the chair in the air. Now, the task is that all participants move one chair to the right, without any chair falling to the ground. • Thus, all participants must count from 1 to 3 and move at the same time to the next chair. • Let the participants try out a few times. Then ask them to go around the circle one full round until they are back at their chair. • Motivate them, stop from time to time to discuss how they can improve. • When they manage, big applause! If they don't, promise to make time to train once again. <p>Reflection:</p> <ul style="list-style-type: none"> • How did we manage? What was easy? What was challenging? • What worked? What could we improve? • What can we draw from this exercise for our everyday life? • How can we increase and improve our collaboration and communication? • Etc. 	<p>Group size: Approx. 10–20</p> <p>Time needed: Appx. 20 minutes</p> <p>Material needed: Chairs.</p> <p>Preparatory steps: Chair circle</p>
<p>Important to remember:</p> <ul style="list-style-type: none"> • Take away all materials from the chairs. • Ask participants to concentrate. • Ask participants to be mindful and collaborate. 	<p>Space / Facilities needed: Closed room</p>
<p>Possible variations / Personal notes:</p> <ul style="list-style-type: none"> • • • 	

As an introduction to the next topic, trust, start with an exercise in pairs, which might be familiar to some: blind walking.



Chairs in balance



Blind walk

BLIND WALK

Module: Adults

Aim(s) of the Exercise:

- Learn to trust someone we are not very familiar with
- Learn to make someone else trust you
- Get out of the comfort zone

Description of the Exercise:

- All participants pair up with a partner.
- The facilitator explains the exercise, together with an assistant: The assistant closes his eyes and the facilitator stands behind him/her. The facilitator explains that in a minute the participants will lead their colleague who is blind safely through the room. They may do it with both hands on the shoulder, but without talking. It is of utmost importance that the blind person will not collide with anyone nor anything.
- The facilitator shows how to lead the blind person. Then, s/he asks the participants to start.
- After some time, s/he asks the pairs to switch roles. Now, the formerly blind person leads the other one.
- Stop, and ask the participants how it felt to lead and to be led.
- Then, ask the group to find new partners, tell them to lead only with two fingers. Repeat the process like the first time.
- Lastly, ask the participants to switch to another partner. This time, the leader is not allowed to touch the blind person but must instruct the blind person only with words. In case of danger, to save the blind, the leader may use his or her arms.

Reflection:

- Ask the participants which of the versions seemed more challenging for them and why. Ask what elements made them trust in the leader.
- Then, let the participants sit down and start the theory session «elements of trust».

Important to remember:

- Make sure there is enough space in the room.
- In case participants start hurrying, say the most important thing is the safety of the partner.
- Focus on what makes the blind trust in the leaders, as this will give you interesting inputs you can refer to in the next session.

Possible variations / Personal notes:

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Group size:

Approx. 10–20

Time needed:

Appx. 20 minutes

Material needed:

Chairs.

Preparatory steps:

Chairs on the side or choose a place outside the workshop room.

Ask an assistant to be ready to demonstrate the exercise with you.

Space / Facilities needed:

Big space, can also be done outside.

Go on with the elements of trust:

<p>ELEMENTS OF TRUST: SELF-ASSESSMENT & GROUP PRIORITISATION</p>	<p>Module: Adults</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Raise participants' awareness about the elements of trust • Conduct a self-assessment on the elements of trust • Analyse and prioritise the elements • Through reflection, learn about life experiences from participants in which these elements helped create confidence / or lack of which elements created mistrust 	
<p>Description of the Exercise:</p> <p>The facilitator links the experiences just gathered through the blind walk to this next exercise: "How do you think we can create trust?". Let the participants brainstorm and collect their answers.</p> <p>After brainstorming, the trainer sticks on a prepared flipchart where a spider web is drawn the cards with titles of the following elements: "Honesty", "Responsibility", "Reliability", "Openness", "Reputation", "Fairness", "Congruence", "Competence", "Acceptance". The facilitator explains that trust is a very delicate thing, like a spider web. It is quite some work to gain trust and it is easily lost, if we fail to be trustworthy. Even if we fail only in one respect, e.g. if our reputation is damaged or if we once are not considered fair or honest, people might not perceive us anymore as trustworthy, and the spider net is damaged. In this case, it will be hard work to regain trust.</p> <p>After this introduction, the trainer distributes a sheet of paper with elements of trust¹⁵ to all participants. S/he asks them to make a self-assessment: "How honest/reliable etc. am I"? Rate yourself for all elements of trust. For that, you are given 5-7 minutes.</p> <p>Reflection:</p> <p>Then, the trainer asks the participants the following questions:</p> <p>"Have you ever done such a self-assessment before?", "Was it easy or difficult for you to assess yourselves?" "Why?", "Has the self-assessment helped you to think about some new things? If so, what?" etc.</p> <p>After the reflection on the individual work, the trainer splits the group up and asks them to prioritise the elements of trust: «Which element is of highest importance for trustworthiness? Which others would follow, which is the least important?»</p>	<p>Group size:</p> <p>Appx. 10–15</p> <p>Time needed:</p> <p>45 minutes</p> <p>Material needed:</p> <p>Printed sheets with the elements of trust, a flipchart with a painted web, 1 card with a description of 1 element; in total 9 cards are needed, markers for painting.</p> <p>Preparatory steps:</p> <p>Prepare cards, sheets with the elements of trust for self-assessment.</p>

¹⁵ The sheet can be found in Annex 9.3.

Ask the group to visualise their priorities and be ready to present the result in appx. 20 minutes.

Each group makes a presentation and the trainer summarises the session, e.g. drawing conclusions on similarities and differences in views among the groups and highlighting some particularities of the opinions of each group (second reflection).

Important to remember:

Be ready with definitions for the different terms! It is quite possible that some participants will not understand some elements and it might be necessary to elaborate on them.

Space / Facilities needed:

Participants sit in a circle

Possible variations / personal notes:

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After this discussion, like with the youth, introduce the **diary** (see page 42 for introduction to diary) and let the participants reflect for themselves about the day. Then, thank them for their active participation and sharing their stories and what time the training starts the other day. If time allows, ask the participants for a **quick feedback round**, where they can share their impressions of the day. If this is not possible, make sure you have some one-to-one conversations with some participants, to be able to adapt the programme to the needs of the participants the next day.



Elements of Trust, ToT Osh, 2018

4.1.3.2. COMMUNICATION AND SOLUTION-ORIENTATION: DAY 2

The second day of the adults training focuses on the following four aims:

- Everyone has trained their capacity to listen attentively and empathically.
- Everyone has trained focusing on the resources of youth, as well as on youth-owned solutions, elaborated in communication with them.
- Everyone has trained their ability to express their critical thoughts towards others without hurting, blaming and accusing them.
- Everyone has reflected about what they would like to change in their everyday work with youth.



Speed Dating Adults, Jalalabad, 2019.

We start the day with an evaluation of Day 1:

<p>FINGER EVALUATION</p>	<p>Module: Adults</p>
<p>Aim of the Exercise:</p> <ul style="list-style-type: none"> • Conduct a feedback session and evaluation of the training with participants • Let the participants recap about what they did yesterday • Give the participants a chance to reflect on and clarify open questions remaining from the day before 	
<p>Description of the Exercise:</p> <p>The trainer sits in a circle together with participants. S/he suggests evaluating the training in the following way:</p> <ul style="list-style-type: none"> • If you want to express something you liked, show the “Thumb”. • If you want to point something out on this training, show the “index finger” • If you want to voice something you did not like, show the “Middle finger” (not in the offensive way!) • If you want to voice some important things and something you value, show the “Ring finger”. • If you want to add some small thought or detail to this training, show the “Little finger”. <p>After that, the participants share their thoughts, showing their fingers to evaluate the training. After evaluating the training, the trainer thanks the participants for their openness and active participation.</p>	<p>Group size:</p> <p>Appx. 10–40</p> <p>Time needed:</p> <p>10–20 minutes</p> <p>Material needed:</p> <p>Chairs</p> <p>Preparatory steps:</p> <p>To organise chairs in circle beforehand</p>
<p>Important to remember:</p> <p>Let everyone express their opinions; if there are certain participants who did not speak, address them personally.</p>	<p>Space / facilities needed:</p> <p>Closed room, participants should sit in a circle</p>
<p>Possible variations / personal notes:</p> <p>Put five chairs with some A4 paper with a symbol in the circle. Make sure nobody sits on those chairs. The five chairs represent the same things as the fingers above. Participants who want to say something sit on the corresponding chair before expressing their opinion. When they finished they sit back on their chair.</p> <p>If the trainer is not alone, a co-facilitator or assistant may take notes of the observations of the participants.</p> <ul style="list-style-type: none"> • • • 	

After the evaluation, jump right into the topic of communication with a brainstorming. Ask the participants: “How can we create trust and understanding in communication with youth? What does it take to minimise asymmetry between youth and adults?”

Let the participants think for a while, be ready with a flipchart and then, start to jot down the ideas of the participants, always checking with the group whether they agree (this also gives you the opportunity to rephrase proposals you do not agree with the way they are proposed).

Ideas of what participants could come up with could be, for example, to be good listeners, take youth seriously and show it, don't judge, offer them support, be honest etc. You can tell the group to remember what they discussed on Day 1, for example, in the mentoring session.

Then, introduce active listening in another way than with the youth:

STOP LISTENING	Module: Adults
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Participants experience how it feels when you are not listened to • Participants learn about different elements which are important for active listening 	
<p>Description of the Exercise:</p> <ul style="list-style-type: none"> • The participants divide into two groups. Half of the group goes outside, the other half stays inside. • Those who stay inside sit on a chair and arrange one chair opposite to them, facing them. • The trainer asks the ones inside to wait for someone to pair up from the ones outside. Those outside come to tell you a story. When they sit down, first, pay attention to them and listen to their story attentively. Then, at some point, stop listening (or by always interrupting, by falling almost asleep, by starting to move around nervously, by taking your phone out and writing to a friend, by starting a conversation about something else, etc.) • After instructing the group inside (or when you are more than one facilitator, simultaneously), instruct the group outside. All participants who are outside should think about an interesting story they would like to share with someone inside. When they go in, the others will be awaiting them and be curious about their story. Everyone from outside can choose the person inside they would like to tell their story. • Then, the group from outside goes in, sits face to face with someone and starts talking. After some time, those who were inside stop listening. • The facilitator lets the situation develop for a while, observing the different reactions of the outside group (some might want to get the attention back, others might just stop talking, etc.) • After a while, the facilitator stops the exercise and asks everyone to sit back in the circle. 	<p>Group size: Approx. 10–20</p> <hr/> <p>Time needed: Appx. 20 minutes</p> <hr/> <p>Material needed: Chairs.</p> <hr/> <p>Preparatory steps: Chairs spread all over the room (in pairs). Ask an assistant to be ready to note down the participants' contributions during the reflection.</p>

Reflection:

- Then, s/he opens the discussion:
- What has just happened?
- How did it make you feel, «outsiders»?
- What did the insiders do when they stopped listening? (co-trainer jots down the answers of the participants)
- What did you do to try to get back the attention?
- Have you experienced this type of behaviour in everyday life? In which type of situation? Were you the speaker or the listener? Etc.

Important to remember:

- Don't allude to what this exercise will be about before doing it! Don't mention the name of the exercise when doing it.
- Make sure there is enough space in the room.

Space / Facilities needed:

Big space, can also be done outside.

Possible variations / Personal notes:

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Based on this exercise, turn to a brainstorming session about Do's and Don'ts of Active Listening:

ACTIVE LISTENING (BRAINSTORMING)

Module: Adults

Aims of the Exercise:

Determine participants' understanding of active listening

Learn from participants Do's and Dont's of active listening

Description of the Exercise:

After the «stop listening» exercise the participants experienced «good» and «bad» listening. Based on their observations in the reflection before, the trainer asks the participants about Do's and Don'ts while practicing active listening.

The trainer's assistant writes down opinions voiced during the brainstorming session (after validating them).

After the brainstorming, the trainer leads the participants to the next session (theory) of active listening.

Group size:

10–30

Time needed:

20 minutes

Material needed:

Flipchart board, flipchart and markers

Important to remember:

Perhaps the trainer will need to summarize or group the voiced opinions of participants in one keyword or sentence. If you have reservations with some suggestions, ask the group if they agree. Most often, the group clarifies without the trainers' input.

Preparatory steps:

Split the flipchart into two sections; "Do's" can be written on the left side and "Don'ts" on the right.

Space / facilities needed:

Participants sit in a circle

Possible variations / personal notes:

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 **THEORY: ACTIVE LISTENING**

For the introduction (Theory Input) to Active Listening, see youth module, p. 62.

After the theory input, let the group practice the same way as the youth, in groups of three:

<p>ACTIVE LISTENING PRACTICE</p>	<p>Module: Adults</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Participants learn about the importance of active listening • Participants practice techniques of active listening 	
<p>Description of the Exercise:</p> <ul style="list-style-type: none"> • The trainer with the help of a co-trainer or assistant demonstrates the process of active listening; • Then, s/he divides the participants into small groups of three people. • For each group, s/he explains that one of them is a 'listener', the second is a 'speaker', and the third is an 'observer'. There are three rounds in this exercise with appx. five minutes each. The participants change their roles in each round, while staying in the same groups. At the end of every round a minute is allocated for the observer's comments. • The trainer sets the timer, observes and supports the participants during the process. • After the three rounds have finished, the trainer asks the audience if there are any volunteers who would like to demonstrate a dialogue • A volunteering duo comes out and demonstrates an example • After the demonstration, the trainer and the participants give feedback to the couple: what worked well? What could they improve? Let the audience give feedback. Make sure the feedback is fair and correct. • The trainer summarises the session. 	<p>Group size: Approx. 10–40</p> <hr/> <p>Time needed: 60 minutes</p> <hr/> <p>Material needed: The active listening stages illustrated on a flipchart</p> <hr/> <p>Preparatory steps: Prepare in advance a FC with the three stages of listening Prepare in advance an example to demonstrate with the assistant</p>
<p>Important to remember:</p> <ul style="list-style-type: none"> • Ensure that during the 'trio' exercise everyone has been in all three roles • It is good to have more than one trainer in this exercise, so more groups get direct support. • If the groups are reluctant to show an example, encourage them by saying to one group you have coached that you know they will be doing a good job. Thus, you can break the ice and others will present too. 	<p>Space / Facilities needed: The room needs to be big enough for the groups to comfortably divide into subgroups of three.</p>
<p>Possible variations / Personal notes:</p> <p>If the number of participants isn't big and there are enough trainers and assistants, it is highly advisable to join each small group to observe the process.</p>	



THEORY: SOLUTION FOCUS

Active Listening is one of the key working tools of a good mentor. So is the **solution focus**. Solution-focused work has become a standard in psychology, social work, pedagogy, management and leadership training, as well as in conflict management. Developed by Steve de Shazer and Insoo Kim Berg¹⁶, social workers, in the 90es, the approach focuses on solution instead of problems and on the future instead of the past. This means that if you support another person through this approach you do not need to know any details about the past of the other but are interested in how s/he sees the future when the problem is gone. The past is only referred to when you need to better understand the person and when you ask what moments s/he remembers as positive experiences, which had contributed to the solution in the past. Drawing on these, by asking questions, you lead the person to formulating strategies how s/he could change the situation now, in the present, to work towards his/her vision. You always look for existing resources in the person, valuing and using them. The approach works mainly with questions and compliments, focusing on the person's efforts to achieve their goal. To achieve the goal, the approach proposes to work with positive scenarios and then, to define small, feasible steps, based on previous positive experiences.

When introducing the theory session, start with Albert Einstein's famous quote:

“In the middle of every difficulty lies opportunity”

Ask the participants how they understand this statement. Then, summarise the opinions of the participants, focusing on the main message: even in difficult situations, we can always find some positive elements, based on which we can start identifying solutions, instead of focusing on the problem.

Then, make the link to youth work: Young people in Kyrgyzstan often state they suffer from a lack of orientation, as they don't have any role models. They do not see the adults around them as role models, because they do things differently from how they would like to do things. They also mention they do not feel understood by the adults. Often, adults, when trying to advise young people, tend to propose them what to do. Often, such proposals do not fit the wishes and expectations of the youth. Therefore, they are reluctant to look for advice by their closest adults and rather turn to peers, social media or other circles (for example youth organisations or spiritual leaders). As adults, if we want to be trustworthy supporters of the youth, we need to learn how to better provide advice to young people. The most important insight is that if we really want to support youth, we need to better understand their wishes and needs, their visions and what they already tried before consulting us. We need to understand that the youth, like everyone else, carry the solutions to their problems in themselves. If we manage to support them in identifying them, they realise they own their solutions and are motivated to take steps towards the solution.

After this, introduce **three basic principles** of the solution-focused approach, namely:

- **It is necessary to focus on the solution, not on the problem;**
- **Think about the future, not about the past;**
- **Focus on one's efforts on achieving the goal.**

Give examples from real life or share, for example, proverbs to explain the meaning of the three points:

¹⁶ For more information on the solution-focused approach, see: de Shazer, S. & Dolan, Y. with Korman, H., Trepper, T., McCollum, E. & Berg I.K., Steve (2007). *More Than Miracles: the State of the Art of Solution-focused Brief Therapy*. New York: Routledge; or: De Jong, P. & I.K. Berg (2013), *Interviewing for Solutions*. New York: Brooks/Cole.

The Kyrgyz proverb: “Өткөн ишке өкүнбө” – “What is past is past” (literally “Do not fret about past”), would be clarifying what is meant with the second point, whereas “Жакшы ниет – жарым иш” - Good intention is half the task done» would fit the third point.

Then, summarising what has been said, the trainer voices the statement of Steve de Shazer “We carry the solutions to our problems in us.”

After this short introduction, let the participants further explore the approach through group work:

<p>SOLUTION FOCUS INTRODUCTION</p>	<p>Module: Adults</p>
<p>Aims of the Exercise:</p> <ul style="list-style-type: none"> • Participants discover and memorise some key principles of the solution-oriented approach. • They reflect on how they can work with these principles in their everyday work. 	
<p>Description of the Exercise:</p> <p>The trainer introduces four key principles of the solution-oriented approach which we should incorporate in our interactions with youth:</p> <ul style="list-style-type: none"> • Collaboration; • Creative thinking / creativity; • Hope; • Pride. <p>The trainer explains the meaning of each element to the participants in the coaching process (looking for solutions to problems) and provides examples for each element:</p> <ul style="list-style-type: none"> • Collaboration: it is very important to show interest and create a positive atmosphere, build trust etc.; • Hope: convert problems into learning opportunities, focus on available resources, make progress visible, etc. • Pride: summarizing a difficult situation of the person and his/her reaction in this moment, then ask: "How did you manage that? I could never have done that» This generates pride in the hearer. Be generous with compliments, praise etc. <p>Creative thinking: motivate the person you are listening to to think out of the box, make the person think about his/her previous solutions and what lessons can be learned from there, create visions and then think about how to get there etc.</p> <p>After explaining the four principles, the trainer divides the participants into four groups (Collaboration, Creative Thinking / Creativity, Hope, Pride) and asks them to answer the following questions:</p> <ul style="list-style-type: none"> • How can we generate hope in our youth? • How can we promote creative thinking? 	<p>Group size:</p> <p>10–20</p> <p>Time needed:</p> <ul style="list-style-type: none"> • 60 minutes (Total) • 15 minutes Intro/Theory • 15 minutes Group work • 30 minutes Sharing and Discussion <p>Material needed:</p> <p>Flipchart, markers, flipchart board</p> <p>Preparatory steps:</p> <p>Write down on the flipcharts the basic principles and elements of the solution-oriented approach. Have 4 workstations ready for the key principles.</p>

- How can we create a positive atmosphere of cooperation?
- How can we promote a sense of pride in a person?
- 15 minutes are allocated for this task.

Then, each group presents their work to the participants. If the participants say something the trainer does not agree with, first ask the group why they think like that, and then ask the other participants whether *they* agree or not. If not, why not?

Reflection:

Let the participants react on the different posters and have a discussion on these elements. Then ask them whether they think they can incorporate these elements more in their everyday work with young people by asking, for example:

- Do you remember a situation where you would have reacted differently if you had known about the importance of the four principles? What situation was it and how would you react now?
- In which domains in life do you think we could incorporate those principles more? (examples: in family life, school, etc.)
- Why should we do so? (here you can link very well to the topic of PVE in the discussion, emphasizing how important it is that youth feel real support and build trust in adults)
- Etc.

Summarize the discussion thereafter, to go to the next step.

Important to remember:

In order that participants grasp as much as possible, the trainer may prepare life examples and proverbs.

Space / facilities needed:

Participants sit in a circle

Possible variations / personal notes:

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After this interactive small group work, a group challenge is given to the whole group together. As posing questions is another core principle of the solution-focused approach, the training dedicates some time on questioning techniques:

To jump into the topic, the facilitator asks the group what types of questions they know. S/he asks them to brainstorm in pairs for five minutes and then to share. Usually, you will get at least open and closed questions, maybe the rhetoric question, or the clarifying question. Maybe they will come up with examples, but rarely are people able to categorize types of questions.



QUESTIONING TECHNIQUES

Module: Adults

Aims of the Exercise:

- The participants get familiar with different types of questions
- The participants become aware of how important it is to think about what and how to ask
- The participants understand the different purposes of different questions

Description of the Exercise:

This exercise is done right after the facilitator introduced the questioning techniques in general but did not yet explain the types of questions. The idea is that participants try to assign question examples to the question types, inductively. Only after they tried, in the discussion, the types will be explained, if necessary.

- The participants split up into two to three groups, depending on the group size. Every group has a wall or pinboard for themselves.
- The question types are distributed equally between the groups.
- The participants arrange the type of questions in one row. Then, the facilitator mixes and spreads out the question examples on the floor.
- The participants look for fitting examples for their types of questions on the floor and stick the corresponding example question next to the type of question on the pinboard. There might be some interaction between the groups, when someone is looking for a fitting example another one has already used.
- When the participants have finished the task, the facilitator asks the group to determine the purpose for each of the questions (more concretely than what the name type suggests). This will also be written on a paper and pinned to the board.
- Each group of participants presents their works.
- At the end of the exercise, the facilitator first checks with the groups if they found the correct solutions. If not, some changes are done and explained.

Then, s/he conducts a reflection with the participants, asking for questions of clarification and then ask about the participants' reactions:

- Have you been aware of the manifold questions you can pose to people?
- Are you clear which types of questions make sense to use in which moment?
- What kinds of situations do you recall when you have used a certain type of question?
- When is it useful to apply which type of question?
- How will you apply this new knowledge at work with youth?

Group size:

Appx. 10–15

Time needed:

20–30 minutes

Material needed:

Pinboard, markers, cards of different colour, tape

Preparatory steps:

In advance:

A4-papers with all Types of Questions and examples

2-3 pinboards with Titles (on A4 paper): «Type of Question», «Example» and “Purpose of the Question” on the pinboards.

Important to remember:

The facilitator needs to explain unclear questions to participants after the exercise.

Space / facilities needed:

Free spacious room

Possible variations / personal notes:

- A handout with the different questioning techniques is in Annex 9.4. You can consider sharing it with the participants, so they remember the question types and apply them in their future work.

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Adults Training, Questioning Techniques, Aravan, 2018

ADULTS MODULE

Here are some main types of questions that should be part of the exercise:

Question Type	Example(s)	Purpose(s)
Open questions	<ul style="list-style-type: none"> • What do you think about this? • Why? What? Where? Which? How? 	To explore more
Closed questions	<ul style="list-style-type: none"> • Do you think this is true? 	To get a yes/no answer
Clarifying questions	<ul style="list-style-type: none"> • Did your friend tell you why she was angry? • When did you go to her place? 	To know about facts To get clarity
Probing questions	<ul style="list-style-type: none"> • How did you realise they were not happy with your behaviour? • Why does this go counter your values? • What is it that upsets you most? • Can you explain further? 	To dig deeper. To understand the feelings and motivation of the speaker better. To provoke critical thinking.
Coping questions	<ul style="list-style-type: none"> • What has made the situation bearable so far? What has helped, what not? • What have you done to prevent things from being worse than this? 	To encourage. To focus on what worked. To spark ideas what to do more of what worked.
Scaling questions	<ul style="list-style-type: none"> • On a scale from 0 to 10, if 10 would be unlimited motivation and 0 none at all, where would you situate yourself now? (Follow up questions: what prevents it from being lower, what do you need to get higher on the scale?) 	To assess change and divide into smaller steps.
Reflective questions	<ul style="list-style-type: none"> • You said you are frustrated about this situation. What is this frustration like? • Before you mentioned your son is always messing around. What does this messing around behaviour involve? 	To check and clarify your understanding.
Hypothetical questions	<ul style="list-style-type: none"> • What has to happen to get your boss to change his attitude? • If you were 10 years older, what would be different? • What would you do if...? What would happen if...? 	To explore possibilities and alternatives and estimate potential consequences of future behaviour.

QUESTIONING TECHNIQUES & SOLUTION FOCUS (PRACTICE)

Module: Adults

- Aims of the Exercise:
- Demonstration of questioning techniques and solution focus in practice
- Practice for participants
- Consolidation of the techniques in practice

Description of the Exercise:

- The trainer together with a co-trainer demonstrates to the participants how to use questioning techniques and the solution focus through a concrete real-life example.
- The co-trainer explains the trainer a real challenge in his/her life.
- The trainer first listens actively, e.g. through paraphrasing and summarizing the emotions of the co-trainer. Then, s/he uses the principles of collaboration, as well as the different questioning techniques to support the co-trainer in finding new ways to look at his/her problem and define paths towards the solution.

Reflection:

After this, the trainer asks the participants to share their observations: What did the trainer do? What did s/he do well? What could s/he improve? The participants share their observations, for example: when s/he said XY, you asked a circular question to better understand the perspectives of other people involved in the situation, or: when he thought there was no more way out, you introduced the miracle question, to get him/her out of the negative spiral, and to focus on what has worked well so far... etc.

After this reflection, the trainer has two options:

- Option A:
 - The trainer splits the audience into small groups of three people in each.
 - S/he explains that one of the participants has the role of a "speaker", the other has the role of the «mentor», and the third has the role of an "observer". Give the groups time to work on only one case, as it becomes a more fruitful exercise, if you stay with one case. If you switch fast, the groups will not start to come up with solutions.
 - The trainer and co-trainers visit the groups and observe. They may intervene, to increase the learning curve. E.g. when someone asks a question like: Why didn't you go to... / couldn't you have..., you can interrupt and raise the awareness of the speaker that this is a judgement, and that our advice is not necessary now. We stay with the person and her feelings, we try to better understand him or her. If you want to bring in other perspectives, instead, you could ask a circular question. You can also use a probing question,

Group size:

Appx. 10–20

Time needed:

30–45 minutes

Material needed:

Chairs

Preparatory steps:

Prepare in advance an example for demonstration

for instance, to better understand the situation: why did you / how did you... etc.

Reflection: After approximately 30 minutes, the trainer discusses the exercise with the participants: they share their impressions and tell what seemed challenging and what seemed easy to them, what they need to further elaborate on this and use the approach.

- Option B:
 - The trainer lets the participants sit in two rows. In one row are the mentors, in the other row are the mentees. The mentees talk about a problem, the mentors try to support with solution-focus. Ask for two courageous volunteers to start. Ask the audience to intervene in a friendly manner if they have suggestions for the mentor, e.g. what could be the next question. Either, the audience can tell the mentor the idea or step in him/herself.
 - Thus, the session is set up like a forum theatre situation, but only with two people playing: any volunteer can clap and replace the mentor. In case the mentor begins giving advice instead of asking questions, participants can stop the process by a clap.
 - After a while, the volunteers can switch, so others get the possibility to practice.
 - Make sure the examples are long enough so that it is possible to see how the mentee gets new ideas from the questions.

Reflection: After the demonstration, the trainer and participants discuss this exercise; participants share their experience and opinions. The trainer summarizes the session.

Important to remember:

If there is no one willing to demonstrate an example, the trainer should encourage the participants to be brave as this might help them to learn very interesting new things, but should not force anyone to do so and rather keep working with colleagues from the team and then turn to Option A.

Space / facilities needed:

Closed room

Possible variations / personal notes:

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<p>QUICK LINE UP</p>	<p>Module: Adults</p>
<p>Aims of the Exercise:</p> <ul style="list-style-type: none"> • Participants wake up, need to concentrate, move quickly • Participants relax and have fun • Everyone needs to cooperate 	
<p>Description of the Exercise:</p> <ul style="list-style-type: none"> • Ask the group to form a square shape, so people stand in four lines, always two and two facing each other. There must be an (appx.) equal number of people in all lines. • Stand in the middle of this human square. Now tell the participants that you will turn around, and then stop, facing one direction, but not necessarily the same as now. The lines need to rearrange themselves according to the direction you have chosen to look at. For example, the line that was standing in your back before must stand in your back again, the line that faced you must face you again. • The line that most quickly rearranged completely raises the arms and shouts: «Quick line up!» <p>The fastest group wins.</p>	<p>Group size: 10–30</p> <p>Time needed: 15 minutes</p> <p>Material needed: -</p> <p>Preparatory steps: Find an adequate space outside to do the exercise.</p>
<p>Important to remember:</p> <p>You can also turn around and stand still in the same direction as before.</p>	<p>Space / facilities needed: Enough space, e.g. somewhere outside. Inside is also possible.</p>
<p>Possible variations / personal notes:</p> <ul style="list-style-type: none"> • • • 	

After this, ask the adults about their mood. Would they prefer to go for a walk outside or would they prefer to calm down and relax on their chairs? They will do some self-reflection, in exchange with others now. The topic will be their wishes and questions to youth. This will serve as a preparation for the Generation Exchange module which will soon take place.



**“A good word melts the soul,
a bad word poisons the soul.”**

Kyrgyz Proverb

PREPARATORY REFLECTION: QUESTIONS AND WISHES FOR THE YOUTH

Module: Adults

Aims of the Exercise:

- Adults are inspired and get curious to learn from youth
- Adults reflect about their current challenges with the youth
- Adults think about how to formulate their wishes, instead of ordering the youth how to behave

Description of the Exercise:

Group size:

Version A:

Appx. 10–15

- Light music is played. The facilitator asks participants to sit down, close their eyes, make themselves comfortable, and think for ten minutes.
- Imagining the current state between contemporary youth and elder generation:
 - What do you wish from youth?
 - What questions do you have for youth?
- All participants close their eyes. Five minutes are given for reflection with a slow, instrumental music (e.g. classical or local traditional) playing in the background.
- When time is up, participants are distributed cards to write down their questions and wishes.

Time needed:

10–20 minutes

Material needed:

Paper, marker, tape, wall/board

Preparatory steps:

To find a light music

Version B:

- Participants pair up for going on a walk together. On the walk, they discuss the current state between contemporary youth and the elder generation. They discuss the following questions:
 - What do you wish from youth?
 - What questions do you have for youth?
- They come back to the room after 10 minutes. Here, they are given cards to write down their questions and wishes.
- Participants write down their questions and wishes on the cards and stick them on a prepared pinboard/wall. After participants have finished sticking their questions and wishes, each participant makes a presentation.

If necessary, the facilitator helps the participants to reframe their wishes and questions, so they are formulated in a positive manner. This can be an occasion to remind the participants about the principles of solution orientation and active listening.

Important to remember:

Space / Facilities needed:

- To give an opportunity for each participant to present his/her question.

Closed room

- To remind the participants to formulate their wishes and questions in a positive manner, remembering the Do's and Don'ts of the solution focused approach.

Possible variations / personal notes:

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If you plan to prolong the 2-day training into a 3- or 4-day training, maybe with shorter sessions, consider introducing the I-message formula to the adults as well (see youth module, p. 67). If this is not possible, find another moment to train this with adults, as it is another very important communication technique which helps to be a good mentor and prevents us from judging others.

As a final exercise, before the evaluation, invite the participants to do something only for themselves: ask them if they have ever written a letter to themselves. Today, they will do it, maybe for the first time.

A LETTER TO MYSELF

Module: Adults

Aim of the Exercise:

- The participants reflect about what they want to remember from the training and what are their most important lessons learnt.
- They also write down how they would like to use their acquired knowledge in the future.

Description of the Exercise:

- Participants receive a paper envelope and choose a paper of their favourite colour.
- The trainer asks participants to write a letter to themselves about the most important lessons learnt through the training, what they don't want to forget, which gives them guidance for the future. Also, participants can make recommendations for themselves.
- After the participants have written their letters, they seal their envelopes and write their addresses. If possible, the trainers send the letters to the participants' homes, about 1 month later. If this is not possible, the participants take the letters home and a date is agreed on which they can open the letter and read it. Another option is that the trainers collect them and the participants receive them at the next training or meeting.
- The trainer asks the participants to open the envelope after one month and read the letter written to themselves.

Group size:

unlimited

Time needed:

15 minutes

Material needed:

Envelope, paper (different colours)

Preparatory steps:

Prepare the envelope, paper and writers in advance.

Important to remember:

It is important that each participant writes the letter individually and does not share its content with anyone.

Space / facilities needed:

Room: comfortable space for writing a letter. Participants choose freely how to make themselves comfortable.

Possible variations / personal notes:

The trainer can decide the time span which needs to pass until the participants can read the letter. It can also be shorter or longer than 1 month.

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At the end of the training, as the participants might need a lot of energy after these intensive days, the trainers distribute a banana to every participant, as well as a waterproof marker.



“I am a social pedagogue myself, and this training helps me to develop my professional skills. We get useful information here which usually is not taught in other educational institutions, but it is important to learn how to build relationships with people.”

Participant of Adults Training, 2018

<p>BANANA EVALUATION</p>	<p>Module: Adults</p>
<p>Aim(s) of the Exercise:</p> <p>Creative evaluation of the training</p>	
<p>Description of the Exercise:</p> <p>The trainer gives each participant a banana and a waterproof marker. Make sure the bananas are in a curved shape.</p> <p>The trainer gives instructions for the training evaluation. Please choose how you would like to hold your banana to show whether you liked or disliked the day/training/particular activity.</p> <ul style="list-style-type: none"> • Turning the banana ends up getting a joyful smiley, write on the banana using marker what you liked during the training. • Turning the banana ends down to get a sad smiley, write on the banana using marker what you would like to improve. <p>After the participants have shown their bananas in the desired shape, the trainer asks for some feedback on what the participants liked and what needs to be improved. The trainers then thank the participants for their time and wish them a wonderful time until the next meeting.</p>	<p>Group Size:</p> <p>Appx. 10–40</p> <p>Estimated time needed:</p> <p>10–20 minutes</p> <p>Material needed:</p> <p>A marker and banana for each participant.</p> <p>Preparatory steps:</p> <p>In advance:</p> <p>Purchase curve-shaped bananas</p>
<p>Important to remember:</p> <p>Instruct the participants that they can do both and share both positive and more critical points, if they like.</p>	<p>Space / Facilities needed:</p> <p>Room with chairs</p>
<p>Possible variations / Personal Notes:</p> <ul style="list-style-type: none"> • • • 	



5. GENERATION EXCHANGE MODULE

The Generation Exchange basic training is designed to be delivered in a minimum of three days and can be split into sub-modules. Thematically, it is divided into three main blocks:

 I: Me & my life	 YOU: me & others enjoying diversity	 WE: Us & our environment
<p><i>Topics covered/touched upon:</i></p>	<p><i>Topics covered/touched upon:</i></p>	<p><i>Topics covered/touched upon:</i></p>
<ul style="list-style-type: none"> • Identity: Values, attitudes and visions • Society: my position in society, my privileges, my level of power • Experiencing discrimination • Aim setting for successful collaboration crossing the generation gap and other societal rifts 	<ul style="list-style-type: none"> • Diversity, acceptance and inclusion • Dealing with prejudice, switching perspectives • Awareness about different forms of discrimination and how to avoid discriminating • Support each other in difficult situations • Inter-generational communication, valuing each other 	<ul style="list-style-type: none"> • Community building, trust building • Team work between generations • Elaboration of action plans for future collaboration, policy shaping etc. •

In the Generation Exchange module, for the first time, youth and adults meet. The module applies the same methodological approach as the other two modules, focusing on creating mutual experiences to draw lessons from. As for the topics of the exchange, apart from fostering communication and collaboration across all sorts of societal rifts, above all the generation gap, but also religious, ethnic and other divides, in this module, we focus particularly on minimising prejudice and increasing awareness about privileges and different forms of discrimination. We do this by analysing power structures in society, as well as introducing some theory on how discrimination happens. We draw on power analysis approaches, as well as on anti-bias approaches¹⁷ and different resources from intercultural education. Like in the youth module, theatre approaches are used, adapted from Boal.

¹⁷ The anti-bias approach was developed by Derman-Sparks and Brunson-Phillips in the Eighties and has become one of the main approaches to address discrimination since. Some resources: Derman-Sparks, Louise (1989). Anti-bias curriculum: tools for empowering young children / Louise Derman-Sparks and the A.B.C. Task Force. - Washington DC. / Derman-Sparks, Louise / Brunson Phillips, Carol (1997). Teaching / Learning Anti-Racism. A Developmental Approach. New York.

In this module, it is particularly **important that the trainers are prepared to deal with resistance**, particularly from adults, as dealing with societal privileges and questions of power can be very challenging for some of them.



“In our first Generation Exchange training, we had one of the local muftis in the training who believed that it was right that women had less rights in the society and should be at home.

Our only trainer who was a theologian, a religious, male trainer, furthermore, was not present that day. Our team was not prepared for such a strong reaction and did not know how to argue from a religious perspective and with the necessary credibility that we do not support his view. The team did react, but had they analysed possible scenarios beforehand, they would have been in a much better position to deal with the situation.”

Trained Trainer, Jalalabad, 2019

Trainers will need to reflect very well on the topics and the context in which they will be delivering the training. **It helps to think about potential reactions beforehand, in order to be ready to react and not be taken by surprise.** This preparatory step is recommended to be done in the trainers' team¹⁸. It is also advisable to **think about a balanced trainer team composition**: always have a mixed team in terms of gender and religious background and have at least one local trainer from the community in the team, to be able to deal with the different challenges that could come up.

¹⁸ As a methodology to do this, we recommend the Conflict Perspective Analysis (CPA), developed by inmedio. For more information, see: https://yuva.org.tr/doc/YUVA_Mediation_EN_LowRes.pdf (p. 29ff.) or contact the author or inmedio directly.

5.1.1. RATIONALE

In principle, for the Generation Exchange, the same four elements as for the youth training are used and slightly adapted:

- The basis for creating inter-generational understanding is a safe space for youth and adults to express themselves freely: we create it by encouraging youth and adults to share their opinions openly, while making them understand that opinions that do not coincide with our own are only a threat to us when we see them as such. Otherwise, they are an invitation, a challenge for us, to engage in exchange and discuss differences. If one side manages to convince the other, there is no longer any difference on that issue. If not, it means we need to learn to deal with that difference, we need to learn to accept diversity in all its forms, if no human rights are violated.
- Exchange remains the main tool for minimising prejudice and distance and increasing cooperation and collaboration: through identifying commonalities, as well as how we can benefit from the diversity of the participants in the room. Every person has some strengths to share with others in collaboration, everybody with his / her special qualities and competences is a valuable resource for the team.
- Through creating situations where youth and adults exchange about their prejudice, values, personal and socio-political views about relevant topics in their community, they apply their previously learned techniques in non-confrontational, mindful communication. This is taken further when they collaborate in inter-generationally mixed groups to exchange about their everyday reality, in terms of power, rights, discrimination etc. Through active listening and through changing perspectives, applying the I-messages and solution orientation, they deal with challenging situations in their real life in more constructive ways and realise that it is possible to change their attitudes and behaviour. They also experience the positive impact of doing this: it literally increases their level of happiness.
- Towards the end of the exchange, the groups embark on a journey that is just about to start: working towards change. Youth and adults together create a common vision about the future of their community and put it into practice through an inter-generational collaborative process. Actions are planned and later taken forward during the regular meetings they are having throughout the project.



Generation Exchange, Jalalabad, 2018

5.1.2. AIMS

The main goal of the Generation Exchange module is to create connection and minimise division between youth and adults. By creating more understanding about the situation of the other group, about power constellations, forms of discrimination and privilege, and by fostering communication and cooperation between them, we set the basis for long-term collaboration on the community level.

Day	Topics	Aims
1	<p>Identity: Reflection about my values, attitudes, interests and the way I am perceived</p> <p>Courage and Diversity: exchange openly and fearlessly on different and common values, interests and attitudes</p> <p>Trust: Building trust across generations</p>	<ul style="list-style-type: none"> • Youth and adults get to know each other and exchange their views on societal challenges. • Youth and adults become aware of and minimise their mutual prejudice. • Youth and adults build mutual trust. • Youth and adults discover differences and similarities along other categories than age and find commonalities crossing the generation gap.
2	<p>Society: my position in society in relation to others</p> <p>Discrimination: how prejudice and attitudes, combined with power lead to discrimination – and how that feels</p> <p>Communication: switching perspectives to deal with prejudice and better understand others</p> <p>Cooperation: working together crossing the inter-generational gap</p>	<ul style="list-style-type: none"> • Youth and adults experience the feeling of discrimination and want to do something about it. • Youth and adults learn about power division and relations in their society and the privileges and challenges connected to it. • Youth and adults learn to switch the perspective and stand in the shoes of someone else. • Youth and adults revisit the tools they have learned to apply in the earlier trainings and apply them in some difficult real-life situations they bring into the training. <p>Youth and adults can express their feelings and opinions freely crossing the generation gap.</p>
3	<p>Cooperation: valuing what the different participants contribute to make teamwork successful</p> <p>Society: aim setting and planning of further collaboration</p> <p>Communication: How to communicate successfully crossing boundaries between generations</p>	<ul style="list-style-type: none"> • Youth and adults strengthen the spirit of inter-generational collaboration. <p>Youth and adults set a pre-selection of topics to work on, based on the topics discussed in the workshop.</p> <p>Youth and adults set smart aims for the next 6-12 months.</p> <p>Youth and adults plan first actions and possible next steps.</p> <p>Youth and adults value each other and set a good basis for their future collaboration.</p>

5.1.3. TRAINING MODULES

5.1.3.1. COURAGE & TRUST IN DIVERSITY: DAY 1

Both the youth and the adults come to the training with high expectations after they've been through their first training experiences. Some might also worry about how this exchange is going to be.

Therefore, our first aim is to make everybody feel comfortable, lowering the generation gap, making everyone feel free to express themselves and their opinions. At the same time, from the beginning, the training is all about exchange, focusing both on what connects youth and adults and what divides them. The aim is to create more connection and to minimise division: when welcoming the participants, we do not only remind them about the aims of the project and what has happened so far (youth training and adult training), and the **aim** of the three-day training on exchange between generations, but we also ask them to elaborate again a **frame** (see youth module, p. 35, for frame elaboration instructions) of how we wish to collaborate to make this training a rewarding, memorable and successful experience. If the participants, in this case, the adults, as the youth would most probably not dare to raise the issue, do not mention it themselves, the trainers should raise the topic of hierarchies. Like in the adults training, when adults are often trained by young trainers, who are younger than themselves, we need to discuss about how to deal with seniority in the room. Our suggestion is to ask youth and adults to communicate respectfully on the same level. This means that, while formulated in a mindful, non-confrontational way, youth are equally entitled to respond to adults with differing opinions as adults. This rule applies in this training and you can express a wish, as the facilitators, that this will become a standard outside of the training room as well. Other issues to be addressed through the frame are (if they are not mentioned by the participants): acceptance of different opinions, be courageous, be open, refrain from judging others, etc.

The aims¹⁹ of the first day of Generation Exchange are:

- Youth and adults get to know each other and exchange their views on societal challenges.
- Youth and adults become aware of and minimise their mutual prejudice.
- Youth and adults build mutual trust.
- Youth and adults discover differences and similarities along other categories than age and find commonalities crossing the generation gap.

Before or after the frame, allow first encounters to **get to know each other** through a first warm-up activity:

¹⁹ These aims are meant for the facilitators and do not need to be shared with the group.

After the atoms game, the introduction and the frame, ask the youth and adults to share their expectations with the trainers and the group. Ask the following three questions:

CREATING ATOMS	Module: Generation Exchange
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Getting familiar with each other • Learning names • Icebreaker 	
<p>Description of the Exercise:</p> <p>The trainer asks the participants to walk around alone in the room, in all directions, without order. When the trainer shouts a number from 2 to 5, the participants form groups with this number of members (co-trainers and assistants jump in or out, depending on what is needed). When the groups are formed, the facilitator lets them exchange: 1st round: only names, 2nd round: names and where they come from, 3rd round: names and what they do (work, school grade, studies etc.), 4th round: names and hobby, etc. For every round, the facilitator mentions different numbers, so different sizes of groups are created.</p>	<p>Group Size: Appx. 10–40</p> <hr style="border-top: 1px dashed blue;"/> <p>Estimated time needed: 10–20 minutes</p> <hr style="border-top: 1px dashed blue;"/> <p>Material needed: None</p> <hr style="border-top: 1px dashed blue;"/> <p>Preparatory steps: Questions ready Possibly something to make yourself heard (e.g. microphone to knock on, bell etc.)</p>
<p>Important to remember:</p> <p>Use bigger numbers in the beginning, when they only exchange names and where they are from, for example and then, use smaller numbers for questions that take a bit longer to answer.</p> <p>Observe well and adjust the time to your group until when you tell them to walk around in the room again</p> <p>Do the exercise energetically, it's more important to keep the exercise dynamic than to always get all groups to finish.</p>	<p>Space / Facilities needed: Big space needed</p>
<p>Possible variations / Personal Notes:</p> <ul style="list-style-type: none"> • • • 	

- What would you like to learn? (🧠head)
- What would like to feel? (❤️heart)
- What would you like to do / happen here? (👋hand)

Distribute three colours of cards to the participants, according to the questions, and have three flipcharts ready where participants can stick their **expectations**. Co-trainers cluster the expectations and organise them while participants stick them to the paper, so that the analysis of the expectations can happen quickly, and it can be easily clarified what will happen in the three days and what will not happen.

Introducing the topic of the workshop, we start with a video where youth express their opinions about adults and vice versa.

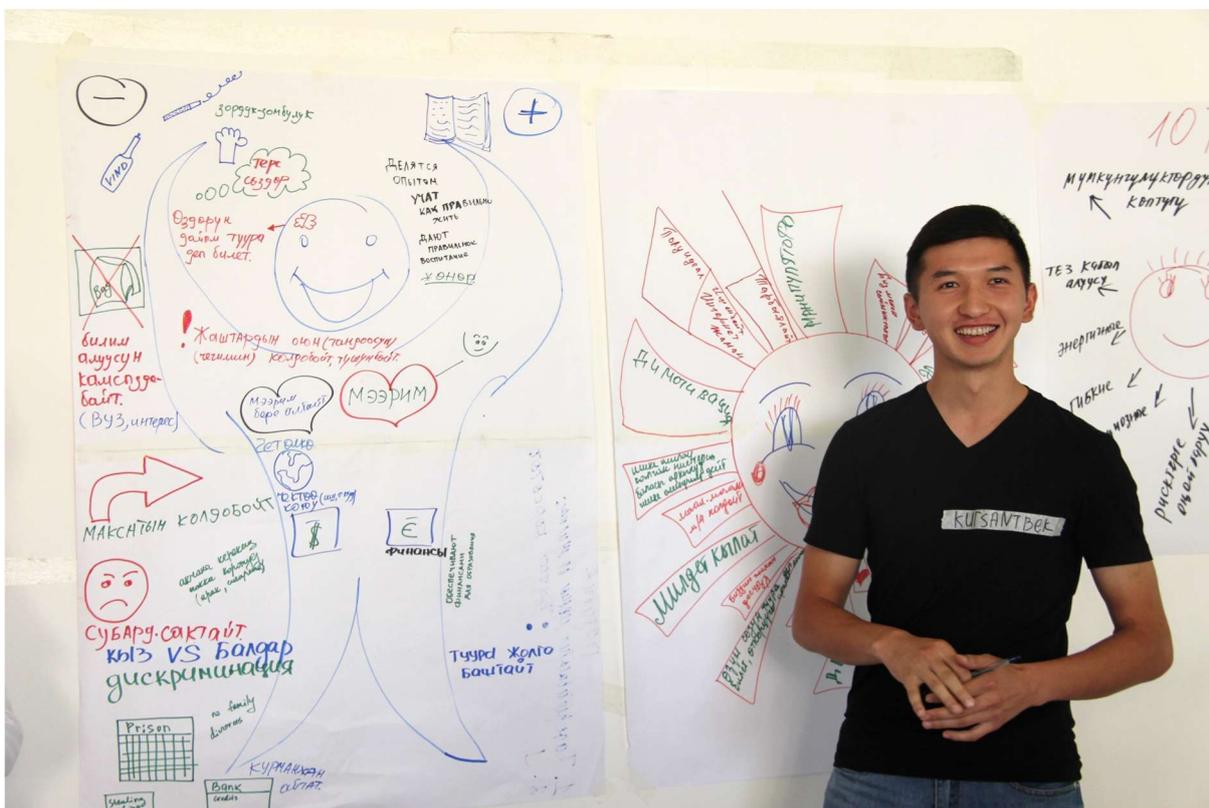
<p>VIDEO</p>	<p>Module: Generation Exchange</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Demonstrate how youth think about adults and how adults think about youth. • Provide an entry point for an exchange between youth and adults on how to better communicate and cooperate. 	
<p>Description of the Exercise:</p> <p>As a preparation for the workshop, before the training, the facilitators shoot a video in their community, interviewing youth and adults separately about the other group.</p> <p>The youth are asked the following questions: “How do you see adults in your society?” and “What expectations do you have from the elder generation?”. If in your context, it is too sensitive to ask the first question, you can replace it by: “How do you see an ideal adult?” to see how they would wish adults to be and from that, derive what youth miss in adults.</p> <p>The adults are asked the following questions: “How do you see youth in your society?” and “What expectations do you have from the younger generation?” Again, if the first question is too delicate, use: “How do you see an ideal youth?”.</p> <p>Reflection:</p> <p>After watching the video, the trainer asks the participants what they think about the video and what are their reactions. A short reflection session is held before the groups split up and share their own opinion about the other generation.</p>	<p>Group Size:</p> <p>no defined number.</p> <hr style="border-top: 1px dashed blue;"/> <p>Estimated time needed:</p> <p>3–5 minutes</p> <hr style="border-top: 1px dashed blue;"/> <p>Material needed:</p> <p>Camera</p> <hr style="border-top: 1px dashed blue;"/> <p>Preparatory steps:</p> <p>Provide a well-edited video, incorporate subtitles big enough to read from far and with low volume background music (its preparation may take some time!)</p>
<p>Important to remember:</p> <ul style="list-style-type: none"> • It is preferable not to include youth and adults that will participate in the workshop in the video (for the youth to 	<p>Space / Facilities needed:</p> <p>Quiet place with video beamer and sound system.</p>

express themselves freely). In case you would like to publish the video, you need to ask all interviewees for permission.

- Make sure that during the video shooting, participants do not look at the camera, but at the interviewer.
- There must be no background noise.
- Assess whether to use option 1 or 2 for the first question.

Possible variations / Personal Notes:

- It is necessary to cut out the most important moments, the “key phrases”. Certain people might give the same answer to a question. It is important to ensure that everyone says something different.
- If you don't have the time or resources to produce a short video, you can do some interviews and just share some statements of both sides, e.g. printed, in a gallery, or acted, by some trainers' assistants, or read out loud by the trainer, or presented on a PPT with pictures etc.



Youth Views of Adults Presentation, Osh, 2018

After the video, transfer the discussion to the participants' reality:

<p>YOUTH & ADULTS – WHAT ARE THEY LIKE IN OUR LIFE?</p>	<p>Module: Generation Exchange</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Participants initiate discussions on how they perceive each other • Participants determine which of the behaviours of the other group they appreciate and which they would like to change • Participants get a safe space to speak out “uncomfortable” facts about each other (adults and youth) 	
<p>Description of the Exercise:</p> <p>Participants split up into groups of ‘youth’ and ‘adults’. If there are many participants, they can be further divided into subgroups. Participants go to separate rooms as they should not see and hear each other. It is important that before the groups start to work everyone agrees they will not ask who said what nor will anyone say who said what during or after the workshop. Who said what stays in the group (Chatham House rules²⁰). In this exercise, we all need to be sure that our statements are totally anonymous.</p> <p>On the flipcharts, participants are asked to draw a picture of how they see the other group: youth draw adults, while adults draw how they see youth. It can be any association in the form of smileys, sun, objects, animals, or a real representation of “the” young person or adult: “How are youth? How are adults?”</p> <p>Further, youth write down the qualities and behaviour of adults in relation to youth, and adults write down the qualities and behaviour of youth in relation to adults. Participants write positive and negative qualities around the picture they have drawn.</p> <p>Then, participants return to the seminar room and a/some representative(s) of the groups present their flipcharts. Participants are not allowed to comment, ask questions and/or discuss during the presentation. They are given the opportunity to do so at the end of presentations. Remember: It is not allowed to ask who said this or that.</p>	<p>Group Size:</p> <p>40 (small groups 3–10)</p> <hr style="border-top: 1px dashed blue;"/> <p>Estimated time needed:</p> <p>30 minutes</p> <hr style="border-top: 1px dashed blue;"/> <p>Material needed:</p> <p>Flipcharts, markers</p> <hr style="border-top: 1px dashed blue;"/> <p>Preparatory steps:</p> <p>Determine where the groups will work and ensure these places are in different rooms</p>

20 For more information, see: <https://www.chathamhouse.org/chatham-house-rule>

Important to remember:

- It is important that the groups, after they split up, work in separate rooms, since they might not be able to fully express their views if they can see and/or hear each other. Encourage participants by making a contract that no information about who has been most critical about the other group or who said what will be shared with any other person.
- During the discussion it is important that youth do not feel scared or pressured by adult participants. It is important to control the situation. Particularly adults tend to still comment or ask during the presentations. Therefore, prepare the adults beforehand to this exercise and be strict with them in case they still try to comment or intervene. For this, it is important that the facilitator informs the participants that opinions voiced are the views of the participants as a group and not only of the presenters, and to whom it belongs remains anonymous.
- If you think it is necessary, depending on the context, you can ask the adult participants to ask young participants to be honest and brave to express their opinion on adults.

Space / Facilities needed:

Separate rooms for the groups.

Possible variations / Personal Notes:

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There might be a slight “shock” effect, when doing this exercise. Some participants might be surprised - but at the same time, it motivates both groups to contribute to changing the way they are perceived by the other group. Moreover, it helps to show progress, as looking back to this first exercise on the last day, for sure, many would revise some of the judgements they’ve uttered on the first day.

The next exercise will get the youth and adults to discuss different views on social issues in their own community:

AGREE / DON'T AGREE

Module: Generation Exchange

Aim(s) of the Exercise:

The participants analyse their own opinions and positions, learn about others' positions and opinions and learn to accept them.

Participants become aware that youth and adults can have either the same or different positions answering to a certain question, it is not always one generation against the other.

description of the Exercise:

The trainer explains that s/he will be reading statements and participants must take position by standing on a line: If they agree with the statement, they stand on the 'Yes' position, if they don't, they go for 'No', and if they hesitate to answer, they can choose to be somewhere in the middle. For checking whether people understood, the facilitator may say, for example: The coffee break was delicious and see how the group positions itself.

The questions:

- Youth are trustworthy.
- I am always right.
- Adults can sometimes be narrow-minded.
- Youth should always agree with adults, no matter what. It is a question of respect.
- Relatives and siblings must morally and/or materially support each other, no matter what.
- My parents should find me a spouse / I will find a spouse to my children.
- My parents should control me before I turn 18 / I should control my kids before they turn 18.
- I always need support from my parents / I should always support my children (in the discussion, ask: moral? Financial? Protection...?)
- Adults criticize youth too much.
- I must become what my parents want (e.g. doctor, lawyer) but I want to be... / I think I should decide about my child's career
- I think the youth should give their salaries to their parents (in law)
- Youth are capable to take their own decisions.

Ask the participants to position themselves, pick a few people in different positions and ask them why they are in this position.

Reflection:

After the exercise, collect a few impressions by the participants:

Group size:

Appx. 10. max. 40

Estimated time needed:

15–25 minutes

Material needed:

Questions prepared in advance

Preparatory steps:

Prepare in advance a line on the floor with three points 'Yes', 'No' and 'Probably'.

What was striking for you in this exercise? What did you expect / not expect? Which question/statement was difficult for you to answer? Were there some statements/questions where you felt you cannot really share your real opinion? Was there something you found strange? Etc.

Important to remember:

- Make sure that during this exercise, participants stand in a way they can see each other's faces.
- Ask if everyone understood the question before they move (has it been translated in all necessary languages?)
- This exercise is a good opportunity to hear the opinions of participants who don't participate so much. Remember that everyone has important opinions and reflections to share.
- Adapt questions to your local context. Make sure the exercise doesn't take too long: vary with the amount of questions and the length of discussion you allow after a question.

Space / Facilities needed:

Spacious room

Possible variations / Personal Notes:

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After this first rather confrontational approach, and throughout the rest of the training, we use a lot of one-to-one exchange exercises (or in some cases one to two or three, as we have more youth than adults in the room). Through this approach, we offer the participants to meet each other on a very personal basis, and the fear to interact and to express opinions is less than in bigger groups or even in the plenary.



Eye contact, Osh, 2018.

EYE CONTACT

Module: Generation Exchange

Aim(s) of the Exercise:

- Participants relate in an unusual way and become more open to exchange
- Participants identify biases and prejudices they have towards each other and learn more about each other
- Participants reflect about intuition and prejudice and learn to think twice before judging people

Description of the Exercise:

Prepare the space for this exercise: pairs of chairs standing opposite each other, distributed in the room.

Ask participants to choose a partner with whom they feel comfortable, but at the same time, someone whom they do not yet know well.

Ask pairs to sit down on the chairs and have some paper and pen ready next to them, on the floor.

Then, ask them to look into each other's eyes (concentrate) for appx. 3 minutes while the music is playing, without talking.

When the music stops, the participants turn their chairs around and sit with their backs to each other. They take their papers and pens and answer the following questions about their partner:

- What is your partner's eye colour?
- Is s/he a realist or dreamer?
- What does s/he prefer to do: sing, dance, or cook?
- What is his/her favourite activity in spare time?
- What is his/her favourite dish?
- What is s/he most afraid of in life?
- Where would s/he like to spend her/his next holiday?
- Who is his/her role model?
- What is most important for him/her in life?
- What is his/her biggest dream in life?

The participants write down the answers to the questions about their partner (guessing).

Then, the partners turn around again, so they can exchange answers with each other and see how many of the questions they were able to answer correctly for their partner.

When the pairs have finished, the trainer asks the group to sit back in the circle, then asks who had 0, 1, 2, 3...to 10 correct of the questions.

Group Size:

2–30 participants

Estimated time needed:

20–30 minutes

Material needed:

Chairs, music + loudspeakers.
Every participant needs a pen and a block/diary.

Preparatory steps:

Group up the chairs by two and put opposite each other; the number of chairs should be equal to the number of participants. There should be enough space between the chair pairs, so the pairs can focus on themselves.

Reflection:

Then, let the participants discuss about what it means, by asking, for example:

- Who was surprised about some answers of his/her colleague?
Hands up! (collect some answers)
- Who had a really good intuition and almost knew all the answers? If so, what do you think, where does this come from?
- Can we always trust in our intuition?
- What can you draw from this exercise? Etc.

Conclusions could be that some people have a good intuition; however, we can never be sure that we are right when we have a first impression about someone. It is always better to ask and get familiar with someone: don't judge a book by its cover.

Important to remember:

- Make sure participants choose as their partners someone they feel comfortable with. "Warn" the participants that this is going to be an intensive exercise.
- In some contexts, you might want to propose same sex pairs.

Space / Facilities needed:

Big space.

Possible variations / Personal Notes:

Adapt the questions to your group and the context.

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The next exercise gives the group the opportunity to make a similar experience with the whole group.



**“With care and precaution,
there’s no asking around.”**

Kyrgyz Proverb

BINGO: FIND SOMEONE WHO IS/HAS...

Module: Generation Exchange

Aim(s) of the Exercise:

- Get to know each other better
- Train our intuition
- Improve communication skills and interaction
- Learn about how stereotypes influence our perception

Description of the Exercise:

Participants get a handout²¹ with pre-prepared questions in boxes (5 lines with 5 questions each). The questions deal with characteristics, experiences etc. of people, for example, someone who has never smoked, does not like meat, likes to cook, speaks a foreign language, etc. The objective is to find people who match these categories and write their names into the corresponding box. The one who first fills out a complete line of boxes (vertically or horizontally) says "Bingo" and wins the game (the participant can further search for matching people until they completely fill out the boxes with names). After a certain time, the trainer announces that the game has ended.

Then, a brief **reflection** is conducted together with the participants where issues such as follows are discussed:

- What strategies did you use to fill out the squares?
- How many attempts did you need to find sb. to whom the feature applies? How did your intuition help (or not)?
- Were there questions which you didn't feel comfortable to ask? Or to be asked?
- Which box (question/characteristic) was particularly difficult to fill?
- What do you draw from this exercise?

Important to remember:

- It is part of the exercise to ask also quite personal things, for example about the family, etc. You can decide about how challenging you want the exercise to be, using different questions.
- If there is enough time, let the participants fill out as many boxes as they can with different names, because often, there is a person who shouts Bingo very quickly.

Group Size:

Appx. 20–50

Estimated time needed:

15–20 minutes

Material needed:

A4 paper with Bingo questions in fields and pens

Preparatory steps:

Prepare and print out the questions

Space / Facilities needed:

Big space.

²¹ Find the Bingo exercise handout in Annex 9.5. Remember it is always necessary to adapt the exercise to the local context and the group.

Possible variations / Personal Notes:

- Be sensitive regarding the questions. In some contexts, it is ok to ask "...whose parents are separated, for whatever reason", in other cases, you might want to replace this question. It also depends on how well the participants are acquainted with each other.
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Following this series of exercises on getting aware on our prejudices, the facilitator should take the opportunity to clarify that **there is no person on this planet that does not have prejudice**. Every human being in every moment has an immediate first impression about people and things. This is the prejudice²². We do not yet know if our impression is right or wrong.

Why do we have these first impressions? It is a survival mechanism which we are naturally born with. We need to constantly evaluate whether there are dangers we need to avoid confronting. Therefore, we protect ourselves with a natural portion of mistrust.

We can also have prejudices based on what people tell us, e.g. our parents, our teachers etc. We get influenced by their opinions and tend to believe what they say. Only when growing up, we start questioning some of the things our parents or other influential people have taught us and might re-evaluate some things based on our own judgement.

In short, **prejudice is omnipresent in our thinking. We cannot avoid it. Yet, we need to deal with it consciously, questioning it and be ready to revise it based on our experience.**

In order to get to know each other more and question our prejudice about the other age group, we propose another exercise.



"I like to conduct YOU trainings, especially on the second day, when young people open up and start thinking differently."

Trained trainer, Youth of Osh, 2019

²² The Merriam-Webster Dictionary defines prejudice as «preconceived judgement or opinion», but also «injury or damage resulting from some judgment or action of another in disregard of one's rights». We define prejudice the first way: prejudice in itself is not harmful, as long as we deal with it consciously, question it and are ready to revise it based on our real experiences.

TALKING CHAIRS

Module: Generation Exchange

Aim(s) of the Exercise:

- Exchange of experience and information
- Get acquainted with each other
- Creates trust among participants

Description of the Exercise:

The facilitator has prepared pairs of chairs facing each other in the whole room, with spaces in-between. S/he explains that while the participants hear music, they walk around in the room and once the music stops, they will take the seat closest to them, facing a colleague and listen to the facilitator. The facilitator reads aloud a question. Both partners answer these questions in turn. Then, the music plays again. When the music stops playing, participants should get themselves a new partner, sitting at a new place. They are encouraged to sit with people that are of a different age, and/or otherwise different.

Here is a list of questions (which you are free to adapt):

- Where do you live and how do you like it?
- What do you do (study, work etc.) and how do you like it?
- With whom do you live (number of people, who, etc.) and how do you like it?
- What do you dream to do and why (in life, as occupation etc.)?
- Do you like the internet or not, and why?
- How do you practice your religion?
- Have you travelled across the country?
- Have you travelled abroad?
- Is there someone in your family who left the country? Where did they go? Why?
- Would you like to emigrate and why / why not?
- What kind of relationships do you have with your parents / children and what would you like to change?
- Is there anything in your society that you would like to change? What would that be and why would you like to change it?
- What is the biggest challenge for youth and/or adults that you would like to discuss?
- Why did you join this project?
- What do you want to learn from this training?

Conduct a reflection at the end of the exercise and ask the following questions:

- How did you like the exercise? Why?
- What kind of things did you learn from each other?
- Could you find out that you have similarities or differences with people? Which?
- Was there anything that surprised you? What?

Group Size:

40

Estimated time needed:

30 minutes

Material needed:

Music, loudspeakers and chairs (same amount as participants), prepared questions ready.

Preparatory steps:

Big space

Chairs ready

Important to remember:

Space / Facilities needed:

A spacious room

Possible variations / Personal Notes:

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The last exercise of the day is a uniting one in many ways. Like with the influence flowers in the youth module, this time, we work with stars which represent each individual participant. This time, however, we connect the stars in our universe (our world, our reality).



Talking chairs, Osh, 2018.



Stars and Universe, Osh, 2018.

STARS AND UNIVERSE

Module: Generation Exchange

Aim(s) of the Exercise:

- The participants share some personal information and learn more about others.
- The participants learn what they have in common with others, and with whom.
- They realise that there are many connections, sometimes surprising ones
- They also realise how unique they are – where there are no connections.

Description of the Exercise:

The trainer shows to the participants, giving his/her own example, a star that has five questions to be answered. S/he tells them to put their name in the centre of the star and answer the five questions, writing on the 5 sections of the star. During the exercise, the facilitator can choose to play some music.

The questions:

- What is your dream job?
- Who/what would you like to be in another life?
- What do you like to do in your spare time?
- What is the most important value in your life?
- Who has most helped/supported you in your life?

When the participants finish answering the questions, they stick their star on the prepared paper with a universe painted on it.

Each participant, using a marker, looks for similarities among the stars and connects them, for him/herself and others.

Reflection:

For the debriefing, the facilitator asks the group what was interesting while doing the exercise? Who found connections with others? What do many of us have in common? What special things did they detect? What can we conclude after this exercise?

Important to remember:

Make sure all participants have access to the universe for making connections. Not all participants will be able to do it at the same time, therefore, they might need to take turns.

Possible variations / Personal Notes:

- It is necessary that everyone is involved in the process of finding similarities of each other.
- Adapt the questions to the group and the context.
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After this, ask the participants to look for a cosy place, take their diaries and take some time to write in their diaries. The questions for the diary remain the same as in the other modules, or can be adapted, if need be. The instructions for the diary ritual are found in the youth module, p. 42.

Group Size:

Appx. 20, max. 40

Estimated time needed:

10–15 minutes

Material needed:

Prepared stars, markers and a big paper (4 FCs put together) with a universe painted on it

Preparatory steps:

- Prepare a cheerful music which fits both youth and adults.
- Prepare the stars on different coloured papers (for every participant 1 star)
- Prepare the universe on the flipcharts

Space / Facilities needed:

Spacious room

5.1.3.2. PRIVILEGE, POWER & DISCRIMINATION: DAY 2

Start the day with a fun recap exercise:

PHOTOS OF YESTERDAY’S HIGHLIGHTS	Module: Generation Exchange
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Participants exchange about what was interesting the day before • They agree on what was their common highlight of the day • They find a creative way to represent this experience • Everyone remembers different lessons learnt from the day before 	
<p>Description of the Exercise:</p> <p>To wake up and get some impressions about the first training day, the trainer asks the group to split up in groups of 4, including at least 1 adult.</p> <p>Then, the facilitator asks the groups to remember what they liked most about yesterday, what was their most important lesson learnt, what they found particularly insightful. This moment shall be represented in a “human photo”, i.e. a frozen pantomime.</p> <p>The groups have 10 minutes to agree what and how to show this moment.</p> <p>Then, every group is asked to present, and the others guess what the situation was. The facilitator asks what was particularly interesting in this exercise, and then asks the next group to show their photo. At the end, the facilitator may ask about other important or interesting moments that have not yet been mentioned to get a fuller picture of the day before.</p>	<p>Group size:</p> <p>Appx. 10–40</p> <hr style="border-top: 1px dashed #0070c0;"/> <p>Time needed:</p> <p>20–30 minutes</p> <hr style="border-top: 1px dashed #0070c0;"/> <p>Material needed:</p> <p></p> <hr style="border-top: 1px dashed #0070c0;"/> <p>Preparatory steps:</p> <p></p>
<p>Important to remember:</p> <p>-</p>	<p>Space / Facilities needed:</p> <p>Make sure you assign a “stage” in the room</p>
<p>Possible variations / Personal notes:</p> <ul style="list-style-type: none"> • This can be done in different ways: you can also choose to make a “gif”, i.e. a situation of a mini live moment of the day before (a 2 second video sequence) • You can also decide to give the group a «carte blanche», i.e. a free pass, to show the moment in any way they want (drawing, photo, theatre etc.), but it should not last more than 1 minute to present. • • • 	

Linking to the recap, introduce the goal setting for this year which will be first evaluated at the end of this training (after two days). For this, make a short input on SMART aims (this will be a repetition for the youth, consider having a youth champion introduce the SMART approach with you). Adults might not yet be familiar with the approach, so give them the chance to ask questions. For instructions on how to introduce the SMART approach, see youth module, p. 45. Then, introduce the football goal.

FOOTBALL GOAL

Module: Generation Exchange

Aim(s) of the Exercise:

- Participants set concrete goals according to the SMART criteria
- Participants increase their self-confidence and self-determination
- Participants learn how to pursue the goals they are setting

Description of the Exercise:

- The trainer gives a quick recap of the SMART elements and gives participants a task to set a SMART goal connected to the project, which can be achieved by the end of the year.
- Then, s/he provides an example (written on the flipchart or pinboard) and after that, distributes coloured cards to all participants to write down their goals.
- Each participant hangs their goal(s) with a certain distance around the football goal (draw it before the workshop on a flipchart), choosing the distance of their card depending on how long they estimate it takes to reach their goal. At the end of the workshop, the participants will have the chance to move their goal to show how far they progressed with their goal.

Group Size:

Max. 40

Estimated time needed:

10–15 minutes / 60 minutes including presentations

Material needed:

Prepare in advance a flipchart with a picture of football goal.

Prepare a flipchart for the SMART input

Prepare an example of a smart goal on a flipchart

Preparatory steps:

Hang the football goal somewhere in a prominent place beforehand.

Prepare the cards cut from coloured papers to write down the goals.

Important to remember:

- Make sure everyone understands the SMART criteria
- It is important to check how the goals are set, i.e. that the trainers support the participants in the process of setting their goals.
- It is very important to have presentations of the goals. Ideally, if time allows just after they have set them.
- At a later stage in the project, e.g. after 3 and after 6 months, the local trainers follow up with the participants on how far they have reached their goal already and take measures accordingly (e.g. help to think what to do to reach it or set a new goal etc.).

Space / Facilities needed:

Spacious room

Possible variations / Personal Notes:

It is also possible to have the participants set only goals for the exchange days, e.g. what they want to achieve until the end of the training. However, as this training is very short and as the participants will keep working together, in this case, we chose to have them set goals for the project.

Stepping into today's topic, the next exercise deals with **privileges** we have or don't have in our society. According to the Cambridge Dictionary, privilege is defined as "an advantage that only one person or group of people has, usually because of their position or because they are rich". In our case, the word "position" would merit a bit of deciphering. Our definition of privilege would be "an advantage a person or group has according to their gender, ethnic, religious or other social background, which allows him/her/them to access services or resources which are not accessible equally to all, or which allows them to dominate others through their position or behaviour".



Step forward and back, Jalalabad, 2018

STEP FORWARD AND BACK

Module: Generation Exchange

Aim(s) of the Exercise:

- Participants learn more about their privileges and disadvantages
- They discuss about the different aspects that come with privileges, e.g. power relations, the use of power in relationships, what kind of inequalities we encounter in our communities, etc.
- Participants identify and analyse similarities and differences and compare their position in society with others
- Participants practice being honest to themselves
- Participants are challenged to ask questions they have not asked themselves so far
- Participants get closer with other participants

Description of the Exercise:

- The groups stand in one line, holding hands.
- The facilitator explains the exercise: I will ask you a few questions and if your answer is yes, take a step forward or back, according to the instructions. The others stay where they are.
- The facilitator asks the participants to close their eyes.

Questions:

- If you can run to the bus, take a step forward.
- If others respect your privacy, take a step forward.
- If you have to lie sometimes to be able to do things that are important to you, take a step back.
- If you can demand others to respect you and they obey, take a step forward.
- If you can decide for others what is right or wrong, take a step forward.
- If you are sometimes afraid of being harassed by someone (state official, the opposite sex, teacher), take a step back.
- If you have to do most of house chores in spite of your work or study obligations, take a step back.
- If you can speak in front of an audience and are taken seriously, take a step forward.
- If you have the right to vote, take a step forward.
- If you can decide where, when and how to spend your time, take a step forward.
- If you can work to earn your own living, take a step forward.
- If you are quick in picking up and understanding new technologies, take a step forward.
- If your religious holidays are work holidays, take a step forward.
- If you are often told what to do and what not, take a step back.
- If you financially depend on someone else, take a step back.
- If you decide by yourself about your future profession, take a step forward.
- If you would feel embarrassed to take someone to your home, take a step back.

Group Size:

10–40

Estimated time needed:

15–20 minutes

Material needed:

Preparatory steps:

It is possible to determine with different colours to which questions participants take a step forward or back.

- If you have a bank account, take a step forward.
- If you are, will be or were able to study at university, take a step forward.
- If you sometimes do not feel safe in the streets, take a step back.
- If you pay fines to the police even if you did not do anything bad, take a step back.
- If you get yelled at by someone else at least once a month, take a step back.
- If you can be sure to receive official information in your native language, take a step forward.
- If you are part of the majority ethnic group, take a step forward.

Reflection:

After you've gone through all questions, let the participants open their eyes and look at the picture of their society today. Let them digest the picture for a moment. You might not need to ask a question in the beginning, but let them react, and follow up on their reactions. Some questions you could touch upon in the discussion:

- If nobody starts talking, you can start with: if you look at this picture of your community, what do you see?
- How do you feel in your position? Do you recognise yourself in this position? Or would you have situated yourself somewhere else?
- Do you like your position or dislike it? Why?
- What can you observe in general, looking at this picture? Does it represent the reality?
- What in your opinion should be different in an ideal society?
- What would you like to change in your society?

Important to remember:

- Make sure the groups know that something difficult is coming, when introducing this exercise: it is a very personal exercise.
- Agree on the length of the step for the participants to take, so the result is meaningful.
- Make sure participants are aware of how important it is to be honest in this exercise.
- Make sure you say that the participants hold hands with someone, so they can choose to be next to someone they feel comfortable with (e.g. same sex for very religious participants).
- If there are disagreements between some participants, you can choose to let them discuss for a moment but also intervene if the discussion a) leads nowhere or b) gets too hot, asking them to accept each other's different opinions, or to move the discussion to another moment (with your accompaniment, if needed), or summarize the different viewpoints and engage others in the discussion etc. In case of very tough, inhumane positions, as a trainer, take a stance, not taking the position of one or the other, but a position standing in for human rights. If

Space / Facilities needed:

The participants stand in one line and Longest possible room or work outside.

necessary, get support from a trainer coming from a similar background (e.g. religious, ethnic) like that person.

Possible variations / Personal Notes:

- It is necessary to adapt the questions to the local context. Prepare the exercise with locals, sharing their expertise.
- It is possible to do the exercise without holding hands, but it is less powerful.
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Change the setting. If necessary, get everyone out of the room and do some fun energizer to change the ambiance. Depending on the situation, it may be advisable to suggest a coffee break, or precisely not, so that the discussions don't go on without the trainer's control.

The next exercise makes the participants experience how it feels to discriminate or be discriminated.

GROUP MEETING

Module: Generation Exchange

Aim(s) of the Exercise:

- Experience how it feels to discriminate and to be discriminated
- Analyse the discriminatory situation in the game and compare it with real life
- Analyse the feeling of discrimination

Description of the Exercise:

- The trainer divides the participants into groups of 7-10 people.
- The group selects two volunteers from each group and asks them to go outside. If you work with a co-trainer, give instructions in parallel, one with one group, one with the other, if not, explain to the bigger groups first, then explain to the small group of volunteers. You can give the explanation to all four groups at the same time and then, they go to their workstation (a table in a room).
- The trainer gives the following task to each group:
- Your team is holding a meeting. You are discussing a certain problem that has arisen for a particular reason. A new employee joins you at this meeting and your task is to not let him/her integrate into your team. Discussing the problem at this meeting, you encode two words (the main problem and the cause/person causing it) so that the new employee cannot understand what you are discussing.
- Then, the trainer goes out, where the volunteers are, and divides the volunteers into two groups: the first group are the observers who observe the process quietly, and the second group are the new employees that have their first working day

Group Size:

20–40

Estimated time needed:

30–40 minutes

Material needed:

Separate rooms and a spacious place.

Preparatory steps:

Prepare in advance clear instructions, tables with chairs around (according to group number) and a space for the groups.

and would like to integrate into the new team. The following task is given to the “new employee”:

- You are the new employee who wants to integrate quickly and contribute to addressing their issue.
- Then, turn to the observers and ask them to observe the dynamics in the group from the distance: observe the group and observe the new employee, his strategies and feelings.
- The volunteers return to the groups already in their roles. The observers follow suit.
- The “new employees” try to join the new team, but the team does not let them understand anything.
- After some time, the group stops the exercise and is given time to explain to the employee what the discussion was about and what roles they played in this exercise. They also apologise to their colleague for making him/her feel bad.
- Then, all participants join again in the plenary and discuss this task together with the trainer.

Reflection questions:

- How have the groups experienced the exercise? Ask the people in the roles separately (make sure, you hear for sure all four new employees and all four observers, and some representatives of the big teams).
- Who found the exercise funny?
- Who felt sorry for the “new collaborator”?
- How did the new collaborators feel?
- What did the observers see?
- Can discrimination be fun to some extent?
- Etc.

Summarize the discussion, by pointing out that it is part of our human nature that we can feel some pleasure in discriminating others, but once we have experienced how it feels to be discriminated, we tend to discriminate less, at least consciously, anymore, as we remember how it feels. Therefore, it is important that we go through this experience ourselves, to minimise discrimination in society.

Important to remember:

It is very important that at the end of the exercise the group apologises to the participant who was discriminated against and explains that this was just an exercise.

Space / Facilities needed:

Separate rooms for each group.

Possible variations / Personal Notes:

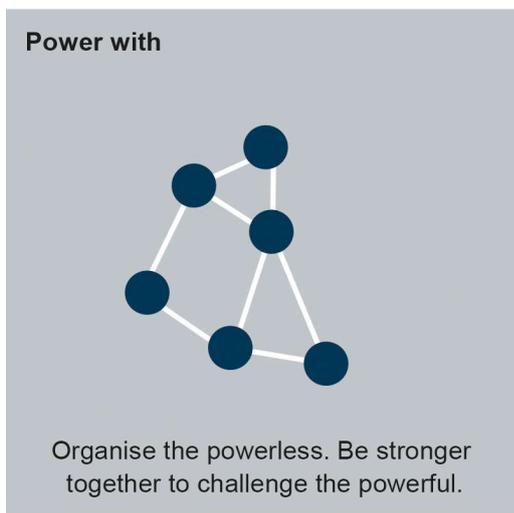
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 THEORY: ON ATTITUDES AND POWER



The facilitator asks the group: “How do you think discrimination works? Who can discriminate against someone, and why?” The participants will find out that it is when we have some power that we discriminate against others.

The next question is: “What renders us powerful? What types of power can we have?” Make a collection of powers, in brainstorming with the group (on a flipchart). They might say things like: “The older someone, the more power s/he has” or “The politicians are powerful” or “The more we know, the more powerful we are” etc. Collect these answers on cards and then, introduce the following visualisation of power to explain the types of power:

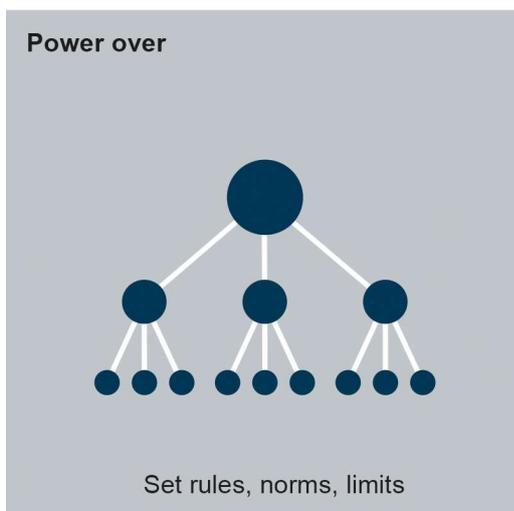


There are basically four types of power²³ (also called expressions of power), of which we will focus here on three:

Power from within: individual changes in confidence and consciousness, strengthening leadership skills in local individuals who represent a wider group. Examples: capacity, belonging, knowledge, experience, self-confidence etc.

Power with: organising the powerless to be stronger together to challenge the powerful.

Power over: Directly challenging the status quo by seeking changes in power relations within households, communities, as well as at national level. Examples: set rules, norms, limits etc.



Then, ask: “How would you translate this to us? What kinds of power do we have, here in the room? What kind of power are we lacking? How can we increase our power?”

Again, do some brainstorming and list the different ways we can increase our power, for example: learning more, connecting with peers, being persistent, uniting with influential people, by strategic intervention, through a positive attitude etc.

After the group reflected on the different types of power and how they are constructed, ask them the next question, focusing on attitudes:

23 Lisa VeneKlasen and Valerie Miller, 2002: A New Weave of Power, People and Politics: The action guide for advocacy and citizen participation

“What do you think influences what we think?” If the question is not clear, ask: “Where do our attitudes, e.g. prejudices, biases, stereotypes in our society, come from”? Collect their answers until you get to the following categories²⁴:

- Culture & society (elders, religious leaders, parents, other status (e.g. influential family) etc.)
- Institutions (government, religious institutions, educational institutions, market etc.)
- People & System (majority populations, strong groups, e.g. men (based on gender), rich people, knowledgeable people (like professors and teachers), politicians, businesspeople, influencers on social media etc.)

Visualise these different categories (on papers, prepared before, e.g. with representative drawings/symbols) and assign their examples, writing them on cards and sticking them to the category they belong to (with the help of the co-trainer and assistants). Below, find some examples the participants will mention (if they do not pro-actively mention them, give them hints until they find out. You can also prepare symbols on cards to represent these types of bias):

- Culture & society (traditions, customary laws, norms, religion, historical beliefs, environment etc.)
- Institutions (parliamentary decisions, majority laws, the Q’ran, fatwas...)
- People & System (trends, media, social media, market, fear...)

Thus, as in our society, there are a lot of pre-conceived attitudes (assumptions, prejudice, stereotypes, norms, values), whenever there is a powerful group, be it because of their social position, or because the situation conveys this group a lot of power in that moment (e.g. because they are armed), people can experience discrimination²⁵:



The next exercise is for facilitators who feel fine with challenging their participants. It is only recommended for experienced trainers. You can do it anytime during the training. We have done it *while* explaining the theory on discrimination and although it might be obvious what is happening, it worked very well and was a powerful exercise.

24 Adapted from: Anti-Bias Werkstatt (2007). Methodenbox: Demokratie-Lernen und Anti-Bias Arbeit. Berlin: www.anti-bias-werkstatt.de

25 Model adopted from: Anti-Bias Werkstatt (2007). Methodenbox: Demokratie-Lernen und Anti-Bias Arbeit. Berlin: www.anti-bias-werkstatt.de

DISCRIMINATION IN PRACTICE

Module: Generation Exchange

Aim(s) of the Exercise:

- Show participants what discrimination is in practice.
- Participants experience the feelings of a person who is discriminated against
- Participants observe the reactions of the victims and their own reaction: How do the victims try not to be discriminated against? When and how do the others stand up for their colleagues, if at all? And what about myself?

Description of the Exercise:

- During the exercise, the trainer unnoticeably picks several "victims" to demonstrate the process of discrimination.
- The "victim" can be picked for any visible or invisible reason; this might be the only person with glasses, or maybe because the person is a blonde woman, the only three with blue eyes or similar.
- The trainer may force these participants to do various things, for instance, make them stand in a corner, look towards the wall, raise their hands, sit in the middle of the room etc.
- The trainer must perform these actions firmly and convincingly, and as if nothing happened continue with the training. No one should understand that this is a setup.
- All this action is performed during any workshop session after discrimination was introduced as a topic. The trainer goes on with the session, but may regularly address the victims, e.g. scold them for turning their heads around, trying to speak, trying to sit down etc.
- The trainer must continue performing this action until one of the participants stands up and intervenes for these participants or the victims complain strongly or try to leave the room. If the audience does react to the situation in due time, the trainer must stop the session and ask the participants: "What has happened now?", referring to the session and asking what this has to do with what we are talking about.

Once finished, the trainer apologises to the "victims" and conducts a brief **reflection** on what happened:

- What happened?
- Why did it take so long until you intervened? Or. Why didn't you intervene?
- What would you have done if you had been one of the persons discriminated against?
- How did the "victims" feel?
- When did they start to feel they need to defend themselves? Why did they wait so long? Etc.

Group Size:

10–40

Estimated time needed:

20–30 minutes

Material needed:

Preparatory steps:

FCs, markers

- Give time to share reactions and make links to everyday life, e.g. the situation in the society today, some events in the past etc.

Important to remember:

- It is important that the trainer fully gets into the proper emotional state. No one should notice that this all is a setup.
- At the end, the trainer *must* apologise to the participants so that they do not end up being upset.
- A co-trainer should stand near the door: in case some of the "victims" decides to leave the room during the exercise, s/he must explain to them that they were part of the experiment.
- In case of a generation exchange, it is important to choose both adults and youth as victims.

Space / Facilities needed:

Spacious room

Possible variations / Personal Notes:

- As a trainer, only choose to do this exercise if you feel ready to do so. It is quite demanding in terms of self-confidence, persistence and relationship management.

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“Before the training, I was wondering how we would work with young people, but now I realized that this is possible because it is very important to listen to them and support them. We need to understand it. I really don’t like when people are discriminated against, I started to feel some resentment inside when I was doing the exercise, I want to protest, but I held back. I felt very uncomfortable.”

Adult Participant, Generation Exchange Training, 2018

POWER COLLAGE & SHOES EXCHANGE

Module: Generation Exchange

Aim(s) of the Exercise:

- Participants analyse the situation in their personal environment (at work, school, family etc.).
- Participants understand their position in the society better, analysing the strengths and weaknesses of their position in the situation they describe.
- Participants make a real, physical experience of changing perspectives by wearing the shoes of another person, before exchanging their collages and learning about the situation of someone else.

Description of the Exercise:

- The trainer takes their own prepared collage representing a real situation of his/her life and demonstrates it to the participants.
- S/he explains that the participants will think of a situation of their everyday life with natural materials.
- They will represent different people and their position through symbols chosen (e.g. stone vs. flower, moss vs. wooden piece etc.), how to point out the types of relationships (free, ordinary, bad, no relationship) and the size of the circle (how much influence and power a person has).
- Then, each participant is given an A3 paper, markers, stickers etc., and they can use various nature materials which are prepared in the middle of the circle/on a table in the room.
- Once the participants have finished the collages, they write their names on it and put them on the floor in the middle of the circle.
- Then, the trainer tells the participants to get themselves a partner (preferably from another age group). The pairs are then told to sit next to each other and exchange shoes and check how it feels to stand in the shoes of the other. If the participants feel comfortable, let them keep on the shoes of the partner throughout the exercise, if not, have them change the shoes back again before starting to exchange on their collages.
- Then, participants look at their partner's collage and explain each other their works, sharing their experiences.
- After the discussion, the participants return to the circle. Four-five volunteers may speak about their own collage or one of their partner's and share their feelings about the exercise.
- No in-depth reflection is needed here, as the results of this exercise will be used in follow-up activities.

Group Size:

Appx. 20. Max. 40

Estimated time needed:

10–15 minutes

Material needed:

Pre-prepared A3 paper, markers and material from nature.

Preparatory steps:

Prepare your own real-life example collage

Important to remember:

- Ask the participants to take with them various natural materials the day before the training.
- If you want to hang the power collages on a wall, make sure you don't use stones (which are otherwise very useful for the

Space / Facilities needed:

Spacious room

exercise) or only use very little ones and tell people to stick the materials on the paper.

Possible variations / Personal Notes:

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Shoe Exchange and Power Collage, Jalalabad, 2018



“All children are equal to parents.”

Kyrgyz Proverb

After a break, the next exercise serves as a thematically related warm-up:

<p>PEN BATTLE</p>	<p>Module: Generation Exchange</p>
<p>Aim(s) of the Exercise:</p> <ul style="list-style-type: none"> • Participants experience that someone who is physically stronger does not always win • Participants experience how important it is to apply a smart strategy during a conflict 	
<p>Description of the Exercise:</p> <ul style="list-style-type: none"> • The participants split up in two groups. The trainer asks them to stand in two rows facing each other, hold hands to check if everyone has a partner, adjust if necessary. • Then, the trainer explains the task: “Please stand in a row facing each other in the middle of the room and put a pen between each other’s hands in a way that one of you touches the side of the cap and the other touches the end of the pen. Keep the hand flat and open. Your task is to make your partner touch the wall at the other side of the room, without losing the pen and without holding it. The aim is that you win. If the pen falls, you must get back to the original position and start again. <p>After the exercise, the trainer conducts a short reflection on the different strategies the participants could take. Typical questions to ask: What did you do to get your partner to follow you, or to push your partner back? What was successful, what was not? What could you improve to become successful? Etc.</p>	<p>Group Size: Appx. 10. max. 40</p> <hr style="border-top: 1px dashed #c00;"/> <p>Estimated time needed: 10–15 minutes</p> <hr style="border-top: 1px dashed #c00;"/> <p>Material needed: Markers.</p> <hr style="border-top: 1px dashed #c00;"/> <p>Preparatory steps:</p>
<p>Important to remember:</p> <ul style="list-style-type: none"> • Participants should understand they must compete with their colleague (you want to win!). • Everyone should respect the rules, e.g. not hold the pen. • All pairs stand in the middle of the room and the aim is for all to reach the opposite wall. 	<p>Space / Facilities needed: Spacious room</p>
<p>Possible variations / Personal Notes:</p> <ul style="list-style-type: none"> • Make sure that all participants are involved in the process. • • • 	

After this warm-up, ask the groups (separated by age group) to remember the challenges encountered and the tools learned in the previous trainings (youth: active listening, I-message; adults: active listening, solution-orientation, questioning techniques etc.). Once they have remembered them, choose a few people from the other age group and brief each other in small groups about the techniques. Then, exchange some interesting cases of challenges (every participant shares a story) and decide which of these you would like to share with the whole group.

THEATRE: USING OUR TECHNIQUES

Module: Generation Exchange

Aim(s) of the Exercise:

- The participants reflect on their everyday conflicts between generations.
- The participants apply the techniques they have learnt in the earlier modules (youth and adult module) for better managing these inter-generational conflicts.
- The participants reflect about how to deal with inter-generational conflicts in the future.

Description of the Exercise:

After youth and adults repeated the tools they have learned about last time, e.g. active listening, the I-message formula, questioning techniques and solution orientation, the participants come back in the plenary and split up into mixed small groups of 5-7 people (adults and youth).

The trainer asks the groups to

- teach each other what they remember from their modules. Then,
- to share with the group some conflict situations from the power collage exercise. The trainer asks the groups to choose one conflict and
- represent the situation in a small theatre play.

The groups are asked to play the scene twice:

- As it really was.
- As it could have been if the communication techniques we had learnt had been used.

The scenes should not last more than 2-3 minutes each.

The groups have time to prepare and rehearse.

Before the presentations, the audience is asked to observe well what is the difference between the two scenes and which tools the groups have used to improve the situation the second time. The audience also needs to assess how realistic the second situation would be. After each group's theatre scenes, the audience analyses what they have seen.

Important to remember:

- During the elaboration of the scenes, it is important that the facilitator(s) visit(s) and coach(es) the groups for a meaningful result.
- Have flipcharts with the tools from the earlier trainings ready, for the groups to remember the tools.
- Ask the groups to bring costumes the day before.

Group Size:

Appx. 10–50 participants.

Estimated time needed:

Appx. 3–4 hours altogether

Material needed:

Ask participants to bring clothes for theatre to the training.

Relevant flipcharts from earlier trainings available to remind the participants about the techniques

Preparatory steps:

Check room facilities

Space / Facilities needed:

Spacious room, possibly more than one room (space to rehearse)

Possible variations / Personal Notes:

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When all groups are this far, introduce the last big exercise of the day.

It is most likely that there will not be enough time for the groups to perform that they. Therefore, the trainer asks the participants to finish preparing their theatre scenes to be ready for the presentations the next day. If the dynamics allow, ask the participants to note down in their diaries what they do not want to forget and what they would like to further practice from today (Diary Ritual, see page 42, youth model). It can also be a 5-minute homework task.

THE POWER OF AN APOLOGY

A lady in the theatre group shared her experience: before seeing the theatre, I would have clearly stated that in our culture, an adult should not apologise to a youth. She said she would have stated that adults would lose authority and thus, control and respect. Yet, watching the theatre scene, she realised how powerful an apology is to connect with the younger generation. She shared a situation of a dispute with her daughter, when she knew she was wrong but she could not give in. She now feels a deep wish to find a moment soon to apologise to her daughter.



“I liked working with adults in the team. It was scary, but I was able to express my opinion.”

Youth participant, Generation Exchange Training, 2018



“At the beginning, as a trainer, I was afraid to conduct trainings that affected the emotions of the participants. During the trainings, participants had both positive and sad emotions. The developed methodology helps us to improve our professional skills. We see how the trainings allow everyone to get to know themselves and others better, change their views on life and give hope for positive changes.”

Trained trainer, 2018

**5.1.3.3. CHANGING REALITIES & COLLABORATING TOWARDS A COHESIVE SOCIETY:
DAY 3**

In the morning, let the groups do a last rehearsal and get ready for the presentations. Remind them about the two scenes: first, the reality, second, how it could have been, using the newly acquired communication techniques.

After each scene, let the whole group analyse what they have seen and how the reactions were in both scenes. Let them also suggest other ways of resolving the situation constructively if they have interesting ideas.

At the end of the theatre scenes, plan a **reflection round** where you focus on the learnings from the scenes and from the group collaboration during the theatre scene preparation. This will most likely be a key moment of the training, where many learnings can be collected and transferred into the real life of the participants and therefore, the participants will have a lot to share.

Before going into the next exercise, and before the first break of the day, introduce the “**compliment letters**” which you have prepared overnight, hanging on the wall, in the room or outside, close to the room: The team has prepared an envelope for every participant with his or her name on it. All envelopes are stuck to the wall. There is a workstation prepared with coloured paper, markers, pens etc. for all participants to write small messages, compliments and letters to the other participants. This can be during the breaks, throughout the day. The trainers will remind the participants in the beginning of every break to make time for writing a few messages (for further information, see youth module, compliments game under variations, p. 72). At the end of the day, all participants will be given their envelope and will have the chance to read the group’s messages.

For a more in-depth analysis of the collaboration in the groups during the preparation of the theatre, the following exercise is recommended:

GROUP COLLABORATION & INFLUENCE	Module: Generation Exchange
Aim(s) of the Exercise:	
<ul style="list-style-type: none"> • Participants become more aware of their group dynamics • Participants become aware of their own level of participation and group influence in decision-making processes • Adult participants observe how much freedom/opportunity adults give to youth 	
Description of the Exercise:	
<ul style="list-style-type: none"> • The trainer asks each team (6-7 people) to stand in a line, next to each other, all looking in the same direction (the teams stand one behind the other: 1st, 2nd line, etc.). It is irrelevant which team stands in which position. • Then, the trainer asks some questions, and the members of the teams line up according to their level of influence during their team work while elaborating the theatre scenes: those who were most engaged/influential/creative etc. stand at the 	Group Size: Appx. 10, max. 40
Estimated time needed: 10–15 minutes	
Material needed: Markers	

beginning (left), whereas those who were least engaged etc. stand at the end (right).

- The questions:
- Which member of your team conducted most of the discussions?
- Who was the most engaged person in your team?
- Who brought in the most interesting ideas in your team?
- Who was the best time-manager in your team?
- Who was able to delegate tasks in your team?
- Who supported others best?
- Who created a cheerful atmosphere in your team?
- Who connected team members best and mediated if necessary?
- Who took the final decision?
- Who was the best active listener?
- Who was the most influential person in your team?

Reflection:

The facilitator can debrief the exercises asking questions like:

- Were you always standing in the same position or in different ones according to the question?
- Who were those who were most often in a leading position?
- Does the team appreciate this or would you like to have more balance in your team? Why?
- Were the leaders aware of their role before the exercise?
- Were those who were often at the end of the line aware of their little involvement?
- Would you like to change something in your collaboration or are you fine with it? Etc.

Preparatory steps:

Important to remember:

It is advised that the trainer stands on a chair in the centre of the room so that everyone can see and hear him/her and that s/he has a good overview of the results.

Ensure the engagement of everyone.

Space / Facilities needed:

Spacious room

Possible variations / Personal Notes:

-
-
-

“We are learning to build relationships with our youth, we believe that our youth have a great future, we must support them and help them.”

Adult Participant of Generation Exchange Training, 2018

As a preparation for the future collaboration between the youth and adults, and to remember the most important features of successful communication between generations, introduce the communication recipes:

COMMUNICATION RECIPES

Module: Generation Exchange

Aim(s) of the Exercise:

- Youth and adults discuss the challenges of communication through the generation gap together and jointly find solutions
- Participants determine the reasons of misunderstandings between youth and adults and search ways of improving the relations between them
- The recipe tool helps participants to become more responsible and start with themselves if they want to change the communication patterns with the other group

Description of the Exercise:

The trainer explains each question to the participants; then, lets them first answer them individually (offering support from trainers if needed):

Everyone draws a scale from 1 to 10 in their notebooks, and marks *two dots* on it:

- The red dot indicates the attitude of a person towards the other generation *before* the training.
- The black dot indicates the attitude of the person towards the other generation *after* the training.

Then, participants reflect on the following questions and take notes in their diaries:

- What has helped you to understand the other group better?
- What has helped you to improve the communication?
- Which of these factors can you contribute yourself, which only the other generation?

After the individual reflection, participants split up into groups of four-five people; then, they discuss their answers: either, they subdivide into groups of 2-3 people and take a 10-minute walk together to discuss their answers. Or they go to some cosy place, have some tea or coffee and discuss their answers.

After this exchange, call the groups back and introduce the recipe:

Ask the groups to choose the most important factors which helped to improve their understanding and communication between the generations as ingredients for their recipe.

On a flipchart, the groups design a recipe for a meal or drink which is good for minimising the generation gap:

Group Size:

Appx. 10. max. 40

Estimated time needed:

30–40 minutes

Material needed:

Questions prepared in advance

Example of a meal on a flipchart with ingredients written down on it.

Preparatory steps:

Example: the “generations united cake”: 500g of patience, 0.5 l of smiles... etc. or the “mindful communication cocktail” etc.

After the elaboration of the recipe, ask the groups to present their dishes/drinks.

Reflection:

- In the debriefing of the exercise, ask the group to identify commonalities between the recipes, to point out some factors their own group didn't think about, but likes etc.
- Thus, the participants will remember what success factors for constructive communication between generations are important.

Important to remember:

- Make sure everyone understood the questions
- Each meal must have in written form the ingredients used.
- There is no right or wrong way to do the recipes. Every group is free to choose their dish and combines the different success factors for good communication between generations based on their own experience.

Space / Facilities needed:

Spacious room for small groups to work in. On flipchart stands or tables.

Possible variations / Personal Notes:

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“I learned how to work in a team, how to communicate with adults, how to listen to their words. We need to be able to express ourselves too.”

Youth Participant of Generation Exchange Training, 2018

After the recipes, and after a tea break, where you prepare and make the materials from the earlier trainings visible, introduce the posters on wishes and questions from one generation to the other which the groups have elaborated in an earlier stage:



“Honour to elders, respect to youth.”

Kyrgyz Proverb

QUESTIONS AND WISHES: YOUTH AND ADULT EXCHANGE

Module: Generation Exchange

Aim(s) of the Exercise:

- Youth and adults remember the challenges, as well as the questions and wishes they formulated for the other group in their first training
- Youth and adults brainstorm together which challenges they would like to address jointly in their community
- They discuss them in mixed small groups and take these, plus the situations mentioned in the last three days, as a basis for thinking about possible actions

Description of the Exercise:

The trainer has prepared two rooms, one for the youth, one for the adults, to revisit, where

- The challenges they have identified (in the case of the youth)
- The wishes and questions for the other group (in both cases, youth and adults)
- The drawings of the other age group with their perceptions of the others on the first morning of the exchange.

are hung up on the wall.

The groups have 15-20 minutes to revisit the perceptions drawing, as well as the questions and wishes and discuss and prioritise what is still relevant to discuss and what has already been resolved through the exchange.

After this, youth and adults go into mixed groups to exchange about:

- The progress they could observe, just throughout these three days, in terms of how their perceptions on the other group changed,
- The remaining open questions and challenges and what could be options to tackle these.

Let them quickly present the results of their discussion in a summary. The way they present is up to the groups.

Important to remember:

- It is better to do this in separate groups so both groups can consider which challenges and questions they want to address with the other age group. Otherwise, after the process of getting closer, being confronted with the “negative picture” might not necessarily have a positive impact on the current relation, as it still needs to be strengthened.

Group Size:

Appx. 10. max. 40

Estimated time needed:

30–40 minutes

Material needed:

All relevant materials from the previous and current workshops

Preparatory steps:

Get the material ready in the two additional rooms

Prepare a nice setting for discussions, or with chairs, or cushions etc.

Space / Facilities needed:

Enough rooms to work in.

- **It is key** to keep the materials from the **previous workshops** to have them at hand again. If for some reason this is not possible, work with photographs of flipcharts and print them in A3.

Possible variations / Personal Notes:

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-

“We have understood our differences and conditions. I am very happy to participate in this training. Not everyone has such an opportunity.”

Youth Participant of Generation Exchange Training, 2018

After this, the groups are ready to start planning their future collaboration. Ask the group to build smaller groups according to common interest. They can choose to work in the same groups as during the theatre or the reflection on the challenges, but maybe they would like to reshuffle, and the trainers should allow the participants to form their groups themselves for this next step.

ACTION PLANS

Module: Generation Exchange

Aim(s) of the Exercise:

- Youth and adults jointly elaborate first ideas for community initiatives
- They envision these realistically, thinking about feasibility and relevance
- They share first ideas, which can be further elaborated in the regular meetings with the local trainers

Description of the Exercise:

The facilitator introduces the Action Plan Questions, based on which all groups should elaborate a community initiative idea:

- **Challenge:** Which situation or condition do we want to change?
- **Action:** What do we want to do to address it?
- **Relevance:** Why is it important to change it? Why this way, why us?
- **Alliances:** With whom can we collaborate to have strong impact?
- **Concrete Steps:** How are we going to realise your plan?

These questions are all highly important to pose in the beginning, to ensure that the groups start planning pertinent, feasible and coordinated actions in their communities.

Group Size:

Appx. 10. max. 40

Estimated time needed:

60 minutes for elaboration

15 minutes/ group for presentations & short Q&A

Material needed:

Flipcharts, markers, other creative materials.

For Question 4 (alliances), if you have time, you can introduce a basic power analysis tool, which helps to analyse actors' interest in your cause, as well as their level of influence²⁶.

After approx. one hour, the facilitator asks the groups to present their action plans. If some groups are not yet finished, ask them to present their work in progress and give them five more minutes to wrap up their process.

Presentations should last approximately 5-10 minutes, then 5 more minutes are reserved for inputs from the other participants or asking questions.

Preparatory steps:

Prepare a workstation for the participants to get materials from.

Flipchart / pinboard with a visualisation of the Action Plan Questions.

Important to remember:

- Visit all groups from time to time (make sure you have enough co-trainers and assistants) to support the groups in elaborating the action plans by asking them questions
- Before the presentations, it is important to remind the participants to support the groups with questions and ideas. It is not the idea to compete over whose idea is best or who has the most elaborate plan so far.

Space / Facilities needed:

Spacious room for small groups to work in, either with flipchart stands or tables.

Possible variations / Personal Notes:

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With these plans as a starting point, the participants are ready to leave the training in a motivated and energised manner. Everybody has worked hard and given their best to contribute and will be motivated to come to the next meeting of the project to continue the work.



“This knowledge is very important and needs to be taught and passed to many people. I suggest the organizers disseminate this knowledge.”

Adult Participant of Generation Exchange Training, 2018

Now is the time to revisit the aims of the participants, elaborated on the morning of the second day, for the rest of the year.

²⁶ A short description of this simple power analysis tool can be found in Annex 9.6.

REVISIT FOOTBALL GOAL

Module: Generation Exchange

Aim(s) of the Exercise:

- Youth and adults revisit the goal they formulated two days ago
- They evaluate if, and if so, how far they have made a step towards their goal
- Youth and adults think about how they can further pursue their goal(s)

Description of the Exercise:

Have I advanced in reaching my goal for the end of the year? If yes, what helped me to do so? To what extent have I advanced? Am I still far from reaching it, or am I close? What would I need to get closer to my aim?

If I feel I already reached my aim, what new aim would I set myself for the rest of the year?

Let the participants reflect on these questions. You can choose to do it in the form of a dream journey (see youth module, p. 36 and in a slightly different version: adult module, p. 92) or a shorter instruction. It is advisable to let them re-read their goal first, close to the football gate, then ask them to take their diaries and reflect on the above questions.

Towards the end of the reflection time, ask the participants to decide how far to move their personal aim to the football goal. If they have reached their goal already, they have the option to formulate another goal and place it somewhere outside the goal.

When the reflection is finished, ask the participants, one by one, to come up to the wall and move the goal, explaining his or her thoughts.

Important to remember:

Group Size:

Appx. 10. max. 40

Estimated time needed:

Appx. 60 minutes for 40 participants

Material needed:

Preparatory steps:

Space / Facilities needed:

Spacious room and big walls.

Possible variations / Personal Notes:

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-
-

For the **evaluation** of the training, ask the participants to draw a smiley icon on a paper which represents them here and now. How do they feel right now?

Ask the participants to show their smiley to the group and share one sentence with the group about why they feel like this. If you want to do more evaluation and have time for it, feel free to do it. Our experience is that after three intensive days and the football goal, more evaluation is too much for the group. It is, however, advisable to do some more in-depth evaluation of the exchange in other ways, e.g. through questionnaires, interviews, and/or a more in-depth evaluation at the next project meeting.

After this last round, invite the youth and adults to take their compliments letters off the wall and take them home. Give the participants the chance to say some words sitting in the circle in a final round and thank everyone warmly for their presence and contributions.



“I changed my attitude towards young people after the training. I learned to respect them. I only have positive emotions from this training.”

Adult Participant of Generation Exchange Training, 2018



DAY 1

AKMARAL, NAZGUL

DAY 2

AKMARAL NAZGUL

DAY 3

AKMARAL EMIR

09:00-09:30 RAIYM, EMIR
09:30-09:45
09:45-10:05
09:45-10:05

VIDEO

MEET & GREET / CHALLENGES & SUCCESSSES

Hom game with questions

09:30-10:05 RECAP: PHOTOS OF YESTERDAY

09:30-09:45 THEATRE REHEARSAL

10:05-10:20

AIMS OF THE WORKSHOP & PROGRAMME

Hom: P... wishes... text...

10:05-10:20 1 STEP FWD/BACK

09:45-11:15 THEATRE PRESENTATIONS

10:20-10:40

EXPECTATIONS

Hom: P... wishes... text...

10:20-10:40 NEW COLLEAGUE AT MEETING

11:15-11:30 COOPERATION & INFLUENCE ROWS

10:40-10:45

VIDEOS

Hom: P... wishes... text...

10:40-10:45 COLAGE

11:30-11:45 RECIPES (+prep.?, incl. scale)

10:45-11:10

HOW ABOUT THIS

Hom: P... wishes... text...

10:45-11:10 NGE in...

11:45-12:00 PEN FIGHT

11:10-11:25

HOW ABOUT THIS

Hom: P... wishes... text...

11:10-11:25 DISCRIMINATION MODEL

12:00-12:15 INPUT ACTION PLANS + power analysis

11:25-11:40

HOW ABOUT THIS

Hom: P... wishes... text...

11:25-11:40 FOOTBALL GOAL CHECK

12:15-12:30 COMPLIMENTS BIRDS

11:40-12:05

HOW ABOUT THIS

Hom: P... wishes... text...

11:40-12:05 THE 7 SENSES (EVALUATION)

12:30-12:45 DIARY

12:05-12:20

HOW ABOUT THIS

Hom: P... wishes... text...

12:05-12:20 POWER COLLAGE

12:45-13:00

12:20-12:35

HOW ABOUT THIS

Hom: P... wishes... text...

12:20-12:35 POWER COLLAGE

13:00-13:15

12:35-12:50

HOW ABOUT THIS

Hom: P... wishes... text...

12:35-12:50 POWER COLLAGE

13:15-13:30

12:50-13:05

HOW ABOUT THIS

Hom: P... wishes... text...

12:50-13:05 POWER COLLAGE

13:30-13:45

13:05-13:20

HOW ABOUT THIS

Hom: P... wishes... text...

13:05-13:20 POWER COLLAGE

13:45-14:00

13:20-13:35

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13:20-13:35 POWER COLLAGE

14:00-14:15

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14:15-14:30

13:50-14:05

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13:50-14:05 POWER COLLAGE

14:30-14:45

14:05-14:20

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14:05-14:20 POWER COLLAGE

14:45-15:00

14:20-14:35

HOW ABOUT THIS

Hom: P... wishes... text...

14:20-14:35 POWER COLLAGE

15:00-15:15

14:35-14:50

HOW ABOUT THIS

Hom: P... wishes... text...

14:35-14:50 POWER COLLAGE

15:15-15:30

6. TIPS FOR FACILITATORS

6.1. HOW TO BE A GOOD TRAINER: KNOWLEDGE, SKILLS AND ATTITUDES

Our trainings are designed as experience-, competence-, process-orientated and interactive learning. The methodology enables the participants to be active and motivated. Our trainers were trained in TOTs (Trainings of Trainers), where they first went through the training experience as a participant and then prepared to deliver the training themselves to the target groups, supervised by their trainer.

Through this approach, the trainers know how it feels to be led through the process and are aware of what it takes to be a good facilitator of the sessions. We have particularly focused on training our trainers in:

- Creating an atmosphere of confidence in the group
- Treating participants equitably
- Leading through asking questions, letting the participants discover the answers themselves
- Valuing the inputs of the participants, working in a competence-orientated manner
- Making sure all participants are on board, paying attention to the individual, to engage them

All these behaviours lead to trainings which are led in a highly participatory manner. They require a set of **skills**, which can be partly acquired through training and are then further developed through gathering experience «on the job».

This behaviour, however, can only be internalised and natural, if we, as trainers, have certain **attitudes**:

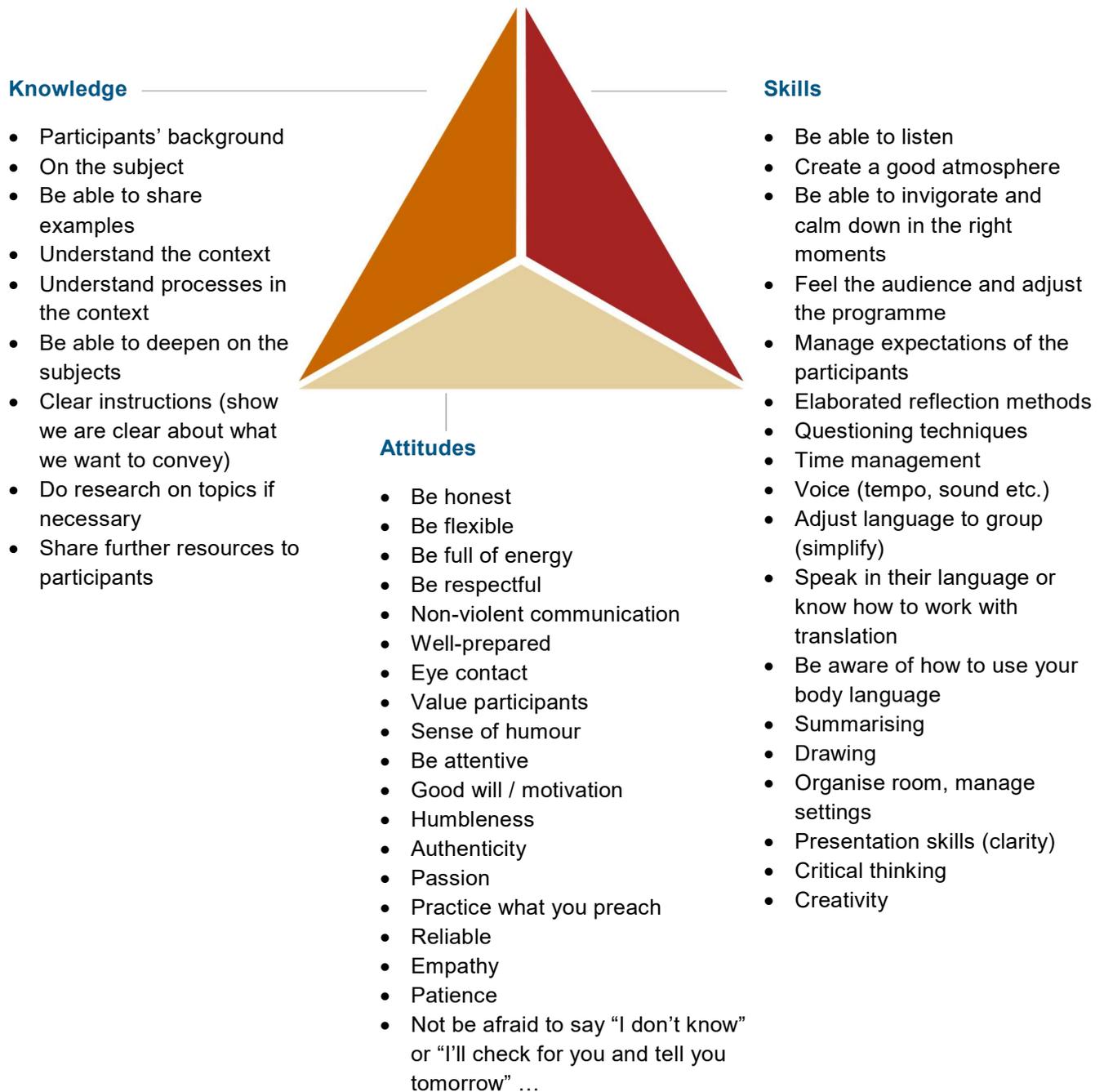
- A true belief that we are all learners and can learn mutually from each other
- To base our words and action on human rights, i.e. integrate the GSE & governance principles in our facilitation
- To facilitate in a culturally sensitive and conflict-sensitive manner
- Be flexible and ready to adapt

Moreover, it requires some **knowledge** to understand the importance of the details, in terms of:

- **Planning the sessions:** aim setting and composition of exercises, realistic time-planning, basic requirements for facilities and material (or adapting the session to the facilities and material available) etc.
- **Content:** always be at least a step ahead when training others on a subject. Know more than what you teach, so you will have more to share when people ask questions.
- **The dynamics in the room:** be ready to react to signals in an appropriate manner. «Disturbances and passionate involvements take precedence», said Ruth Cohn, a psychologist who spearheaded the theme-centred interaction concept, a method for working with groups. She meant that disturbances will take room in any case, even if we do not address them. Hence, it is better to face them in time, by signalling to the sender you heard him/her, by directly addressing the disturbance, or in any other way appropriate in that particular situation.
- **Process-orientation:** successful trainings are process-oriented, which means the trainers must be flexible and able to adapt to the needs of the group anytime. This means more than moving breaks or including an energizer anytime it is necessary. It also means that sessions can be postponed, replaced or completely cut out of your session plans – always making sure the aim of the training is still met within the given time frame. To be able to do this, as a trainer, either you need some backup plans, or an advisory team supporting you or trust in your intuition or know in that moment what is needed and just do it.

In TOTs, we suggest to include sessions where the trainers, based on their observations throughout the TOT, and based on observations from other trainings, brainstorm about the three key categories which facilitators can cultivate to improve their facilitation.

Below, find some important aspects of being a good facilitator which were mentioned by trainers across the planet:



Yet, however important these tips for facilitation might be, **the most important skill of a good facilitator is being authentic: being authentic means being yourself.** In spite of maybe taking on a slightly different role as facilitator than the one you have when you lie on your sofa at home, or when you work behind the computer, i.e. you might be more energetic, more outgoing etc., **these registers you put in the foreground at that moment must be your own.** People – in particular children and youth – discover very quickly when you play a role. Although you might fake it on a particular day, because you might be exhausted or sad for some reason: **fake yourself and not someone else.**



“The training sessions have personally stimulated me and lifted me to another level in my professional life. The training is in-depth – working a lot on awareness. It helps me to better understand myself and others. Youth of Osh has changed its approach to training after the training. This method gives young people emotional content, interesting knowledge and life skills.

Trained trainer and Director of local youth organisation, 2019

6.2. FACILITATION DO'S AND DON'TS

	
DO'S	DON'TS
Be strict	Be too strict
Smile	Have people in your back while working with a group
Learn the names of the participants by heart as quickly as possible	Arrive late
Greet participants personally every morning	Favour some participants over others
Be well-prepared	Use swearwords or other inappropriate language
Be in the room in time	Over-assimilate
Check equipment	Be over-formal or informal
Share your feelings	"Teach" people e.g. walking around and checking while people work individually
Make fun of yourself (not too often)	Generalise
Be flexible	Judge
Fail and be proud of it	Give orders
Be orderly	Use too technical language
Adjust to your participants	Don't make promises you cannot hold
Use local language	
Share references and resources	

This list is not exhaustive.

6.3. BEING A YOUNG FACILITATOR FOR ADULTS

As many trainers of our project are rather young and we work with adults of different ages throughout the project, we reflected quite a lot, how younger trainers can deal constructively with elder participants. Some lessons learnt have been elaborated on this, drawing on other experiences and on the experiences gained through this project:

- See yourself as a professional, not as a bunch of social categories: Primarily, you are in this role of the facilitator because you have been selected by professionals who thought you were most adequate for delivering this training, and only secondarily, e.g. a woman, young, from the city, from a certain family, etc. Make clear to the audience why you stand here with them (based on your experience and your interest to work on this project). It helps to dress formally, so as to be taken more seriously.
- If you are considerably younger, introduce yourself with an awareness of this fact: “Welcome to this training. It is a great honour for me to work with you today. For you it might be a little unusual to work with such a young person. I could be your granddaughter and you have a lot of experience, which I can learn a lot from. I wish for today that you will let me guide you through the day.”
- See yourself as an instrument: “Please allow me, in my role as a facilitator, to lead you through the workshop. This means I will sometimes need to direct you, e.g. asking you to stop talking, to listen closely, or to share a story you’d like to share during the break. This is my role as the facilitator of this workshop, and it is for the sake of the success of this workshop that I will sometimes break our socio-cultural protocol and intervene in your speech or actions”.
- Focus on the mutual learning process: As you know, we never stop learning. Throughout our lives, there are always new things we can get to know. I invite you to switch on your curiosity and be ready for a mutual exchange and learning experience. I know I will definitely learn from you, and I hope you will also learn something from me.”
- Ask opinion of other participants: When you do not agree on something that a participant mentions, ask the other participants about their opinion. Do they agree with that participant? Why (not)? It helps to generalise the discussion and not say “no” to someone.
- Yes, and-Technique: another technique to avoid saying “no” to a very senior participant is to just add on the answer by sharing your own viewpoint by thanking the participant for his/her contribution: “Yes, and...” or “Thank you, and...”





7. SUCCESS STORIES



“My name is Abdinazaralieva Asel, I'm 16 years old. I live in the village of Komsomol and study in the 9th grade. By participating in the project, I have changed for the better. Namely, my attitude towards my parents has changed. There were times when I criticized my parents' instructions and scolded my younger sister without understanding her. But after YOU, everyone around me started to notice the changes. And at school, I didn't get along with my friends, with my teachers - I was in conflict over nothing. But I became more understanding, I began to respect other people's views and be able to listen to them. In general, my views on life have changed. I think that the YOU project changes people for the better, and mutual understanding plays a big role in the community, because all human relations are based on it. If this project were to spread throughout Kyrgyzstan, there would probably be much less conflict, family violence, divorce, etc.”



Abdukarimova Shahnoza got on the project as a high school student. The first time we talked to her, we got the impression that she was not talkative, that she had no friends and that we thought she wouldn't stay long in the project. She had a very sad look, and she didn't smile much. Shahnoza felt like she was in shock. While collecting information about the participants, it turned out that Shahnoza was very worried about her parents' divorce, and after a while her mother had been in a car accident, after which she needed a long rehabilitation and was wondering if she would walk afterwards. Shahnoza not only cared for her sick mother, but also brought up younger brothers and sisters. In addition, her grandmother, who supported and helped her, died. She was forced to come to the project by her classmate, who hoped that it would help Shahnoza. And indeed, after the first days of participation in the youth training, she slowly began to open up, thawed out, began to smile, get involved in conversations of the participants. It should be noted that she never missed training sessions, and slowly began to show activity. And by the end of the project, she had not only become a leader among the participants, but together in Mokhlora, she had won a project from the organization "New Rhythm" to raise public awareness of women's rights. After a while, Shahnoza's mother approached us and came to express her gratitude to the project staff for her daughter. She noted that the daughter changed by all 360 degrees. She became more talkative and interested in her mother's opinion, laughing, having fun and playing with younger brothers and sisters. She became interested in life, began to make plans for the future, began to draw again. And all this happened due to her participation in the project. This year she plans to enter the art department, wants to become not only an artist, but also to design houses, buildings and offices.

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9. ANNEX

9.1. DIARY TEMPLATE

HELNETAS KYRGYZSTAN 25 years a partner for true change

СЕН ТЫ YOU

YOUTH of SH

**СЕН
ТЫ
YOU**
СЕН өзгөрсөң,
жашооң өзгөрөт!

**YOU project
Participant Diary**
Youth Core Module

Name: _____

Instagram @sen_ty_you	fb Проект "Сен.Ты.Уоu"	t/me You project	Whatsapp 0778 078 277
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How to fill the Diary:

- 1. I will think thoroughly before filling the diary, thinking about all the things we did today. What exercises did I participate in today and what did I feel during those?*
- 2. I will write about my feelings, and the knowledge and experience I gained.*
- 3. I will write openly and truthfully as I want to use this diary for my own growth.*

Instagram
@sen_ty_you

fb Проект
"Сен.Ты.Ую"

t/me
You project

Whatsapp
0778 078 277

Day 1	Date: “ ___ ” ___				
<ul style="list-style-type: none"> <li style="margin-bottom: 15px;">• <i>What was new to me today?</i> <hr/> <hr/> <hr/>					
<ul style="list-style-type: none"> <li style="margin-bottom: 15px;">• <i>What was most interesting and surprising to me today?</i> <hr/> <hr/> <hr/>					
<ul style="list-style-type: none"> <li style="margin-bottom: 15px;">• <i>What did I learn today?</i> <hr/> <hr/> <hr/>					
<ul style="list-style-type: none"> <li style="margin-bottom: 15px;">• <i>What have I not still understood yet?</i> <hr/> <hr/> <hr/>					
<ul style="list-style-type: none"> <li style="margin-bottom: 15px;">• <i>What will I do differently in the future?</i> <hr/> <hr/> <hr/>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e91e63; color: white; padding: 2px;">Instagram @sen_ty_you</td> <td style="background-color: #3f51b5; color: white; padding: 2px;">fb Проект “Сен.Ты.Уюу”</td> <td style="background-color: #ffeb3b; padding: 2px;">t/me You project</td> <td style="background-color: #8bc34a; color: white; padding: 2px;">Whatsapp 0778 078 277</td> </tr> </table>	Instagram @sen_ty_you	fb Проект “Сен.Ты.Уюу”	t/me You project	Whatsapp 0778 078 277	
Instagram @sen_ty_you	fb Проект “Сен.Ты.Уюу”	t/me You project	Whatsapp 0778 078 277		

Day 2

Date: “ ___ ” _____

- *What was new to me today?*

- *What was most interesting and surprising to me today?*

- *What did I learn today?*

- *What have I not still understood yet?*

- *What will I do differently in the future?*

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Day 3

Date: " ___ " _____

- *What was new to me today?*

- *What was most interesting and surprising to me today?*

- *What did I learn today?*

- *What have I not still understood yet?*

- *What will I do differently in the future?*

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Day 4

Date: “__” ____

- *What was new to me today?*

- *What was most interesting and surprising to me today?*

- *What did I learn today?*

- *What have I not still understood yet?*

- *What will I do differently in the future?*

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..

Day 5
Date: “__” “__”

- *What was new to me today?*

- *What was most interesting and surprising to me today?*

- *What did I learn today?*

- *What have I not still understood yet?*

- *What will I do differently in the future?*

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9.2. PARTICIPATION LADDER: EXAMPLES

	Level	Explanation	Example Family	Example School	Example local politics	Non- /participation
8	Youth-initiated, shared decisions by adults	Youth initiate, design and manage processes, adults take them up, share their inputs, it becomes a common project, with equal decision-making power and youth keep the lead in directing. This way, they constructively contribute to shaping society.	Grandma’s party is coming up. The youth propose to the parents to do some small “stage production” to tell Grandma’s history. They collect stories from the adults, invite some of them to actively participate, some adults join in. It gets a real success.	The grand opening for teachers is on. Students organize a small stage performance of singing and dancing. The students will gather talented young people from each class and others support the performance. They will achieved tremendous success.	“The development of youth policy for 2021-2025” program will be contributed by students/youth by setting up gatherings among University Departments to hold opinion share with other students and support one another. The program develops and lobbies ideas. Youth’s opinions will be accepted and success will be achieved.	True participation
7	Youth-initiated and directed	Youth initiate some activity, adults see its value and let them do it by themselves, no intervention.	Grandma’s party is ongoing. The youth decide to stage an improvised performance. Adults see how Grandma enjoys it. They let their kids and support them, applauding and encouraging them.	School students will decorate with balloons the opening ceremony, and prepare songs and dances for the opening ceremony, while the adults will support with delighted applause.	Youth will participate at the “Development of youth policy for 2021-2025” voluntarily and input ideas to the program, while adults support and encourage them.	True participation

6	Adult-initiated, shared decisions with youth	Adult-initiated project, but decisions are taken by youth AND adults.	Adults ask youth to do sth. at the family event. They discuss together. Both propose, the youth and adults take the decision what to do together.	Teachers will ask students to organize the opening ceremony. Teachers and students jointly discuss and decide what they would do together.	The Committee on Youth Affairs will ask students to compile recommendations for consideration in regards to the “Development of youth policy for 2017-2020”. The Committee and youth discuss and make decisions together.	True participation
5	Consulted and informed	Young people figure as consultants for adults. Project is designed and run by adults, but kids/youth understand the process and their opinions are treated seriously.	The family event is getting closer. Parents tell their children (youth) they would like to do sth. with them on stage. Youth can share their ideas about what this sth. could be. Parents decide, taking into account the youth’s opinion.	After the completion of the refurbishing of the innovative school rooms, the teachers will ask students of what performance they want to prepare for the opening ceremony. The teachers will consider students’ opinion and take a decision based on their suggestions.	Deputy Director of the State Agency for Youth Affairs will ask for suggestions, comments and proposals due to approaching of time for adoption of the convention. The Committee and the University Department heads will take into account the students’ opinions to make decisions based on their recommendations.	True participation
4	Assigned but informed	Involve young people, under the condition	Youth voluntarily engage in singing or	Students voluntarily welcome the	Students / young people will welcome the	Participation

		<p>that they: a) understand the intentions of project, b) know who made the decisions concerning their involvement and why, c) might have a meaningful role, d) participate voluntarily after the project was made clear to them.</p>	<p>dancing for their grandma, they know it is a special moment in her life, they have prepared with the parents for this, know what they are going to sing and why and know grandma will especially enjoy their contribution. / Youth voluntarily engage in the same demonstration the parents take part, they were informed about it, have discussed about it at home, understand what they will be doing there and why and feel needed.</p>	<p>Ministry of Education with songs and dance. They are aware of innovative classes and direct benefits for the students in the school. When the Ministry representatives will see happy students, they would consider of contributing to other schools as well. Students will voluntarily participate in the ceremony, teachers and students will be informed about this and discuss in advance.</p>	<p>Deputy Director of the State Agency. Young people know about the meeting and understand the importance of the development of the social, economic, cultural program for youth. Youth is well aware and has opinion of organizing well-being for youth. Students / young people will voluntarily participate in a meeting and will inform the department heads and the Chairman of the Youth Committee in advance.</p>	
3	Tokenism	<p>Youth are apparently given a voice, but are having little or no choice about the subject or the style of communicating it, and little or no opportunity to formulate their own opinions</p>	<p>Youth are said to say sth. in public, e.g. at a grandma's birthday party, or are told to sing a song or dance sth. but have no say in whether they like to do this or not, nor in how they do it. They may feel silly.</p>	<p>Teachers jointly with school students will discuss and decide all performances devoted to the arrival of the Minister. The students are aware of the arrival of the Minister. But the young people are not asked if they like or dislike this or if they want to participate.</p>	<p>The heads of the department will prepare proposals related to "Development of youth policy for 2021-2025" for 4-5 students. The young people are aware of the arrival of the Deputy Director of the State Agency. But the young people are not asked if they want to engage in this or not.</p>	Non-participation

2	Decoration	Youth have little idea of what the event they are performing at is about, they enjoy it because of the food/drinks, don't stand in for any cause	Parents take youth to the stage, tell them to sing, but they don't really understand this is grandma's birthday. They just enjoy the sweets and the action on stage, but don't understand and don't care / youth know a little bit about what it is, but don't understand and don't care	School teachers make students sing about education and homeland and decorate the scene and gift flowers to guests. But students are not aware of the guests' identity, and do not know what the purpose of the event is. Pleasant music, songs and dance make students feel good.	Students/young people sing the anthem at the start of the session, speech of each youth representatives is accompanied with applause as an encouragement, youth are not aware of the guests, what information about the youth policy is circulated. At the end, specially prepared two students expressed general support on behalf of all students.	Non-participation
1	Manipulation	Youth have no understanding of the issues and hence do not understand their actions	At grandma's birthday party, the parents organize a singing session, dress up the baby or small child, hold a mic to its mouth, and get nice pictures and a big applause. / Parents take youngsters to a demonstration and dress them in a T-shirt with a slogan, don't tell them what it is all about.	Teachers would dress up school students (white shirts, black trousers, skirts), hand flowers to hold at hands, make them applaud and make a corridor of school children for the ceremony and arrival of the Ministry of Education for inauguration of innovative school rooms, without telling them what the event is about.	The Chairman of the Youth Committee for Jalal-Abad city will gather students at the Jalal-Abad State University to ratify the program for "Development of Youth Policy for 2021-2025"; the Deputy Director of the State Agency for Youth Affairs reads a report. More than 500 students are gathered by the University Department heads and none of the students is informed of the program in advance. Students just listen or just sit and clap at the end of the gathering.	Non-participation

9.3. ELEMENTS OF TRUST: WORKSHEET

HONESTY

ACCEPTANCE

COMPETENCE

CONGRUENCE

FAIRNESS

REPUTATION

OPENNESS

RELIABILITY

RESPONSIBILITY

9.4. TYPES OF QUESTIONS AND THEIR PURPOSES

Question Type	Example(s)	Purpose(s)
Open questions	<ul style="list-style-type: none"> • What do you think about this? • Why? What? Where? Which? How? 	To explore more
Closed questions	<ul style="list-style-type: none"> • Do you think this is true? 	To get a yes/no answer
Clarifying questions	<ul style="list-style-type: none"> • Did your friend tell you why she was angry? • When did you go to her place? 	<p>To know about facts</p> <p>To get clarity</p>
Probing questions	<ul style="list-style-type: none"> • How did you realise they were not happy with your behaviour? • Why does this go counter your values? • What is it that upsets you most? • Can you explain further? 	To dig deeper. To understand the feelings and motivation of the speaker better. To provoke critical thinking.
Resource questions	<ul style="list-style-type: none"> • How can you build on your strengths? What should stay as it is? Whom can you rely on most right now? 	To render visible existing skills or contacts which help to resolve an issue.
Coping questions	<ul style="list-style-type: none"> • What has made the situation bearable so far? What has helped, what not? • What have you done to prevent things from being worse than this? 	To encourage. To focus on what worked. To spark ideas what to do more of what worked.
Scaling questions	<ul style="list-style-type: none"> • On a scale from 0 to 10, if 10 would be unstoppable motivation and 0 none at all, where would you situate yourself now? (Follow up questions: what prevents it from being lower, what do you need to get higher on the scale?) • Same for unbearable situation to feeling comfortable with it. 	To assess change and divide into smaller steps.
Leading question	<ul style="list-style-type: none"> • When you were so emotional, wouldn't it have been good to calm down before reacting? • You acknowledge that you are responsible for this, aren't you? 	A question that encourages a particular desired answer (to manipulate the other person)

Reflective questions	<ul style="list-style-type: none"> You said you are frustrated about this situation. What is this frustration like? Before you mentioned your son is always messing around. What does this messing around behaviour involve? 	To check and clarify your understanding.
Hypothetical questions	<ul style="list-style-type: none"> What has to happen to get your boss to change his attitude? If you were 10 years older, what would be different? What would you do if...? What would happen if...? 	To explore possibilities and alternatives and estimate potential consequences of future behaviour.
Circular questions	<ul style="list-style-type: none"> How would your mother react if you changed your behaviour? 	To find out what people in the person's environment think about the respondent or of the relationship
Miracle questions	<ul style="list-style-type: none"> If your problem had disappeared, how would you notice it? How would the situation look then? What would have changed? 	To think creatively about solutions
Goal-oriented questions	<ul style="list-style-type: none"> What would you like to achieve? What would be the first sign of progress to it? What effects would that have? 	Define and enable perception of objectives and their effects-
Consolidation questions	<ul style="list-style-type: none"> You have named three points. What else do you notice? 	To think more deeply and identify new aspects.
Intuitive questions	<ul style="list-style-type: none"> What would you do now, spontaneously? Why? 	To ask about gut feelings.
Questions about practical implementation	<ul style="list-style-type: none"> What could you intentionally integrate into everyday life to ensure you are going a step further in this? 	To help respondents to implement what they have learned from the conversation.
Grounding Questions	<ul style="list-style-type: none"> What is so important to you about...? What would be better for you if... happened? How would that look like? What exactly would be different if...? What would you do then? 	To uncover interests that underlie positions, focusing on needs, feelings and wishes.

9.5. BINGO EXERCISE: WORKSHEET

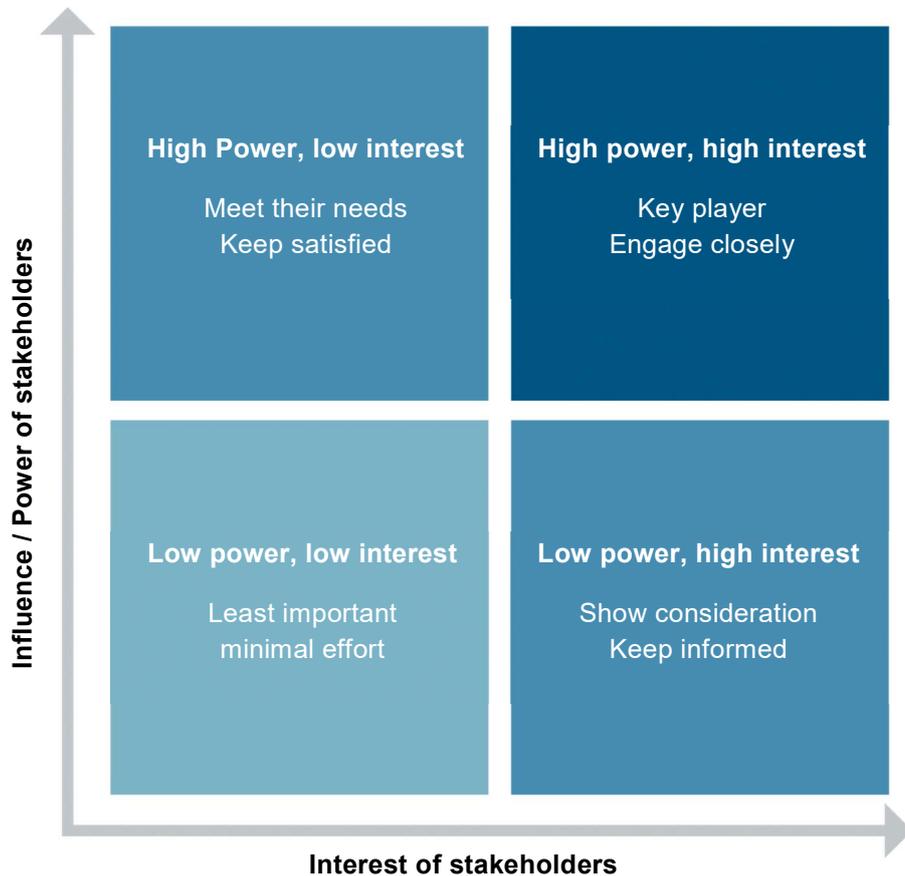
BINGO

Find someone who...

...has never smoked in his/her life.	...is totally healthy.	...doesn't like meat.	...never downloads music from the internet.	...is in love.
...likes cooking.	...whose parents are separated, for whatever reason.	...has not seen the sea before he/she was 20 years old.	...grew up in a little flat.	...whose shoe size is bigger than 42.
...whose class mates have made fun of him or her once in his/her life.	...who speaks more than 2 foreign languages fluently.	...has children or wants children in the future.	...recently attended a theatre, concert or other cultural event.	...likes swimming.
...wishes to travel more.	...whose favourite colour is green.	...has a relative who lives in another country.	...hates football.	...has been to the hospital once or more in his/her life.
...has at least 1 pet.	...plans to live abroad in the future.	...prefers sand to grass to walk on.	...had a nightmare this week.	...likes to become famous in the future.

9.6. POWER ANALYSIS TOOL

To analyse, with whom you want to collaborate in your actions, you can use the following matrix:



Look at the four different fields in the matrix and place relevant actors into the matrix. Then, analyse who could be possible allies, whom you need to lobby with, who is not important for the success of your project etc. Draw your conclusions and transfer the results to your action plan.

For more information on the project and on Helvetas Swiss Intercooperation, please refer to:



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- <https://www.helvetas.org/en/switzerland/how-you-can-help/follow-us/blog/Other/How-youth-and-adults-bridge-the-generation-gap-in-South-Kyrgyzstan>

Our partners:

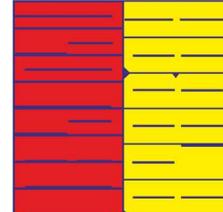


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