Connect Youth

Introduction to Training Materials Portfolio

Welcome to this portfolio of training materials. All the items included here have been developed by trainers and practitioners with a wide and extensive experience of international activities with young people.

The portfolio is divided into six sections -

1. An **introductory presentation** about the work of Connect Youth and the European YOUTH Programme.

2. **Getting started** - a training module for those organising their first international experience for young people.

3. **Developing quality** – a selection of training and group work activities for those with some experience of international activities with young people who wish to get more out of them.

4. Exercises and considerations for **multi-lateral** international activities (those involving more than two countries).

5. A specialist training module on **health and safety and risk assessment**, including presentations and pro-formas.

6. A set of **pro-formas, checklists and other resources** to aid in the running of both training events and international activities.

Training of leaders is an essential tool in the effort to increase the quality of experiences for young people. Regional Committees of Connect Youth (CNY) in the UK are developing their plans for training, Action 5 of the European YOUTH Programme is encouraging a range of training and support activities across Europe, and the European Commission and the Council of Europe are working both independently and together to provide training courses and materials for those engaged in providing international and inter-cultural experiences for young people.

A number of long term training courses have been developed by the Council of Europe and by a network of National agencies including SALTO, which stands for ‘Support for Advanced Learning and Training Opportunities’ in the European Commission’s programme and YOUTH which was started in 2001. As part of their commitment to increase quality, the Commission set up four SALTO-YOUTH centres within the National Agencies of the UK, France, Flemish Belgium and Germany. One of SALTO’s main tasks has been to offer training courses in areas important to the quality development of the programme.

Most, if not all training courses of this nature produce reports of their activities, which can be helpful to other trainers. Some courses also produce other training materials or tools for use by the participants. The partnership programme on youth worker training between the European Commission and the Council of Europe has produced a number of resources including the series of ‘T-Kits’ (training kits) and the trainers’ magazine ‘Coyote’. These resources are available on the partnership web site (see Other Resources). The partnership is one of the pillars of the Commission’s European Training Strategy.

The portfolio has been designed with trainers and multipliers in mind and is intended to be used in a wide variety of settings. Exercises, activities and resources are there to be used in whatever context trainers and multipliers find appropriate and it is hoped that they will develop and adapt the ideas to their specific target group and context.

The portfolio is presented in loose-leaf style so that trainers and multipliers can add notes of their own experiences and copies of new activities as and when they are developed. The authors encourage users to share their ideas and try out new ways of presenting the material.

The material contained in this portfolio is also provided on CD ROM so that it can be presented using a digital projector, or printed off with regional or organisational adaptations.

Acknowledgements

Connect Youth would like to thank these people and also all the authors of the original training modules develped in the 1980s and 1990s on behalf of the then Youth Exchange Centre, which provided the starting point for this portfolio.

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Notes for trainers

The assumption is made that the majority of trainers using these materials will have personal experience of international activities with and for young people. It is expected that many of the training events, which use these materials, will be organised by the regional committees of Connect Youth or by CNY itself. The materials may also be used by local authorities and voluntary sector organisations, but must not be used by private or commercial organisations without the written approval of Connect Youth. All users should acknowledge CNY when using the materials.

1. The methodologies presented have been deliberately varied to try and appeal to as wide an audience as possible. It is to be expected that participants will respond differently to each methodology, but it is hoped that participants will participate as fully as possible.

2. Trainers should feel able, and indeed are encouraged, to make their own decision as to the most appropriate content and method of delivery for their own participant group and training objectives.

3. It is important to recognise that although this Training Module has a number of target audiences, on occasion these audiences might overlap. It is the local knowledge of the trainer that determines how best to deliver the material.

4. Preparatory work for training is invaluable. The authors suggest that trainers make every effort to discover the needs and expectations of participants prior to the event, especially if young people are to be involved. However, some exercises are provided to help with this process within training events.

5. Additional resources to support this Training Module can be obtained from ***Connect Youth*** at the British Council in London, or from the relevant regional committee. These resources include: leaflets, flyers, training kits, useful web-site addresses and application forms.

6. The sources of funding to finance such a training event are numerous: via regional committees, from local youth organisations, participant contribution and from the YOUTH programme of the European Commission.

7. CNY and the authors welcome feedback at all levels on the usefulness (or otherwise!) of the materials. This is to improve and add to the body of knowledge, not only about youth exchanges, but international youth work in general.

8. Enjoy it! The benefits of international youth work and international youth exchanges are well recognised. Hopefully this portfolio will act as a catalyst in promoting greater participation, higher quality and safer experiences for all those involved.

Other resources

Website of the partnership between the European Commission and the Council of Europe, including Coyote Magazine and the T-Kit series.
www.training-youth.net

Website of the SALTO project, including reports from courses, details of other training opportunities and other news.
http://**www.salto-youth.net**

Website of Connect Youth.
http://www.connectyouthinternational.com

Website of the council for Europe Directorate of Youth and Sport.
http://www.coe.int/T/E/Cultural_Co-operation/Youth

Website of the European Commission's YOUTH programme.
http://europa.eu.int/comm/education/youth.html

Website on active reviewing – excellent tools for all trainers.
http://reviewing.co.uk/index.htm

Website of American organisation 'Project Adventure' – good source of experiential training materials, books, equipment and ideas.
http://www.pa.org

Don't forget to check out the web-ographies and bibliographies of all the reports and handbooks contained on these sites.

Introduction to Connect Youth

Presenter’s notes

The PowerPoint presentation is largely self-explanatory. It introduces Connect Youth (CNY) in the context of the British Council and explains the various relevant ‘actions’ of the European YOUTH Programme.

The presentation begins with an introduction to the British Council and Connect Youth. It then specifies the target group of CNY and describes how its budget is used and funded. Having highlighted some of the benefits of international youth work as envisaged by the DfES and the FCO, it then goes into the detail of the European YOUTH Programme action by action. The Causeway programme and English language summer camps are mentioned before a final slide about Eurodesk.

Presenters may use this set of slides as a stand-alone tool or as part of a wider training or information event. It will help if examples of real life, local experiences are added. In addition, reference should be made to the User’s Guide for the YOUTH programme. Note that the contact details for Connect Youth and other National Agencies are included in the User’s Guide. An electronic version of the User’s Guide is included on the CD ROM and both the web address and CNY contact details are included in the ‘useful resources’ section at the back of this portfolio.

Handouts can be generated as normal from PowerPoint presentations and this is recommended as part of the paperwork for the course or information event.

Getting Started

Getting started – an introductory training module

Developed by Marianne Barter & David Blake
April 2002

Introduction

The focus of this Training Module is an introduction to youth exchanges. Youth workers, trainers or other individuals that have some experience of international youth work can facilitate it. The target audience can vary; from groups of young people who have an interest in developing a youth exchange, to youth workers and others who work directly with young people, who could replicate the training with their own groups.

Notes for trainers

1. It is important to remember that this is a general introductory training course. No assumptions have been made about prior knowledge of the subject area. Trainers can utilise the whole module, or select the most appropriate elements for their group.

2. The Training Module has been devised to be delivered to a maximum of twenty participants over one day, yet it could equally be developed as a two-day residential and/or involve more participants. However additional resources may be required to enable this to happen. The timetable can therefore be adjusted to suit local and individual circumstances. Timings for each exercise are given as an advisory guide and may be adjusted as appropriate.

Training programme –
an introduction to youth exchanges

Programme for the day

- Participant introductions & icebreakers
- Aims of training course & participants’ expectations
- Introduction to European YOUTH Programme
- What a youth exchange is & what it is not
- What are the elements involved in international youth exchanges?
    - Developing your idea & finding the right partners.
    - Project planning
    - Travelling
    - Hosting
- Resources & support structures
- Evaluation

Title: **Participant introductions & icebreakers**

Aim: To welcome the participants and give them various ways of getting to know each other.

Objectives:

To greet the participants to the training.

To help participants remember each other's names.

To build initial contacts and break the ice.

To create positive feelings within the training group.

Resources: A roll of toilet paper, Box of Life Worksheet (see Appendix 1)

Activities:

1. **Animal Name Game:** Each participant is asked to say their name and identify an animal that best reflects their current mood. (5 minutes)

2. **Just In Case Game**: On arrival each participant is asked to take as many sheets from a roll of toilet paper as they would like. If they ask what it is for, the response of the trainer should be, "It's just in case!" After the Animal Name Game (above) the participants are asked to produce their toilet paper and duly offer a verbal piece of information about themselves for each sheet that they possess. (10 minutes)

3. **Box of Life:** Each participant is asked to pair up with someone that they do not know so well. Once the group is divided into pairs they are each given the "Box of Life Worksheet" (see Appendix 1). The participants then work within their pairs to complete the Box, initially making assumptions of their partner, and then having the opportunity to find out whether their assumptions were true or false. (15 minutes)

4. Participants are asked to get into twos, or threes, but not with people they already know well or work with. They are then asked to start discussing the following in some detail:

Individual backgrounds:

- Tell your neighbour where you come from.
- Describe some of the things that have happened to you in this past week.

Defining characteristics:

- How would you describe the particular characteristics of where you live - your street and your community?
- See if you can agree on the common characteristics of the area(s) where you all live.
- What bothers you most about the area? Unemployment? The lack of any recreation areas?

(20 minutes)

Bringing it together and making it relevant

- Ask the group as a whole if there were any surprises in the information they obtained, coincidences, common acquaintances, etc.
- Ask them to think of their area and consider these characteristics – geography, tradition, custom, and occupations – from a slightly different perspective:

  E.g. In terms of its distinguishing features for an outsider, for someone from abroad.

- What are the characteristics of geography, of tradition, and behaviour that you would like "outsiders" or people from abroad to notice?
- What features might you prefer to hide?
- What features might be shocking and surprising, and should you point them out? *(20 minutes)*

Timing: 70 minutes in total

Title: **Aims of training course & participants' expectations**

Aim: To inform the participants of what is hoped the training will achieve. To enable the participants to identify their own individual expectations of what they hope to achieve.

Objectives: Communicate the aims of the training via flipchart or OHP to the participants.

Provide the participants with an opportunity to express their own individual hopes and fears related to this training.

Resources: Flipchart paper, overhead projector, acetates, pens, markers, post-it notes (prepared as directed in the activity details below), a large sheet of paper with a drawing of a tree on it (this will be used for displaying the expectations of the participants).

Activities:

1. Produce list of aims on flipchart or OHP, as listed below *(these can also be found in Appendix 2).*

   The overall purpose and aims of this training module is to give people a firm understanding of:

   - **International youth exchanges**
   - **The benefits to young people, adults and communities**
   - **What's involved in arranging them and some of the difficulties that may be encountered**
   - **The range of support that is available**

   (5 minutes)

2. Introduce the programme *(see Appendix 3)*. This should be produced on either flipchart paper or an overhead. (5 minutes)

3. Introduce the range and type of methodology that will be employed during the training programme *(see Appendix 4)*. This should also be produced on either flipchart paper or an overhead.

   The participants will be:

   - **Engaging in discussion and debate.**
   - **Given the option to use a variety of presentation methods in which to give feedback on their individual and group findings, e.g. drama, art, music, etc.**
   - **Making use of relevant resources.**
   - **Offered opportunities through which they can learn from each other's experiences.**
     (5 minutes)

4. Participants are now invited to identify their own expectations of the training course by thinking about:

- What do they want to learn from the training course?
- What do they hope for others to learn from them?
- What do they want to avoid in the training?

This is best delivered using coloured post-it notes cut into the shapes of apples (representing what they hope to learn), leaves (what they hope others will learn from them) and worms (what they want to avoid).

Participants are offered as many post-it notes as they wish and are asked to write down on the appropriate shape the expectations they have for each category. They are then told to stick them onto a pre-drawn tree, which the trainer will affix to an appropriate wall. The end result will be a colourful and visually interesting representation of the different expectations. *(20 minutes)*

Timing: 35 minutes in total

Title:	**Introduction to the European YOUTH Programme.**
Aim:	To give an overview of the European YOUTH Programme.
Objectives:	To ensure participants start from a shared and common ground. To give context to the training, e.g. funding.
Resourses:	CD ROM from this portfolio (see notes in section 1) or appropriate overheads (can be obtained from CNY in London, or from your CNY Regional Co-ordinator), projector, screen.
Activities:	The trainer should use the CD ROM and the projector to offer a formal presentation on the European YOUTH Programme. If this is not available they should use the overheads instead. The trainer should ensure that participants know that there is a User's Guide available which supports each Action of the Programme, and these should be either distributed at the conclusion of the training event or participants should be informed as to where these resources can be obtained. The authors advise that the trainer is familiar with the European YOUTH Programme so s/he can answer any questions raised, and provide practical examples of each Action.
Timing:	30 minutes in total, allowing time for questions.

Title: **What is a youth exchange?**

Aim: To enable the participants to develop a greater understanding of international youth exchanges.

Objectives: To explain the broad parameters of international youth exchanges.

To distinguish youth exchanges from tourism, business and work travel.

To encourage an understanding of the educational and social aims that should be an integral part of youth exchanges.

To explain the importance of cultural differences and intercultural experience to learning about self and home environment.

To encourage appreciation of the benefits and advantages in terms of personal development that can result from these exchanges.

Resources: Flipchart, overhead projector, pens, felt tip pens, scissors, sticky tape, glue, old magazines, musical instruments (if available), PRA information, User's guide.

Activities:

1. Trainer gives input on the purposes of youth exchanges (This may be done using the overhead or the flipchart.) (Appendix 5)

- To give young people international experience.
- To further their personal and social development (The Connect Youth "Personal Record of Achievement" will enable the young people to attain nationally recognised accreditation for their learning).
- To foster communication, create understanding, and generate friendship and goodwill.
- To promote international understanding.
- To help young people assess and evaluate their own community and themselves. (5 minutes)

2. Trainer divides the large group into three smaller groups; try to be as creative as you can in terms of group formation, e.g. use stickers or animal sounds or any other creative way that you can think of, it just helps to add interest to the methods that you use.

Group A: are **participants** on a youth exchange to Lisbon, Portugal.

Group B: are **tourists** going on holiday to Lisbon, Portugal.

Group C: are **business men/women** travelling abroad for business purposes in Lisbon, Portugal.

Each group are given a piece of flipchart paper and asked to identify the key purposes of their allotted trip. Each group should brainstorm their responses and should then feed this back to the large group. *(20 minutes including feedback time)*

3. The trainer then requests that each participant should pair up with somebody they do not know so well. Having seen the feedback from group A, each participant should think about their own current circumstances and what benefits they believe involvement in a youth exchange could bring them. This information should then be shared with their partner, and if appropriate could be shared in plenary.
   (10 minutes)

4. Each participant should then think of something which makes them different to everyone else in the room, something that makes their family different to that of everyone else in the room and something that makes their house different to that of everyone else in the room. They should then substitute the word “different” for the word the “same”. On completion of this task they should join with their partner and one other pair to prepare a brief presentation that incorporates all the similarities and differences that were discovered within the group.
   (40 minutes including presentations)

Timing: 75 minutes in total

(This would be a good time to break for lunch. A coffee break will also need to be inserted at an appropriate time within the morning programme.)

Title: **What are the elements involved in international youth exchanges?**

(a) Developing your ideas and finding the right partners

(b) Project planning

(c) Travelling

(d) Be my guest; hosting and being hosted.

Aim: To explore the key issues involved in planning and developing an international youth exchange.

Objectives: To examine methods of giving local projects an international dimension.

To gain an understanding of the elements involved in planning a project in an international context.

To explore issues relating to travelling outside of one's known community.

To identify some of the responsibilities relating to hosting.

Resources: Pens, paper, felt tips, old magazines, musical instruments (if available), access to Internet (if possible), pro-formas for simulation exercise (see Appendices 6a & 6b), questions for simulation exercise (see Appendices 7a & 7b).

Activities: The first exercise is related to examining ways of giving local projects an international dimension, and exploring methods of partner finding.

The trainer divides the participants into four groups of five people. It is best if these groups are comprised of people who do not normally work/associate together. Each person has the opportunity to discuss (within their group) what kinds of activities they are involved in within their home project/organisation.
(10 minutes)

Then each group needs to decide on one activity, from those discussed, that they think young people outside of the UK might have an interest in. Each group must then prepare a flyer/poster/presentation – which lasts no more than five minutes – that markets this activity to an international audience.

Timing: *(50 minutes in total; 30 for preparation and 20 for presentations)*

At the end of this exercise the trainer can draw together the main themes involved in raising the profile of a local project to one with an international perspective. This could include asking the participants how they would now go about advertising their project ideas. Feedback may include: websites, journals & magazines, radio & TV. The trainer should make the link that the methods used at a local level to market a project are similar to those used at an international level. The only difference is the contact and language that might be used. For more information on partner finding participants can refer to the CNY website at **www.connectyouthinternational.com** If the trainer has access to IT resources they could even show the participants this website.
(15 minutes)

The next part of the session is a simulation exercise aiming to give participants the opportunity to address issues related to planning an exchange; incorporating travel, health & safety, and accommodation issues.

Participants should remain in their existing groups. Two groups retain a UK identity, and the other two groups are assigned another European identity, e.g. France. Then a UK group is partnered with a European group. If more than one room is available then groups can separate themselves. If not, then they should try and make sure they are as far away from their partner group as possible. The groups now have to work with their partners to develop a project plan. However, before this can take place a project theme needs to be identified. This could build on the projects devised and presented in the previous exercise. Groups need to negotiate what their project theme will be before the simulation begins.

Once a theme has been agreed the trainer reads the following:

"You have identified your partner group through the partner finding website, and you both have some information about the theme of your proposed project. Your task now is to plan the first leg of an exchange, which will last for seven days excluding travel, and will take place in the country of the non-UK partner. The UK groups need to plan the travel elements of this exchange, and also address any health & safety issues related to International group travel. The non-UK groups need to plan both the accommodation and lead the development of a programme, again taking into account all the relevant health & safety issues.

Throughout this simulation exercise you will need to maintain regular contact with your partner group in order to ask and seek answers to questions that you might have. The trainer will act as a postal service, delivering your mail to your partners, and also delivering their mail back to you.

You have one hour to complete this exercise".

(70 minutes including introduction and questions)

Trainer's Notes:

Once you have given out the instructions and the groups are clear on the task, you should then give them the appropriate pro-forma sheets, *(see Appendices 6a & 6b).* This will give each group more information about their composition and identity, and some suggestions for starting the planning process.

Listed below are 10 questions, 5 for the UK group and 5 for the non-UK groups. These questions should be delivered at 10-minute intervals to the appropriate groups.

Questions to the UK groups *(Appendix 7a)*

1. Can you identify the different modes of transport you will need to travel to your partner?
2. What will be the travel arrangements whilst you are in the country of your partner?
3. What information do you need to collect from your own participants before taking them on this exchange?
4. Will all of your participants be able to access the travel and programme arrangements whilst you are away? (Including the participant with a disability.)

5. How have you involved the young people in planning this first leg?

Questions to the non-UK groups *(Appendix 7b)*

1. Where will the UK group be staying?

2. How will you make sure that the UK participant who has a disability, has access to the entire programme?

3. How have you vetted the families who will host the UK participants for one night of their stay?

4. How have you involved the young people in developing the programme – what role have they played?

5. What is your arrangement for food? Where will you eat? Do you know if there are any special dietary requirements within either group?

At the end of the exercise each group should present their responses to both the tasks identified in the pro-forma, and the questions posed by the trainer.

The trainer should then make the statement that in a real exchange both partners (including young people) should be involved in every aspect of project development. Consequently communication between you and your partner group is paramount.

(30 minutes including questions)

Timing: 175 minutes in total.

(The trainer should allow for a break at some point in this exercise)

The Big Finale

The last part of the day is divided into three parts:

1. There should be some time allowed for participants to ask any questions they have. These may have been generated in response to elements of the training, may be general questions on international youth work, or indeed may be specific to one issue. The questioner, and other training participants, could be given access to – and indeed could be directed to – relevant resources if available *(see No.2, below)*.

2. Additionally, it would be useful if the trainer were able to distribute an information pack to each of the participants. This could include resources for further information, a European YOUTH programme User's Guide, and useful contact details. These can be obtained from Connect Youth (or downloaded from the web on **www.connectyouthinternational.com**) and/or the various regional committee co-ordinators. See the 'useful resources' section of this portfolio.

3. Finally, the training event needs to be evaluated. This could be a written evaluation, verbal response, video footage or pictorial diagram. We leave this decision for the trainer to decide the most appropriate method for their group. However, CNY – and the authors – wish to receive feedback at all levels on how your training event goes. This is to improve and add to the body of knowledge, not only about youth exchanges, but international youth work in general. Please feel free to contact CNY with any comments.

Appendix 1: Box of Life

Skills & Interests

Please fill in the boxes by putting in the answer you feel your partner would put in for themselves:

Do not, at any stage, discuss any answer with your partner.

Favourite……	Your Suggestion	Actual
Animal?		
Drink?		
Mode of transport?		
Food?		
Film?		
Hobby?		
Musician or Band?		
Actor/Actress?		
Where would you go on holiday? (If money were not an issue)		

Appendix 2: Aims of the training module

The overall purpose and aims of this training module is to give people a firm understanding of:

- International youth exchanges
- The benefits to young people, to adults and to communities
- What's involved in arranging them and some of the difficulties that may be encountered?
- The range of support that is available

Appendix 3: Training Programme

An introduction to youth exchanges

Participant introductions & icebreakers

Aims of training course & participants’ expectations

Introduction to European YOUTH Programme

What a youth exchange Is and What it is not?

What are the elements involved in international youth exchanges?

- Developing your idea & finding the right partners
- Project planning
- Travelling
- Hosting

Resources & support structures

Evaluation

Appendix 4 Training methodology

The participants will be:

- Engaging in discussion and debate.
- Given the option to use a variety of presentation methods in which to feedback their individual and group findings, e.g. drama, art, music, etc.
- Making use of relevant resources.
- Offered opportunities through which they can learn from each other's experiences.

Appendix 5 The purpose of youth exchanges

- To give young people international experience.
- To further their personal and social development (The Connect Youth “Personal Record of Achievement” will enable the young people to attain nationally recognised accreditation for their learning).
- To foster communication, create understanding, and generate friendship and goodwill.
- To promote understanding on an international level.
- To assist young people assess and evaluate their own community and themselves.

Appendix 6a Simulation pro-forma for UK groups

- You are a youth group from the UK and are intending to visit your partner group in _______________. This will be the first leg of a planned reciprocal exchange, and will last 7 days, excluding travel.

- Things you need to think about:

  - How many young people are there in your group? (In principle the recommended eligible size for an exchange is a minimum of 16, and not more than 60 participants*).
  - What are the ages of the young people in your group? (Exchanges are aimed at groups of young people aged between 15 and 25 years, although in exceptional circumstances participants younger than 15 years, or older than 25 years may be included*).
  - What is the gender make-up of your group?
  - There is at least one young person in your group who has identified himself or herself as having a special need.
  - Are there any special dietary requirements in your group?

- Your task is to ***plan the travel elements*** of this first leg of the exchange, addressing all the issues that you think are prevalent to taking a group of young people to a foreign country.

- You also need to draw up a ***draft working agreement*** or ***contract***. This is, to all intents and purposes, a set of guidelines as to how the young people will behave when taking part in this trip. What kinds of things should be included in such a document? How should it be produced? How do you get the young people to sign up to this contract? What are the penalties if they break it? It's up to you!

- You will have to communicate with your partner regularly and effectively to successfully plan this visit.

- You have ***one hour*** to complete your tasks.

** Taken from the European YOUTH Programme* ***USER'S GUIDE.***

Appendix 6b Simulation pro-forma for non-UK groups

- You are a youth group from _______________ who are expecting the impending arrival of your UK partner group. This will be the first leg of a planned reciprocal exchange.

- Things you need to think about:

  - How many young people are there in your group? (In principle the recommended eligible size for an exchange is a minimum of 16, and not more than 60 participants*).
  - How many young people are there in your *partner's* group?
  - What are the ages of the young people in your group? (Exchanges are aimed at groups of young people aged between 15 and 25 years, although in exceptional circumstances participants younger than 15 years, or older than 25 years may be included*).
  - What are the ages of the young people in your *partner's* group?
  - What is the gender make-up of both yours, and your partner's group?
  - There is at least one young person with a special need in the UK group. What about your group?
  - Are there any special dietary requirements in either group?

- Your first task is to ***plan the accommodation*** for your partner's visit. Where will this be? Will all the participants be able to stay together? Is this realistic and financially viable? You need to ensure that for at least one night each participant gets to stay with a host family to get the full "local experience". Do you need to think about anything different when using host families?

- You also need to draw up a ***basic programme of activities*** for the seven days of the visit, to include both members of your group and that of your partner's. Every exchange should have a *"learning experience that should contribute to the educational process of young people, and make them aware of the European context in which they live"**
  How are you going to incorporate this into your programme whilst still making it **fun**? It's up to you!

- You will have to communicate with your partner regularly and effectively to successfully plan this visit.

- You have **one hour** to complete your tasks.

* *Taken from the European YOUTH Programme* ***USER'S GUIDE.***

Appendix 7a Questions for the UK groups

(for use in Simulation Exercise, distribute at 10 minute intervals)

1. Can you identify the different modes of transport you will need to travel to your partner?

2. What will be the travel arrangements whilst you are in the country of your partner?

3. What information do you need to collect from your own participants – or their parents/guardians – before taking them on this exchange?

4. Will all of your participants be able to access the travel and programme arrangements whilst you are away, including the participant who has identified himself or herself as having a special need?

5. How have you involved the young people in planning this first leg of the exchange?

Appendix 7b Questions for the non-UK groups

(for use in simulation exercise distribute at 10 minute intervals)

1. Where will the UK group be staying?

2. How will you make sure that the UK participant who has a special need has full access to the entire programme?

3. How have you vetted the families who will host the UK participants for one night of their stay?

4. What is your arrangement for food? Where will you eat, and do you know if there are any special dietary requirements within either group?

5. How have you involved young people in developing the programme – what role have they played?

Developing Quality

Developing Quality

Developed by Gerald Dowden
April 2002

This section provides a range of activities which can be used in a variety of settings. They can be used in the context of training events and in international activities themselves. Organisations and participants may have some experience of international activities or may be planning their first venture abroad. In the latter case CNY recommends that these activities be used in conjunction with the 'Getting Started' training module earlier in this portfolio. Others may be planning to develop tri- or multi-lateral activities, in which case the exercises can be used in conjunction with those in the following section.

The exercises in this module are intended to encourage the development of activities in support of the following priority themes of the European YOUTH Programme:

1. Intercultural learning.
2. Inclusion/participation/citizenship.
3. Recognition/accreditation/employability.
4. Capacity/community building.

Particular emphasis is placed in the involvement of young people in the planning, carrying-out and evaluation of their international activities. This will result in increased learning and personal development for those involved.

Because intercultural learning is such a key part of personal development potential of international activities, there are great benefits to be gained from the inclusion of people from a mixture of cultural, heritage and national backgrounds in training which seeks to develop quality and to use the activities described here.

The exercises are not set into a formal training module structure but are designed to used in a variety of settings; in a regular meeting of young people or a residential training or preparation programme. Trainers should, of course, develop their programmes according to the needs, experience and aspirations of the young people concerned. To that end the exercises are as much a youth work resource as a training resource.

In the current climate and context of youth work in the UK, international activities can make considerable contributions to the desired learning and development outcomes of both statutory and voluntary agencies working with young people. 'Developing Quality' is seen here as relating to the whole experience of the young people involved and the long lasting benefits of their participation.

1 Intercultural learning

1.1 Time-Line

Target group: Anyone. Group size: minimum 6, maximum 14 (larger groups can sub-divide).

Aim: To exchange simple personal, social and international experience, so as to begin the process of interpersonal and intercultural learning.

Objectives: To encourage participants to share information about themselves and the society in which they live.

To enable participants to identify milestones on the route to participating in this event.

To begin to break down personal and cultural barriers.

Activity: Ask participants to spend 10 minutes, individually, identifying four key events or milestones in their lives. Two of these events should relate to their personal/social lives and two should relate to their reason for participating in this training/exchange. Ask them to identify the year in which the event occurred (as closely as they can), and to be ready to give a simple description of each event. Emphasise that the personal/social information should represent whatever each person feels comfortable sharing and that the information about being present on this training/exchange should be as precise or as general as felt helpful for other participants.

Draw a line (or series of lines) on a flip chart, representing the passage of time from a given date (e.g.1940), as reflective of the ages of participants, to the present.

1940 ____

1960 ____

1980 ____ present

Now ask each participant to put his/her initials and date of event at four appropriate points on the time-line.

Starting with the earliest event, and moving on in chronological order, ask participants in turn, to describe each event in question (e.g. OC describes his first event in 1946, EP her first event in 1951, GD his first event in 1956, EP her second event in 1957, etc. until everyone has described all four of his/her events).

Consider how different the timelines might be for people from different countries. Finally, after allowing time for any questions, ask each member of the group to identify something new they have learnt (one point) about a society or culture from which one of the other participants comes.

Methodology: Individual reflection, full group discussion, questions and answers.

Learning Outcomes:

1. Introduction and insight into other countries and cultures.
2. Insight into different reasons and motivations for participation in the European YOUTH Programme.
3. Insight into the social and organisational structures of other countries.
4. Adjustment of spoken (and body) language so as to communicate effectively.

DQ

Time estimate: About 60 minutes.

Resources required: Flip chart paper, display space.

Comments: This activity is particularly effective at the beginning of a training event or an exchange when participants know little about one another.

Examples of information shared in an international group:

1957 – earliest memory, of a boat crossing the Mediterranean;

1966 – England winning the World Cup;

1969 – arriving in Paris from Iraq for first time;

1978 – completing studies at Montpelier University;

1989 – childhood memory of helicopter gunships firing during Romanian revolution;

1992 – birth of first child;

1993 – establishing present Association (Charity) with student colleagues;

1994 – liking the Italian boys during a youth exchange in Italy;

1996 – undertaking voluntary environmental work for the first time.

The facilitator can use this activity to highlight inter-cultural learning and to draw out different national or organisational cultures.

DQ

2.2 Squares

Target group: Anyone. Group size: 5 “participants” & 1 or 2 “observers” - more than one group, made up in this way, could participate.

Aims: To enable participants to experience the effectiveness of collective co-operation and how this is possible without verbal communication or a shared language.

Objectives: To enable participants to engage in an activity in which no verbal communication is necessary.

To allow participants to learn about their personal approach and contribution to a collective activity.

Activity: Firstly, ask for two participants to volunteer as “observers”.

Have participants sit around a table and give each participant an envelope. Explain that each of the envelopes contains several shapes, different in each envelope. When arranged in the correct order, the shapes from all five of the envelopes together will make up five separate squares of equal size. The shapes in each of the envelopes on their own, however, will not make each of the squares in question. The purpose of the exercise is to make up the five squares as a group, in collaboration.

In order to do this, participants should display their shapes in front of them and attempt, as the exercise progresses, to arrange them as best they can to form their squares. Participants may assist one another by offering shapes but may not take shapes from one another. The facilitator must control this.

The exercise must be conducted in total silence. The facilitator must also strictly control this.

Before beginning the exercise, take the observers aside and explain that they should look for the ways in which the individual group members assist or block the group’s progress in their actions.

At the end of the exercise, when all five squares have been completed, ask the observers to feed back on what they have observed.

Then ask the five participants to share their feelings about the exercise. Encourage them to describe what helped and what hindered them in the exercise.

Methodology: Individual reflection, non-verbal communication, observation, group discussion.

Learning outcomes:

1. Effectiveness of group co-operation.
2. Individual role and contribution to group dynamics.
3. Adjustment to spoken (and body) language so as to communicate effectively.

Time estimate: About 30 – 40 minutes.

Resources required: Table and chairs (for five people), envelopes with shapes (as per template), pen and paper for observers.

Comments: When this exercise involves participants from different language backgrounds, interpretation will be needed to assist with the instructions and the observers' and general feedback at the end.

It is crucial, for maximum effect, that silence is maintained throughout the exercise and that the distinction between "giving" and "taking" shapes is strictly kept.

A variation, for when there are two or more groups involved, is to have the groups compete to finish the task first. In this instance, observers should try to identify carefully which actions in the process most enabled the group to progress.

1 Intercultural learning

1.2 Success & failure

Target group: Young people. Group size: minimum 6, maximum 16.

Aim: To enable young people to identify and share individual circumstances and social situations which contribute to social exclusion in different cultural contexts.

Objectives: To encourage young people to identify factors leading to social inclusion and exclusion.

To assist young people to identify similarities and differences in patterns of social inclusion and exclusion in different countries.

To enable young people to share information about different cultural experience.

Activity: Ask each participant to spend about ten minutes making a list of those things in life, which lead to success and those that lead to failure. This should be success and failure as they see it, drawing on their own life experience and their own personal values.

Now divide the group into an even number of groups, with at least three people in each group (for example, two groups x 3, two groups x 5, four groups x 4 etc). Ensure if possible that each group is culturally mixed.

Providing each group with a sheet of flip-chart paper, explain that one group has the task of presenting a “picture” of the factors that lead to success, and the other has the task of presenting a “picture” of the route to failure. Emphasise that their presentation should be in picture form, using words only if necessary. They should indicate, however they want, the extent to which an individual has control over the various factors. Add that where there may be different factors according to cultural or gender differences, all should be included and explained in feedback at the end. Give the groups 30 minutes to prepare their “pictures”.

When the “pictures” are complete, ask each group, in turn, to present their picture, explain it as necessary and respond to questions from the other group(s). Ensure that each group states which factors are within individual control and identifies which factors differed according to different cultural experiences.

Finally, ask each participant to identify a factor which they personally had not previously thought of or known about. Conclude by highlighting that the European Commission has a strategy of giving young people with less opportunity priority access to activities within the European YOUTH Programme, a policy it calls “youth inclusion”.

Methodology: Individual reflection, small group discussion, pictorial presentation, verbal presentation, question and answers.

Learning outcomes:

1. Increased awareness of factors leading to social disadvantage.

2. Increased knowledge of cultural experience.

3. Improved presentation skills.

4. Improved inter-cultural communication skills.

Time estimate: Between 70 and 90 minutes, according to group size.

Resources required: Sufficient space for the given number of groups to work without disturbing one another, flip-chart pad, display space.

Comments: This activity requires simple interpreting assistance. The activity can be connected to the “Opportunity” activity, which looks more closely at the factors that are seen to discourage access to European YOUTH Programme participation.

1 Intercultural learning

1.3 Pretty Baby

Target group: Anyone. Group size: between 8 and 16.

Aim: To enable participants to share and learn about the cultural identity of themselves and others.

Objectives: To encourage participants to define themselves culturally.

To enable participants to learn about the cultural identity of other participants.

To encourage inter-cultural communication.

To introduce the question of European citizenship.

Activity: In advance of this activity, ask all participants to bring a photo of themselves as a child (preferably under 5) and to prepare a 5-10 minute presentation on their personal, family and cultural identity. If the group is of mixed nationality, this can include national flags, language and food.

At the beginning of the activity, display all the photos (put a number beside each) and explain to participants that there is going to be a competition - guessing who the photos are - which baby photo matches which adult participant? Tell participants to consider throughout the activity who might be the “grown-up” version of each of the babies in the photos. The competition will take place at the end.

Ask each participant to make his or her presentation. Invite questions for each participant.

At the end of this, hand out a full list of participants’ names, and ask each person to identify which of the baby photos belongs to each participant (using the numbers beside them). Once everyone has completed this, ask participants to swap lists with a partner for marking purposes. Now ask them, one by one, to identify their baby selves, and give some simple information, such as how old they were, where the photo was taken, by whom, etc.

Finally, ask each participant to say how they describe themselves in terms of their ethnicity (refer to the equal opportunities monitoring for the European Youth Programme), and the degree to which they regard themselves as being “European” or of European citizenship.

Methodology: Individual presentations, visual display, competition, group communication.

Learning outcomes:

1. Enhanced presentation skills.
2. Deeper knowledge and understanding about cultures and cultural issues.
3. Enhanced intercultural communication skills.
4. Reflection on personal identity and European citizenship.

Time estimate: Between 60 and 120 minutes.

Resources required: Photos; display space, sufficient space for presentations, participants' lists.

Comments: Some participants will describe a cultural identity which draws on more than one cultural background. Ensure that there is scope and encouragement to do this. Where possible, participants could be supported in providing some information in more than one language. The photo competition could be organised to run throughout an event, with the judging on the final day, perhaps with a prize.

1.4 Personal Learning

Target group: Young people alone or with adult leaders. Group size: minimum 6, maximum 16.

Aim: To enable young people to define for themselves potential learning from an international exchange/training experience.

Objectives: To enable young people to identify the different components of an international exchange/ training programme.

To enable young people to identify the different kinds of learning which are possible from an international exchange/training experience.

To encourage young people to make appropriate preparations in order to maximise learning.

Activity: Provide each participant with the programme(s) of a previous youth exchange. Split the group into smaller groups (of 3 or 4), and ask each group to consider and list all the things they think went into planning, organising and delivering this programme. Prompt them with some examples: how were the partner group found, were the tickets for the "London Eye" visit booked in advance, how were the meals prepared, etc.?

After 20 minutes, ask each group to report back. Make a generic list of all the points that are identified; for example, finding accommodation, organising events, catering, etc. Then, if necessary, ask open questions to expand this list; for example, how did the two groups communicate, how was everything paid for, who provided the medical treatment etc?

A list might look like this:

a) publicity

b) accommodation

c) fund-raising

d) applications and form-filling

e) catering

f) food shopping

g) arranging events and visits

h) journey-planning

i) communicating in foreign language – writing

j) communicating in foreign language – speaking and listening

k) organising workshops

Now ask the group, individually, to put the list of things into 5 different categories:

- A - those they have done before and could easily do alone
- B - those they have done before and could do again but only with support
- C - those they have not done before but believe they could do with some support
- D - those they would find difficult to do
- E -those they would find impossible to do

After 10 minutes, ask people to feed back, in turn, giving one example from each category, explaining why they have reached that decision.

Now, working in the same small groups, ask participants to identify what they would learn (or need to learn) in achieving those things they have listed in categories B, C & D. Have each group make a list. Allow about 20 minutes for this.

Display the lists around the room and ask participants to circulate and read the lists of other groups.

Finally allow space for questions and then refer everyone to those sections of the Application Form where learning outcomes have to be described.

Methodology: Individual reflection, small group discussion, full group presentation.

Learning outcomes:

1. Familiarisation with content of exchange/training programme.
2. Identification of the planning and organisational components of a programme.
3. Identification of the competence and knowledge required to deliver a programme.
4. Identification of the personal learning achieved in delivering a programme.

Time estimate: About 80 minutes.

Resources required: Space for several small groups to work without disturbing one another, flip-chart paper, display space, copies of extracted sections of Application Form.

Comments: This activity can be used as an incentive to undertake the Personal Record of Achievement. It could also be extended to have participants identify what they needed to learn and organise a learning plan.

2 Increasing participation of young people

2.1 Self-portrait

Target group: Anyone. Group size: minimum 10, maximum 15.

Aim: To enable participants to share biographical information in an informal way.

Objectives: To enable participants to identify something specific they would like to know about others in the group.

To enable participants to describe themselves through visuals (i.e. non-verbally).

To encourage verbal communication between participants.

Activity: Give each participant a sheet of flip-chart paper and ask them to write, at the top of the sheet, the name by which they want to be known in the group, and to draw a picture of themselves in the centre of the sheet, leaving sufficient space around it to write simple comments. The picture can be as humorous, serious, realistic, stick-portrait, whatever they wish.

When everyone has completed this task, ask each participant to think of one question they would like to ask of their peers; e.g. "what music do you like?", "what star sign are you?", "what kind of school/college do you attend?", etc.

Now, ask the group to circulate and, one by one, ask their question of each member of the group. Each time someone is asked a question, they must write their response on their sheet of paper; "I like House and RnB music", "I'm scorpio", "I'm at a Catholic Girls School". Continue until everyone has asked everyone else their question. In this way, each participant gradually builds up a profile of themself.

Finally, ask each participant, in turn, to display their sheet and using the picture and written information, describe themselves.

Methodology: Individual reflection, pictorial (non-verbal) communication, market-place atmosphere, one-to-one communication, personal presentation (full group).

Learning outcomes:

1. Presentation confidence building.
2. Adjustment of spoken (and body) language so as to communicate effectively.
3. Identification of shared interests.

Time estimate: About 60 – 80 minutes.

Resources required: Large room, flip-chart pad, display space.

Comments: This activity works best early on in the training process, after initial introductions have been made.

A variation is to have the group go into pairs after the "market-place" phase of the activity and to discuss the individual profiles in pairs. Each participant can then present their partner.

DQ

2.3 What's in it for me?

Target group: Adult leaders and young people together. Group size: minimum 10, maximum 16.

Aim: To enable target group, particularly young people, to understand the different expectations of the various parties contributing to a youth exchange, so as to play a fuller part in the planning, organisation and financing of the exchange.

Objectives: To encourage young people to express their wants and expectations in respect of international youth exchange.

To enable young people to compare their wants and expectations with the needs and requirements of organisers, funders and other parties, so as to shape their exchange accordingly.

To enable adult leaders to ascertain the wants and needs of young people and balance these against the criteria of international youth exchange.

To enable adult leaders and young people to begin to establish agreed purposes, scope and limitations of international youth activities.

Activity: Divide the full group into three smaller groups, with young people in one group, A, and adult leaders split between two groups, B, with a minimum of two people, and C, with a minimum of four.

Ask group A to spend 5 minutes individually, and then 15 minutes as a group, listing as many things as possible that they would want, personally as young people, from a youth exchange. Ideas should be arranged in order of importance.

Ask group B, as adult leaders, to spend 20 minutes identifying what they would want young people to experience and achieve as a result of a youth exchange.

Ask group C to assume the role of funders, sponsors and other interested parties, with each person taking on a specific role. For example, a young person takes on the role of a Connect Youth officer, an LEA officer or a senior officer of a national youth organisation, a trustee of a local charity or rotary club, a local Councillor, someone from a local business etc. Then ask them to spend 5 minutes, individually, and 15 minutes collectively, producing a list of requirements and conditions under which they would consider giving a grant, sponsorship or support in kind.

Have the three groups come together as a full group and ask each of the groups, in turn, to present their lists. Do not allow discussion, except where clarification is needed.

Now ask people to go into their separate groups again. Each group should spend 10 minutes considering the lists of the other two groups, and identify two points or issues from each of those lists they are positive about and two with which they have concerns.

Finally, have everyone come back into the full group, and ask for feedback from each group, allowing discussion of points to be raised as appropriate.

Conclude by asking how participants now understand the different interests at play and how this will make organising an international youth exchange easier.

DQ

Methodology: Individual reflection, one-to-one communication, personal presentation (full group), questions and answers.

Learning outcomes:

1. Participation and expertise in programme planning and development.
2. Familiarisation with the application and reporting process.
3. Improved presentation skills.

Time estimate: 40 – 50 minutes.

Resources required: Space for group to work in pairs, flip-chart paper, copies of Application and Report Form extracts.

Comments: This activity could be used to begin the whole process of programme planning and organisation.

2.4 Opportunity

Target group: Young people alone or with adults. Ideal group size to permit appropriate full group discussion.

Aim: To enable young people to identify those factors which might prevent themselves or their peers becoming involved in international exchange or training, in order to facilitate their access and participation.

Objectives: To encourage young people to reflect on individual social and cultural circumstances that present barriers to international experience.

To enable young people to identify those factors, which they believe inhibit their own personal involvement in international activity.

Activity: In a full group ask everyone to give examples of what they think it would take, for their age-group, to get involved in international activity (prompt if necessary - e.g. “well does it take money?”, “what if you had a baby?” etc). Write up a list, on a flip chart, of the ideas the group comes up with. Keep this quick and brief, not too comprehensive.

Now divide the group into pairs and ask each pair to do the opposite and come up with a list of those factors which would act as a barrier to involvement in international activity: tell them to refer back to the flip-chart list and to think about their own personal circumstances, as well as their friends’.

After 15 minutes, ask each pair to feed-back, and write up a second list including all their points. Encourage questions and answers to challenge and clarify.

Now hand out a copy of the “Participant Profile” section of the Youth Exchange Report, which contains the following list of “social difficulties” people might experience.

Being a single parent	Minority mother tongue
Belonging to an ethnic minority	Physical disability
Deprived inner-city situation	Problems with substance abuse
Extreme learning difficulty	Unemployed
Homeless	Other
In care	
Isolated rural situation	
Member of a single-parent family	
Mental disability	

Compare this list with the group’s list and discuss any new points.

Now ask the group if they feel any of these circumstances apply to them individually.

Finally, encourage a short discussion with the group as to whether they feel these reasons should be grounds for priority access to the European Youth Programme and why. Refer back, if necessary, to the group’s first list of examples of what it took to get involved in international activity.

DQ

Methodology: Brainstorm, work in pairs, group discussion.

Learning outcomes:

1. Improved social analytical skills.

2. Increased advocacy skills.

Time estimate: Between 50 and 60 minutes.

Resources required: Flip-chart pad, sufficient space for several pairs to work without disturbing one another, display space, copies of “Participant Profile”.

Comments: The underpinning principle to this activity is that society does work in ways that put many young people at a disadvantage and that a strategy which attempts to correct this is both right and necessary. The facilitation of the activity should be sensitive to this principle and work to avoid stigmatising young people.

This activity can be connected to the “Success & Failure” activity.

2.5 Increasing participation of young people

2.5 A day in the life of…

Target group: Young people alone or with adult leaders. Group size: minimum 6, maximum 15.

Aim: To enable young people to define those issues that an international experience should address in order to maximise its benefit to them as individuals.

Objectives: To maximise the participation of young people in the process of planning international exchange/training.

Activity: Assign each group member one of the following (don't worry about duplication as long as all the areas are covered): leisure activity, learning activity, accommodation and food, transport, local & media promotion, culture and identity.

Then ask each person, individually, to imagine one day during the hosting leg of an exchange and think of how their given component would fit into that day: have them identify this clearly in detail – what does it consist of and how does it fit in? Help the group, if necessary, with open questions, such as, "what do you do with your leisure time?", "how would you publicise the visit with your friends and community?" etc. (An example of the final list might be: leisure activity – going bowling; learning activity – how the law affects young people; accommodation and food – staying in a local residential centre, self-catering breakfast, packed lunch and dinner at a Chinese restaurant; transport – travel cards for local travel – minibus for longer journeys; local & media promotion – Mayor's reception – slot on FM Radio station; culture and identity – discussion about how people view mixed-race relationships) Allow 5-10 minutes for this activity.

Now ask the group to work in pairs – with each person coming from a different group. Starting with the component that one partner in the pair was given, ask the pair to discuss what would make that component work for them, individually, and list those things. Then ask the pair to do the same with the other partner's component. (For example: in pair A, Steve's component was local & media promotion and he had selected the Mayor's reception and a slot on FM Radio - together, they agree that they want the Mayor to come with all the regalia and make a short speech to their youth club and that it would be great if they could visit FM Radio and be interviewed on air; Yasmin's component was learning activity and she had selected how the law affects young people – together they decide they want to know at what age young people are legally allowed to do certain things in the partner country.) Assistance is likely to be needed with identifying what would make the component "work" for them. (The facilitator should focus "Culture and Identity" on what would make the young person feel comfortable and involved, given their own culture and identity.)

After 15-20 minutes bring the group back together for each pair to feed back, in turn. Encourage questions for clarification and discussion.

Finally, in the full group, ask participants to put all the components into a timetable of one or two day's duration (as necessary to include everything). Get them to consider the balance and cohesion of the timetable.

Refer the group to those parts of the Application and Report Form (publicity, planning, programme, impact on local community, etc.) that apply to this session and give them copies.

Methodology: Individual reflection, small group discussion, full group discussion, role-play.

Learning outcomes:

1. Awareness of how personal wants and needs fit with the more global expectations and requirements.

2. Clearer understanding of difference between youth exchange and other types of international experience.

3. Familiarisation with the thinking and vocabulary of international youth exchange projects.

4. Improved presentation and advocacy skills.

Time Estimate: Between 60 and 80 minutes, depending on extent of final discussion.

Resources required: Space for three groups to work without disturbing one another, flip chart paper, display space.

Comments: In some situations, it might be helpful to put some flesh on the idea of the international youth exchange by identifying a theme. This activity can obviously be varied in a number of ways. Roles could be reversed, with young people playing the role of funders and leaders, and adult leaders that of young people, leading to discussion about understanding, co-operation and stereotyping between generations. Another variation could have each of the groups "justifying" their lists or looking at how points could be presented in ways, which accommodated the different viewpoints. The activity could also be undertaken between partner groups during the course of an exchange (with interpreting support) to gain a better understanding of the different social contexts in which groups operate.

2.6 No Logo?

Target group: Young people alone or with adults. Group size: minimum 6, maximum 16.

Aim: To enable participants to identify the importance of publicity and develop their use of it.

Objectives: To enable participants to recognise the various benefits of publicity and promotion to international exchange/training work.

To enable participants to develop their understanding of the work of promotion and to produce simulated publicity material.

Activity: Ask the group to brainstorm reasons that publicity and promotion could benefit an international exchange/training event. If the group is stuck, use prompts to assist participants; e.g. who would you let know about the event, why, where? Reasons might include: let local people know, because funders want publicity, to get more money, to promote Europe, let other young people know, to publicise the theme of the event, to publicise workshops, etc.

Now, divide the group into threes and fours, and ask each group to prepare a list of ideas as to how each of the identified reasons can be made concrete – what kind of publicity/promotion would be effective? For example, an FM radio station may be the best way of letting young people know, an article in the local free press would reach the local community, etc. Give them about 20 minutes to do this.

Bring the full group together and ask each group to feed back its ideas. Make sure the ideas are sufficiently clear.

Now, have each group select one of the ideas (avoid duplication) and ask them to develop it: what would they have to do, step by step? Ask them to provide a sample of the publicity/promotional material, as appropriate e.g. an outline press release, the content of a radio slot, an example of a sponsorship logo, what a CD would contain, etc. Allow between 20 and 30 minutes for this.

Finally, have the groups present their ideas and material in the full group.

Methodology: Brainstorm, simulation, small group discussion, full group presentation.

Learning outcomes:

1. Increased knowledge of the international exchange/training process.
2. Increased competence in advocacy.
3. Increased competence in the production of publicity and promotional materials.

Time estimate: Between 90 and 120 minutes.

Resources required: Space for several small groups to work without disturbing one another, flip-chart paper, display space.

Comments: This activity could be further developed by using appropriate equipment for simulated publicity materials, such as computers, recording facilities, etc.

Organising Multi-laterals

Tri and Multi-lateral Activities

Developed by Detta Regan
April 2002

Activities involving partner groups from three or more countries have a number of extra considerations, risks and benefits. This section introduces and number of these and builds on the principles developed in the previous sections.

A short training module is proposed as one example of these issues could be tackled. There is some discussion about whether multi-lateral activities should be attempted as a first international activity. The risks are certainly more complex and the communication requirements are greater. However, those with other experience of multi-faceted projects will bring relevant skills to bear. It is of course down to each project or organisation to decide if those involved have the necessary competence.

The training materials presented here assume a level of experience appropriate to the level of responsibility of running multi-lateral activities with young people. Indeed, the debate exercise is used to highlight some of the issues which change between bi- and multi-lateral activities in European work with young people.

Tool-kit for multi-lateral youth exchanges

Programme:

1400 Introduce self and group, name, organization and country (see exercises described in previous sections of this portfolio)

1410 What are multi-lateral exchanges? (Use the PowerPoint presentation included on the CD ROM with this portfolio). (Appendix 1)

1430 Technical Questions (using the User's Guide)

1500 Debate, split into groups and debate benefits of multi-lateral v bi-lateral, prepare debate (Appendix 2)

1520 The Debate (Appendix 2)

1530 Identify the problems in groups (Appendix 3)

1545 Feedback

1600 Finding and working with partners (Appendix 4)

1615 Expert groups

1645 Feedback

1700 Finish

Debate on multi-lateral and bi-lateral youth exchanges

Target group: Youth workers with appropriate knowledge and experience to organise multi-lateral youth exchanges

Aim: To debate pros and cons of multi-lateral vs. bi-lateral exchanges

Objectives:

- To enable participants to discuss their experiences of bi and multi-lateral exchanges
- To enable participants to rethink the benefits of multi-lateral projects

Activity: The exercise is a debate on the benefits of multi-lateral exchanges vs bi-lateral

Split the group into smaller groups of about 6 people, one group think of the benefits of Multilateral exchanges, the second group think of the benefits of bilateral exchanges. Play a role even if they believe the opposite.
Time 20 minutes

Ask both groups to feed back, write the results on a flipchart.

Open up the discussion to include both groups and let them state their case to each other.
Time 15minutes

Some negative aspects about multi-lateral projects will be spoken about, record these on the flip chart. Feed them back to the group questioning the pro mulyis group how the would overcome these problems, these will also be dealt with in the Expert groups exercise.

Emphasise the importance of preparation, working with the partner groups, the use of the feasibility and advanced planning visits and involving young people throughout the whole process.

Learning outcomes:

- Participants will appreciate the value and complexities of multi-lateral exchanges
- Begin to work out strategies to overcome the problems
- Appreciate the value of the APV

Resources required: Flip chart and pens

Things to watch on Multi-Lateral Exchanges

1. It is useful to organise a feasibility meeting to discuss and organise:

- Where it will be held
- Working equally and democratically
- Planning the project
- Planning the programme
- Writing the whole application
- Understanding each other's organisation
- Health & Safety/insurance aspects
- Who will submit the application – coordinating body
- Fundraising between all partners

   Feasibility Visit Action 5 – Application to Regional Connect Youth Committee
   2/3 days x £30 x max 2 people from each partner country

2. Use Advanced Planning visit effectively – See APV Guidelines.

   Ensure the same person attends the APV and leads the exchange.

   Think about – What happens if one partner does not attend.

3. Ensure all the partners work together throughout the process - there is a tendency for the coordinating body submitting the application to have to take on fundraising, organisation, etc.

4. Submit accurate travel details for the application. Underspends will be returned to Connect Youth or European Commission (Euromed project). Overspends cannot be paid in retrospect.

5. Ask for help from your regional representative in completing the application forms.

6. Ensure your partnership agreements are signed correctly and submitted with the application.

7. Encourage communication between young people.

8. Keep in regular contact with your partner organisations.

9. Ensure there is a system for shared equal responsibility during exchange with very partner taking on areas of work.

10. If there is a shortfall of money, how will you raise the deficit between all partners?

Check list for Advance Planning Visit on Multi-lateral Youth Exchanges

Planning APV

- ☐ Choose one working language
- ☐ Communicate by mail, fax, etc. (check best method)
- ☐ Formulate and circulate a provisional agenda for the APV
- ☐ Check visa requirements
- ☐ Ensure the APV participants will be the leaders who will accompany the group on the project
- ☐ Decide on what sanctions apply if one country does not attend the APV

During the APV

Start of the meeting

- ☐ Expectations of the project and each other
- ☐ Get to know each other
- ☐ Formal procedure-take it seriously
- ☐ Make decision how you should make decisions
- ☐ Agree who will take minutes
- ☐ Concise record of meeting and agreements reached, with deadlines sent to each participant after the meeting
- ☐ Set the agenda for the meeting

Issues to discuss

- ☐ How to work democratically throughout the whole project
- ☐ Rules for youth workers (before the exchange they should prepare material) Legal aspects, what age can you------?
- ☐ Health and safety issues
  alcohol; drugs; sex, gender issues; cultural considerations; off-site rules and regulations; safety issues in the programme; how to tackle problems; check insurance; contract agreed by young people. Ensure you all agree!
- ☐ How to handle conflict within the group
- ☐ Access to information - checking the level of information. Plan how to make it transparent
- ☐ Expectations, both personal expectations of the leaders but also organisations own and partners expectations
- ☐ Aims and objectives
- ☐ Target group, participant, sex, background, age, disadvantage, age balance
- ☐ Planning time scale
- ☐ Action plan with deadlines
- ☐ Evaluation and report

What shall we evaluate? For whom? How shall we do it? What do we need to do it? Who is responsible? Together with whom? When should it be ready?

- ☐ Personalities amongst the leaders, roles
- ☐ Participation and preparation of participants
- ☐ Responsibilities, delegate the work, who does what (use the SWOT analysis?)
- ☐ Open discussion about the cultural habits of the visiting country
- ☐ Security
- ☐ Legal requirements
- ☐ Programme, schedule details
- ☐ Working methods
- ☐ Translations – do you need them?
- ☐ Spare time activities
- ☐ Group leader; choose contact person (available) from each organisation
- ☐ Prepare a financial agreement all partners have to sign
- ☐ Formal contract
- ☐ Financial: Reimbursement, how, when, to whom, documentation

Practical things to discuss

- ☐ To get all information about hospitality arrangements, local medical facilities
- ☐ Accommodation
- ☐ Special Needs
- ☐ Food
- ☐ Money
- ☐ Travelling arrangement to the country
- ☐ Transport in the country
- ☐ Resources
- ☐ Surroundings and possibilities for excursions
- ☐ Technical utilities
- ☐ Information on country
- ☐ Standard of living
- ☐ Is everything organised (good)
- ☐ Meetings and deadlines and responsibility
- ☐ E-mail / fax / telephone facilities for during the project

After

☐ Fulfil all agreements reached

Some advice on your way

Keep in contact.

Send regular reports

Keep to deadlines

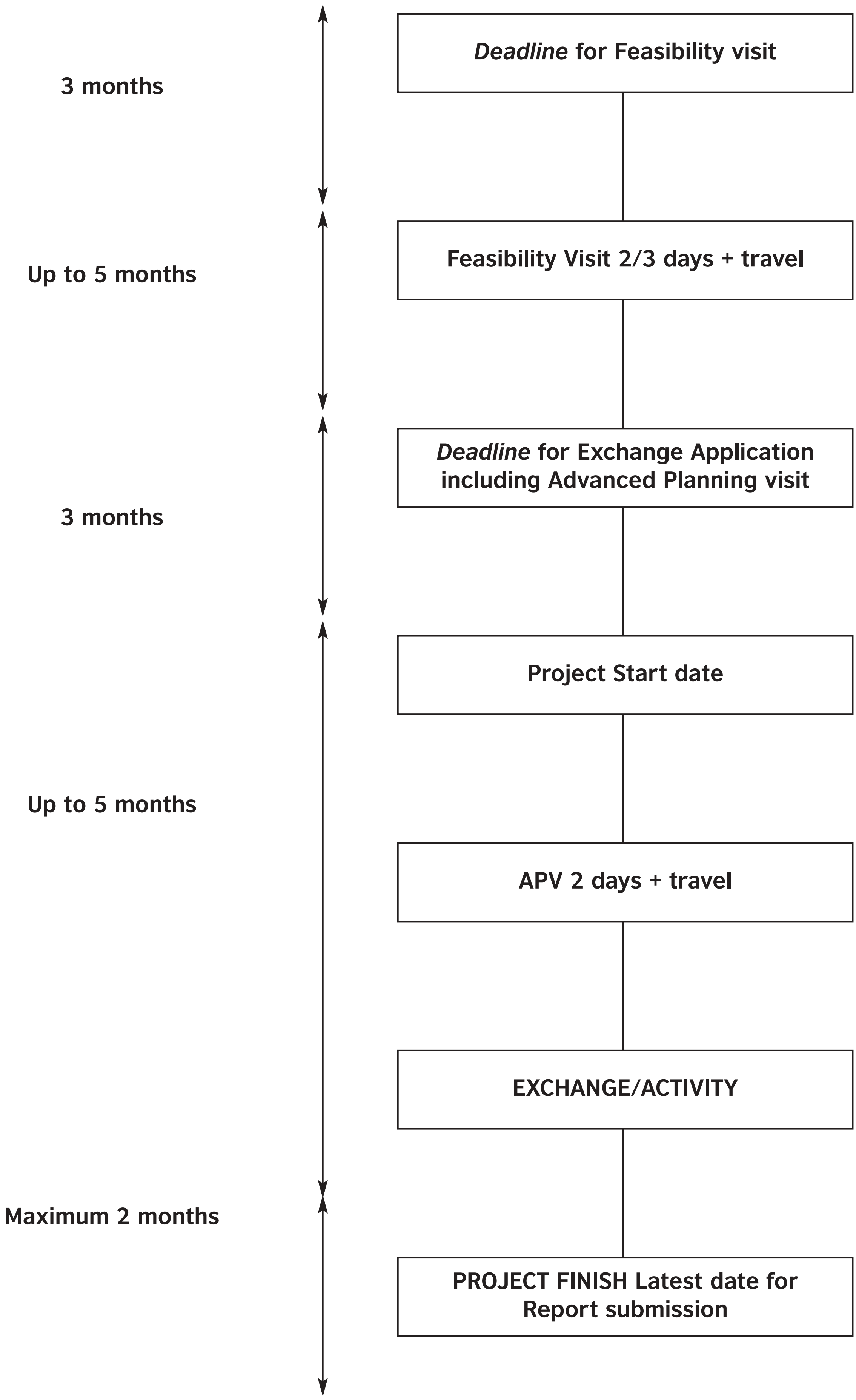
Respect the ability of the organisation

Ask for help if required!

Be tolerant

Work together – feel and own the project

PROJECT DATES AND ACTIVITY DATES



Expert groups

Aims and objectives

Aim: to provide an opportunity to learn the things we still do not know about project management

Objectives: to exchange experiences in the group

to search for the answers

to learn a working method

Time frame

Anything from one and a half hours

Materials and resources

Post-it sticky notes, paper and pens

Description

1. Formulate a problem, a question that you want to find solutions to.
2. Participants should sit in islands/groups of around 5-8 persons.
3. Ask participants to name their group.
4. Explain the method, the objective with the work.
5. Brainstorm in the groups around the question. Things they want to know about the subject, problems they have related to the question. Write on post-it paper, one problem on each paper.

Remember to remind about the rules when brainstorming:

1. Nobody is wrong.
2. All ideas are worth writing down.
3. Forbid the automatic no.
4. Look for the positive in the ideas.

6. Arrange the post-it paper in groups related to each other.
7. Ask participants to "vote". This is the question that is most important for me/the one I would like to have an answer on. They can for example have three marks and put maximum two on one group.
8. Time to formulate two good questions. Use the result from the vote you just did. A good question is not something you already have an answer to, it is more interesting to learn more. It is better to ask: "Five methods to get more girls into the organisation" than "Why do we have so few girls in the organisations?"
9. Time for the hunt. Choose two persons in the group – they are the "knowledge hunter". The people remaining are the experts.
10. The knowledge hunters take the questions and go the other group. Two knowledge hunters come to the experts. They ask the question and the experts answer. The knowledge hunter does not argue, they just ask for clarification if needed.
11. The knowledge hunters change groups again. And again. As many times needed.
12. The knowledge hunters go back to their ordinary group and report the answers in the group.
13. Find a way to present the answers to the other groups.

Comments

The method is created by Lena Börjesson, Metoda. Participants on both of the courses produced an amazing number of answers to their own questions.

ML

Health and Safety

Health and Safety in European Youth Activities

Developed by Detta Regan
April 2002

Health and safety is an essential part of the planning and implementing of any European youth activity. It is rapidly becoming a part of the culture of all UK youth and community work, but as with many other cultural differences, it is not always seen in the same light or given the same level of importance in other countries.

The following materials are presented to enable project leaders to assess and manage risk in a variety of situations. The materials are designed to be used by trainers and project leaders. Efforts should be made to work out health and safety policies together with partners, so that young people are safe throughout their experience.

The materials have a UK bias to them as they are designed for use primarily in the UK but trainers and leaders may wish to adapt them for use in working with partners.

The materials comprise the following:

- A PowerPoint presentation on Health and Safety on exchanges and voluntary service.
  Notes for each slide are included.

- A set of three OHP slides under the title of “What is risk and what do we do about it?”

- A set of notes on carrying out risk assessments.

- Example risk assessment forms – one with technical wording and one with more user-friendly wording.

- An exercise to consider a variety of scenarios and what should be done to assess and manage the risk in each of them.

- “What would the papers say?” exercise to consider the effects of incidents on the profile of the project.

- Three papers on the rights and responsibilities of organisations and individuals involved in long term volunteering activities

    - Host organisation

    - Sending organisation

    - Tutor/supervisor

What is risk?

The following pages can be used as an OHP slide to introduce the concept of risk management – the first part of which is risk assessment.

Reference should also be made to the relevant sections of the SALTO Project Management Course Report 2001 and the accompanying Handbook. More details about carrying risk assessments are provided in the handbook in particular and a checklist for Advance Planning Visits (APVs) is included in both the Handbook and the Course report. The checklist was developed by members of the training programme and includes some health and safety and other related issues.

What is risk?

RISK = Likelihood x Consequence

We can MANAGE risk by reducing the likelihood and the consequences of harmful events happening

ENSURE activity, managed by competent, experienced people whose judgement can be relied upon.

ENSURE young people are prepared to undertake an activity – appropriate to their physical/mental maturity

ENSURE management systems are in place to set boundaries of acceptability of risk, and control mechanisms through *risk assessments*

ENSURE all equipment used is fit for its purpose

ENSURE legal obligations are met

So what do we do about it?

- **Issue guidelines to effectively use advanced planning visits**
- **Multi-Lateral training courses on health & safety and risk assessment**
- **Evaluate past exchanges using the young people's and leaders' experiences**
- **Involve parents in exchange planning**
- **Ensure young people are involved in contract making**

Risk assessments

What are they?

In practice, the group leader or activity instructor usually carries out risk assessments. Assessments should be carried out well before the visit or activity and should be approved by whoever has the responsibility for approving the trip.

Risk assessments should not be complex, rather they should be as straightforward and to the point as possible, while covering the breadth of the visit or activity comprehensively. Undertaking a risk assessment does not require professional expertise, unless the activity is particularly risky and requires qualified instructors and training for participants before the activity takes place. It is essential that although risk assessments are based generally on common sense, the person making the assessment must be competent to do so.

Why do risk assessments?

Risk assessments are intended to ensure that every effort is taken to protect young people from harm by preventing accidents or reducing the risk of them happening and putting in place management systems to control risks or manage the consequences. Young people must not be placed in situations that expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained, then the visit or activity should not take place.

How do you do a risk assessment?

Risk assessments should be written up and available to all staff who need them in order to prepare themselves to manage a visit or activity. They should also from part of the background documentation and be stored in an accessible place back at HQ. Good practice in youth exchanges requires all leaders and the young people involved to take part in the risk assessment process, and therefore, share in the responsibility for managing both group and personal safety.

The usual format for risk assessment is the analysis of:

- The situation.
- The environment.
- The equipment levels, purpose and standards.
- The implications arising from the risks for all staff and participants.

The assessment of the level of risk involves an analysis of:

- The likelihood of it occurring.
- The potential seriousness of any injury.
- The actions necessary to reduce or remove the risk or to minimise the danger should an accident or incident occur.

The following factors should be taken into consideration when undertaking a risk assessment:

- The type of visit/activity and the level at which is being undertaken.
- The location, routes, modes of transport, sea or air journeys.
- The competence, experience and qualifications of your staff, of partners' staff and staff which any other commercial groups use.

- The ratios of staff to young people according to the activity and the context.
- The young people's age, competence, fitness, temperament, previous relevant experience, disability health factors and special needs.
- The quality and suitability of available equipment.
- Seasonal conditions, weather and time of day.
- Cultural or intercultural considerations or possible points of conflict with the locals.
- Emergency procedures both at local level and within the larger organisation back home.
- How to cope with disruptive or unwilling or unable young people.
- The need to monitor the risks throughout the visit or activity.
- The level of supervision required for example, close supervision or remote supervision.

What to record in a risk assessment

A typical risk assessment follows this format:

1. Identify the potential hazards.
2. Who is at risk from them.
3. What safety measures need to be in place to reduce the risks to an acceptable level.
4. Can the safety measures be put in place.
5. What steps need to be taken in an emergency.

First aid

First Aid should automatically form part of the risk assessment. The minimum provision for a visit should be:

- A suitably stocked First Aid kit.
- The likely injuries and appropriate kit to match.
- A person appointed to be in charge of First Aid arrangements.
- A person trained in basic First Aid, or more highly trained should the activity or remote location demand it.
- Local phrases necessary for an emergency.

The duty of care – loco parentis

When Youth and Community Workers or others are responsible for the care, custody and control of children (under 18 years) or others, they have a common law duty to take the same care that a reasonable, prudent and careful parent would take in the same circumstances.

Implementing the duty of care

In implementing this principle staff should:

- Try to think as a parent might think in similar circumstances.

- Consider whether they would be able to justify what is proposed to professional colleagues whose judgement they respect.
- Consider whether they would be able to justify what is proposed ultimately to a court of law.

If in doubt, staff should not go ahead with an activity until they have gained sufficient further information and advice to remove the doubt.

Risk assessment form

Identify the potential hazards
• • • • • • • • •
Identify who is at risk
• • • • • • • • •
Evaluate likelihood of the risk happening and its seriousness
• • • • • • • • •
What are the control measures you have to put in place?
• • • • • • • • •

Risk assessment form
User friendly

What could go wrong?
• • • • • • • • •
Who could this happen to?
• • • • • • • • •
Is it likely to happen, how serious could it be?
• • • • • • • • •
How can you prevent this happening?
• • • • • • • • •

Health and safety – how would *you* handle it?

Target audience: Organisers of youth exchanges & EVS projects

Participants of youth exchanges

Partner organisations

Aim: To raise awareness of health & safety and cultural risks

Time: 1hr 30 minutes

Can be flexible according to audience

Resources required: Prepared photos and slides on OHPs or PowerPoint

Real situations from youth exchanges and EVS

Method:

1. Split group into buzz groups of 4 or 5
2. Show photo and explain situation, be as graphic, dynamic and interesting as possible. Try and see the situation from a young persons perspective
3. Ask the questioning on slides facilitating discussion between groups on the topic
4. Use your own experiences

Hints and tips: Emphasise in every scenario

- Prepare and plan
- Know your partners rules and regulations
- Assess the risks and plan the control measures
- Use APV efficiently and effectively
- INVOLVE young people in risk assessments
- Ensure your partner knows your regulations
- Young People Contract and need to re-negotiate if necessary
- Mutual understanding and agreement, especially around alcohol and sex
- Your partner may have very different views on what is safe and acceptable

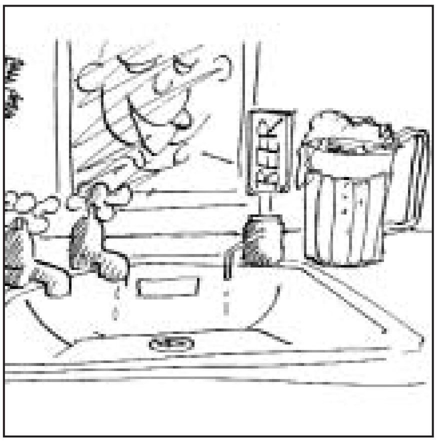
Learning outcomes:

- Awareness raised on situation which can and do arise
- Use of advanced planning visit
- Need for discussion and agreement on all topics with co-workers and partners organizations

The following sketches may be used in place of photos

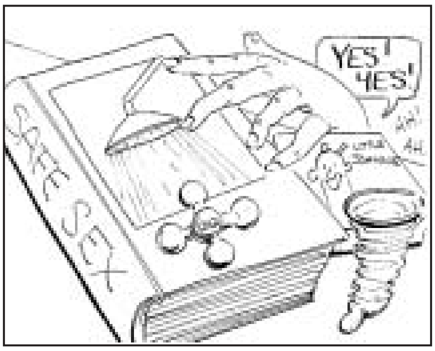
Host family stays

- Ensure you know the family situation
- Be prepared to move young people if necessary
- Prepare young people for the experience, ensure they are able to tell group leaders if there are problems
- Prepare families to be hosts
- Recommend two young people to one family
- Could be the best experience ever; could be a disaster - be prepared and involve young people!!



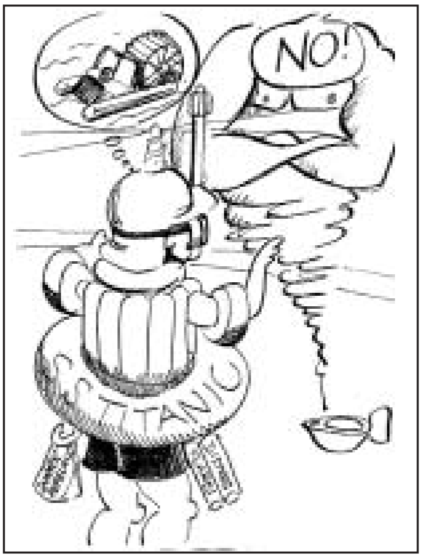
Alcohol

- Often a problem
- Prohibition - does it work?
- Do we abide by country laws
- Do partner groups agree with rules?
- Do leaders and young people agree with each?



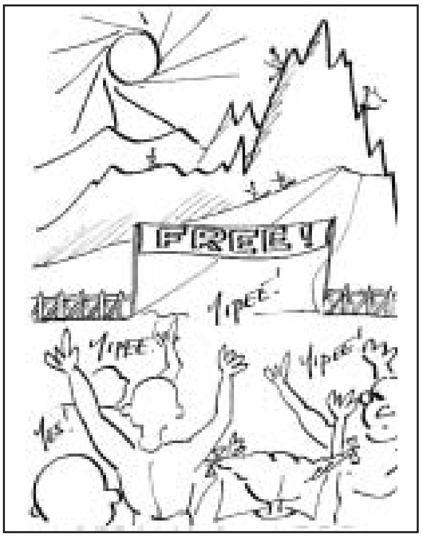
Sex, safe sex, no sex

- Consideration to religious, cultural, moral beliefs
- Do you advise on use of condoms?



Pedalos on Lake Garda

- The lake is beautiful
- The pedolos are available
- The young people want to use them
- Should they use them?



Skiing in Turkey

- The piste is safe
- The young people want to ski
- Ski hire is very cheap
- The sun is warm
- Most of the group can ski
- They are suitably dressed
- Should they ski??

What would the papers say? Incidents on international youth exchanges

Aim: To consider how the tabloid press could ‘headline some incidents on youth exchanges.

Target audience: Youth workers and young people, more suitable for those who have had some experience of youth exchanges

Resources required: Flipchart paper and pens

Old newspapers

Scissors

Glue

Time: One hour

Method:

1. Divide participants into groups of 5.
2. The task is to think of a scenario which you have experienced on your exchange.
3. Write a headline of this scenario for a tabloid newspaper.
4. Swap headline with another group.
5. Group to explain what they think really happened and the Health and safety implications of the incident.
6. Facilitate discussion on the headlines. Bring out the health and safety.
7. Original group give explanation, action taken and learning from the incident.
8. Ask whether there was any risk involved? Did the risk assessment take account of the potential risk? Were the control measures in place? Was there a plan in place to deal with unexpected incidents? Were emergency procedures necessary? Did they work? Was a prepared press release given to the press?

Learning outcomes: Consider implications of real incidents.

Participants learn from each others experiences.

Introduces need for prepared press release.

Rights and responsibilities of a host organisation

Introduction

The host organisation plays a very important role in ensuring that the volunteer enjoys a successful and safe EVS project. For this reason it must be fully aware of its responsibilities under EVS, as well as its rights. These rights and responsibilities may differ from one host organisation to another depending on whether a coordinating organisation has assumed some or all of the practical and administrative arrangements of a volunteer's project.

This document aims to add to existing materials, training and support available to host organisations. It should be distributed as widely as possible and could be attached to the User's Guide and to the tri-partite agreement. It complements the documents developed on the rights and responsibilities of volunteers and sending organisations.

Rights of a host organisation

NB. The HO's rights to funding may be limited, or may not exist if an agreement has ben reached between the host organisation and a coordinating organisation. This depends on the distribution of responsibilities (practical and administrative) between the two organisations. The rights below apply to a situation where a host organisation is participating independently.

General

The HO has a right to receive the amount allocated (fixed lump sum per month) for the volunteer's allowance.

The HO has a right to receive a contribution to the cost of the host activities (accommodation, food, mentoring, training, support, transport, counselling). This comes in the form of a lump sum, which varies according to the length of the project and according to the host country.

If the host organisation arranges the on-arrival training session for a minimum of five volunteers, a lump sum per volunteer per day is granted (up to five days).

Prior to the departure of the volunteer

The HO has a right to information about the volunteer that may affect his/her EVS project.

During the EVS

The HO has a right to request the volunteer to respect its rules and regulations.

The HO has a right to request the termination of the volunteer's project if the volunteer's conduct has been inappropriate or dangerous. In such a situation, the relevant organisations and persons should be informed immediately.

Responsibilities of a host organisation

Prior to the departure of the volunteer

The HO should describe as accurately as possible, the profile of the organisation and the specific tasks of the volunteer in the Host Expression of Interest.

The HO should be open to questions from the National Agency, SOs and volunteers regarding the nature of its activities and the project planned for the volunteer.

The HO must sign the tripartite agreement.

The HO must use an open policy when recruiting volunteers, in line with the recruitment policy of the EVS. This is a policy of non-discrimination which allows all young people access to the EVS.

During the EVS

The HO must ensure that the volunteer receives on-arrival training, either from the National Agency or from the HO itself.

The HO must provide the volunteers with language courses, the intensity of which will depend on the volunteer's level of proficiency.

The HO should inform the volunteer of his/her rights and responsibilities.

The HO must provide the volunteer with free board and lodging.

The HO must assign the volunteer a tutor with whom s/he should have frequent contact throughout the duration of the EVS project.

The HO must allow the volunteers to attend the mid-term evaluation organised by the National Agency.

The HO shall provide the volunteer with pocket money on at least a monthly basis according to the country rates set by the European Commission.

The HO should give the volunteer two consecutive days off per week and an additional two days off per month of service. During this time the HO must provide the volunteer with pocket money, and free board and lodging.

The HO should not force the volunteer to participate in activities which are against his/her convictions.

After the EVS

The HO must complete a final report providing details of the activities and tasks carried out by the volunteer and about the overall evolution of the project, and then send it to the European Commission.

The HO should show its willingness to participate in the exchange of good practices and other kinds of training activities relating to the EVS.

Rights and responsibilities of a sending organisation

Introduction

The sending organisation plays a very important role in the successful development and implementation of an EVS project. Its input is crucial from the outset as it helps to prepare a volunteer for his/her experience and to facilitate the matchmaking of him/her to a suitable project, which reflect his/her expectations and personal profile.

This document aims to clarify the rights and responsibilities of a sending organisation and complements the documents developed on the rights and responsibilities of volunteers and host organisations.

General

The sending organisation has a right to a Community grant covering the volunteer's international travel to (before the beginning of the project) and from (once the project has ended) the host organisation (100% or actual costs with copies or ticket).

The sending organisation has a right to a lump sum contribution to its sending activity costs.

The sending organisation has a right to the reimbursement of all exceptional volunteer costs (such as medical attendance, additional preparation, etc.) associated with the sending of volunteers with less opportunities (actual costs with copies of receipts).

Prior to the departure of the volunteer

The SO can communicate to the host organisation any information that it deems necessary to ensure the well-being of the volunteer (for matchmaking purposes).

The SO can encourage the volunteer to actively participate in the arrangement of his/her project.

Responsibilities of a sending organisation

General

The SO must complete the grant application form and its status must be approved by the National Agency in the country where it is located.

The grant received by the sending organisation should only cover a percentage of the total sending costs, therefore the sending organisation must co-finance its EVS related activities.

Prior to departure of the volunteer

The SO must sign the tripartite agreement.

The SO should assist the volunteer to choose his/her project out of the whole list of approved projects appearing on the database.

The SO should try to find out about the volunteer's motivation to participate in the EVS as well as his/her background and interests. This will assist the matchmaking procedure.

The SO should take the necessary steps to find out whether the volunteer is suffering or has suffered from a physical or mental condition, which may affect his/her participation in the EVS.

The SO should inform the HO in a discrete and responsible manner, of any concerns it has about the volunteer's physical or mental condition, which may affect the volunteer's participation in the EVS.

The SO must ensure that the volunteer attends one of the regular pre-departure sessions organised by the National Agency.

The SO must organise a training session for the volunteer (s) which reflects the philosophy of the EVS. This includes intercultural, language and training for tasks.

If the SO sends non-EVS volunteers, part of its training must be specifically designed for EVS volunteers.

The SO should use ex-volunteers' experiences in the obligatory preparatory training sessions provided to the volunteers prior to departure.

The SO must cover the volunteer's reasonable travel expenses to (before the beginning of the project) and from (once the project has ended) the host organisation.

The SO must ensure that the volunteer is covered by the obligatory insurance (arranged by the sending organisation) from the insurer appointed by the European Commission for the duration of his/her project.

The SO should inform the volunteer about his/her rights and responsibilities.

During the EVS

The SO should provide the volunteer with on-going support throughout the duration of his/her project.

The SO should stay in regular contact with the volunteer.

In the event of a problem regarding the volunteer, the SO should support him/her and, if possible contribute to the solution of the problem.

After the EVS

The SO must complete a final report and send it to the European Commission.

It is the SO’s responsibility to support the volunteer after the completion of his/her project and to help him/her make the best out the EVS experience.

The SO should show its willingness to participate in the exchange of good practices and other kinds of training activities referring to the EVS programme.

Rights and responsibilities of the tutor

Introduction

The EVS volunteer will need adequate support throughout the duration of the project both from the sending and the host organisation. Regular communication must take place between host and sending organisation. For this, a tutor must be appointed in both organisations.

In the framework of the crisis management and the risk prevention action plan, the volunteer's tutor plays a very important role. The tutor must then be aware of what are their responsibilities and rights under EVS. It is necessary therefore to support the tutor providing some guidelines on how to improve their activities. It will then be useful to create a document of the rights and responsibilities of the tutor. Some National Agencies have already created documents regulating the role of the tutor at their National level.

Rights of the tutor

1. The tutor has the right of respect. The volunteer should respect the tutor and accept his/her role.

2. The tutor has the right of knowledge, of any information concerning the volunteer that could help their work.

Responsibilities of the tutor

1. The tutor should be responsible for the volunteer. The tutor is entitled to provide the volunteers with personal supervision in the host organisation.

2. The tutor should look after the volunteer's activities and make sure that s/he receives enough support. The tutor should review regularly undertaken activities with young people and advice host organisation where adjustment might be necessary.

3. The tutor should be aware of youth issues or at least have experience with young people.

4. The tutors should ensure that the organisation has the details of the young person's special educational or medical needs which will be necessary for them to carry out the tasks effectively.

5. The tutor should accompany the volunteer in administrative issues, in case the volunteer is facing any difficulty.

6. The tutor should be available 24 hours a day and able to act quickly in order to prevent any dangerous situation.

7. The tutor is entitled to accompany the volunteer to the hospital in case of accident or illness.

8. The tutor should have periodical meetings with the volunteer.

9. The tutor should counsel and help the volunteer. This fluent communication with the volunteer should avoid difficult problems.

10. The tutor should be able to detect things, which show the volunteer is feeling uncomfortable. This will mainly be possible if the tutor takes the time to meet with the volunteer and talk to him/her.

Training provided to the tutor

1. The National Agency and the Host Organisation should provide training to the tutor on how to approach young people:

    a. How to recognise problems.

    b. How to cope with problems.

    c. Training on how to recognize suicidal behaviours, drug and alcohol abuse and how to deal with them.

2. The tutor should attend all the meetings provided by the National Agency or host organisation.

In the case of crisis (what should the tutor do in case of crisis)

1. The tutor must know where to go in the event of crisis. The tutor should know where to go in the case he cannot personally solve the problem. Guide on rights, responsibilities and duties.

2. Contact the insurance company, in case the volunteer is not in a situation to do it him/herself.

4. The tutor should contact the parents of the volunteer and act as a contact between the host organisation and family in case of problems.

3. In case the tutor is personally involved in the crisis, the volunteer should be allocated another person to whom s/he can run.

4. An independent monitoring and evaluation process of the volunteer should be organised so that the volunteer has someone to talk in the event s/he is mistreated.

Checklist and Proformas

Introduction to checklists and pro-formas

The checklists and pro-formas have been produced by practitioners with many years experience in running international activities with young people. Consider using these resources for training purposes in the following ways:

- Ask participants to produce their own forms and lists and then compare them with the ones here. Each time you do this you can add elements and develop the originals.
- Give participants, in small groups, scenarios where checklists or forms might be used. Ask them to use these to draw up a list of forms and lists they think they would need to cover all eventualities. If anything is not included in the materials below then get the group to produce it.
- For each of the forms and lists get the group to come up with ideas for when they might be used. Ask them to discuss if the format is the most appropriate and what guidelines for their use might need to be designed.

  E.g. How many copies – who should have them.
- Get the group to consider the issue of confidentiality in relation to the forms. Get them to develop a privacy policy and write a 'form of words' to be included on the forms.
- Get the group to consider the forms in the context of trips they are planning or have recently been on. Is there anything they would have added or omitted?

Checklists and pro-formas

Developed by Callum Farquhar
April 2002

The following section includes a range of checklists and pro-formas for use in international activities with young people. They are:

1. Leaders' checklists for hosting and travelling abroad
2. Participants' consent forms for those aged under 18
3. Next of kin forms for everyone including all leaders over 18
4. Safety for exchange participants guidelines
5. Home contact Information
6. Sample summary sheet (in Excel)
7. Sample kit list
8. Sample technical information Sheet
9. Minibus checklist

Trainers may find them useful if adapted for training events – especially international training events. As a training exercise participants should be encouraged to critique and develop the checklists and pro-formas.

Hosting in the UK – leaders' checklist

Documentation

- Copies of consent/next of kin forms for all your own group to participate in the programme.
- Ensure that you have minibus permits if using minibuses for transport, locally.
- Ensure that adequate risk assessments have been carried out for all aspects of the programme.

Residential centre (If appropriate)

- Ensure that Fire Safety notices and any major Health & Safety issues are translated for partner group(s).
- Ensure security for passports and other valuables.
- If doing adventurous activities ensure that any rules that must be observed by your partner group(s) are known and taken on board by staff.
- Ensure that a suitable home contact has been arranged and briefed.

Home stays (If appropriate)

- Ensure that all over 18 year olds in the households have been suitably vetted for child protection.
- Ensure that host families understand child protection issues and have been given copies of "Safety on Exchanges".
- Ensure that families know what meals/packed lunches should be provided and if there are any cultural issues to be aware of with partner group(s).

Confirmation required from partner group before they arrive

- Check that partner group(s) has/have copies of consent/next of kin forms for all their group.
- Check that partner group(s) has/have travel insurance and E111 forms for all their group.
- Obtain details in advance of any special medical/dietary needs of partner group(s).
- Give partner group(s) suitable contact telephone numbers/e-mail addresses (not just 9-5).
- Obtain details in advance of any adventurous activity rules that apply to the partner group(s).
- Forward details of your organisation's child protection policy so that partner group(s) know your rules and procedures.
- If using your partner's coach whilst in the UK, ensure that you have obtained an International Passenger Transport Authorisation.

Going abroad – checklist

Documentation

- Group Leader has consent/next of kin forms for all participants and leaders.
- Group Leader has copies of all passports and E111's.
- Home contact has all relevant documentation.
- Group leader has the Insurance Policy and details of its Emergency Assistance Service.
- Group leader has all relevant documentation required for method of travel being used.
- A code of conduct has been agreed and signed by leaders, participants and if appropriate, parents.
- Group Leader has sufficient funds to deal with any unforeseen emergency.
- Group leader has ensured that all Local Authority/Voluntary Organisation internal rules and regulations have been adhered to.
- Group leader has ensured that all parents/guardians have the technical information sheet, copies of the travel insurance policy and know the procedures for contacting the group in emergency/non-emergency situations.
- Group leader has extra copies of group summary sheet to give to airlines/ferry operators, etc.

Liaison with partner group

- Planning visit has been arranged if necessary to check arrangements.
- Any special dietary/medical needs of your group have been communicated to the partner group.
- Any activities on the agreed programme with specific rules and regulations in the UK have been highlighted and the requirements of your group have been clearly explained.
- All activities have been risk assessed and if necessary checked with your insurers.
- If you are to be using your (UK) transport then the necessary international passenger transport authorisation has been obtained.
- Your Child Protection Policy has been communicated to your partner group along with a copy of "Safety on Exchanges", particularly if home stays are being arranged by your partner group.
- All rules and regulations relating to young people in the country you are to visit are known.

Exchange visit with ..... from ..... to ......

Participant's consent form

Personal details

First Name: ____________________ Surname: ____________________

Address: ____________________

____

____

____________________ Postcode: ____________________

Tel: ____________________

Date of birth: ____________________

E-Mail: ____________________

Religion: ____________________

Passport no: ____________________

B Medical details:

Doctor's Name & Address: ____________________

Date of last tetanus immunisation: ____________________

Nat. Health no: ____________________

Details of any condition requiring regular medication: ____________________

Details of any known allergies or sensitivities:
eg penicillin, nuts, eggs, cheese, dog hair, etc. ____________________

C Parent/guardian's contact details for during event:

Daytime contact telephone number ______________________________

(If no-one will be at home address) ______________________________

Alternative contact telephone: ______________________________

(For example a mobile phone) ______________________________

Holiday address & phone number: ______________________________

If away from home during event) ______________________________

D Parental/guardian permission:

I hereby give permission for my son/daughter/ward to participate in the activities on offer.

Should he/she come into contact with any infectious disease within three weeks of the exchange I shall inform the leaders. I shall inform you of any medicine or diet to be taken during the exchange visit and ensure that an extra supply of medication (eg inhaler) is brought, as appropriate. In the event of any accident/illness requiring hospital treatment I authorise the leaders to sign on my behalf any documentation required by the hospital authorities, if I cannot be contacted myself by telephone. I confirm the above details to be correct, to the best of my knowledge.

I confirm that I have no objection to the information given on this form being held on computer and that I have no objection to photographs of my son/daughter/ward being used for publicity purposes.

Signature of parent/guardian: ______________________________

Exchange visit with .... from .... to ....

Next of kin form

A Personal details

First name: ____________________ Surname: ____________________

Address: ____

____

____

____________________ Postcode: ____________________

Tel: ____

Date of birth: ____

E-mail: ____

Religion: ____

Passport no: ____

B Medical details:

Doctor's name & address: ____

Date of last tetanus immunisation: ____

Nat. Health no: ____

Details of any condition requiring regular medication: ____

Details of any known allergies or sensitivities:
eg penicillin, nuts, eggs, cheese, dog hair, etc. ____

C Parent/guardian's contact details for during event:

Name of next of kin ______________________________

Home phone number ______________________________

Home address ______________________________

____

____

____

Daytime contact telephone number ______________________________

(If no-one will be at home address) ______________________________

Alternative contact telephone: ______________________________

For example a mobile phone) ______________________________

Holiday address & phone number: ______________________________

(If away from home during event) ______________________________

D Permission:

I understand and accept that some activities are hazardous and that occasionally accidents of varying severity can occur. Should I come into contact with any infectious disease within three weeks of the exchange I shall inform the leaders. I shall inform the leaders of any medicine or diet to be taken during the exchange and ensure that an extra supply of medication (eg inhaler) is brought, as appropriate. In the event of any accident/illness requiring hospital treatment I authorise the leaders to sign on my behalf any form of consent required by the hospital authorities and confirm the above details to be correct, to the best of my knowledge.

I confirm that I have no objection to the information given on this form being held on computer and that I have no objection to photographs of me being used for publicity purposes.

Signature of parent/guardian: ______________________________

Safety for exchange participants

The exchange should be safe and enjoyable for everyone, but it is not possible to guarantee the behaviour of other individuals. Consequently, it is essential that each person protects themselves in order to maximise their own safety. These guidelines are designed to help you to have a happy and successful experience.

Follow the rules at all times – they are there to help protect you from harm. Be ready for different cultures which could mean very different expectations and standards of behaviour. What is normal and acceptable to you may be seen as rude, threatening or unkind to others and vice versa. For example, it many southern European countries it is normal for people to kiss on one or both cheeks when they meet, including men.

Your rights – you have the right to:

- Expect privacy.
- Be free from teasing, bullying, violence, suggestive remarks or pressure to engage in sexual activity.
- Say no to unwanted affection, touching or anything that makes you feel embarrassed, upset, hurt or lonely.
- Say no to an adult's inappropriate demands and requests.
- Refuse gifts.
- Withhold information that may put your safety at risk.
- Trust your instincts or feelings.
- Be rude or unhelpful, if the situation demands it.
- Run, scream or make a scene, if the situation demands.
- Physically fight off unwanted advances.
- Ask for help.

How to keep safe …

- **Do** avoid being on your own.
- **Do** trust your instincts about people you meet.
- **Do** tell someone responsible if you are going off on your own.
- **Do** avoid potentially unsafe areas, such as backstreets, bars, clubs.
- **Do** carry some money for a taxi (but not too much).
- **Don't** agree to meet someone you don't know.
- **Don't** accept lifts or invitations from someone you don't know.
- **Don't** resist a mugging – just hand over whatever you have.

What to do if you feel threatened…

- Be firm and tell the person to stop.
- Avoid letting the person see that you are upset.
- Make a lot of noise to attract attention.
- Get away from the situation quickly and go to the nearest public place.

- Tell an adult you trust about what has happened as soon as possible.
- Keep a note of the time, place, date, what happened, how you felt about it, and the name of anyone who might have seen what happened.
- Find out if the same thing has happened to any of your friends; encourage them to tell someone, too.

Home contact information

In every exchange it is essential to have a home contact. What does the role entail?

It requires a person with certain qualities:

- Someone not related to any member of the exchange group, young person or adult.
- Someone who is accessible during the day, at night and over weekends.
- Someone who is prepared to react quickly, sensibly, with discretion and without undue fuss to emergencies at home or abroad.

The home contact will have the following information:

- Copies of the consent forms and next of kin forms of all exchange members giving full details of names, dates of birth, passport numbers, contact addresses for next of kin whilst the group is away, and allergies & illnesses, etc.)
- Exchange group summary sheet giving all the relevant information in tabular form.
- The technical information sheet giving full details of the group's itinerary and contact addresses and phone numbers whilst they are abroad.
- A copy of the group's travel insurance policy and details of the emergency assistance service that goes with it.
- Details of others that may need to be contacted in the event of an emergency arising – for example your organisation/authority press officer; senior officers in your organisation/authority, etc.

The home contact should be ready to take whatever action is required, such as:

- Passing on bad news (or good news!) to parents and others.
- Contacting insurance companies, travel operators, banks or anyone else to solve a problem.
- Making arrangements for unscheduled travel, accommodation, money etc. (Probably in conjunction with the insurers' emergency assistance service).
- Dealing with the media, if necessary, in conjunction with your organisation/authority Press Officer.
- Passing on bad news from the UK (eg bereavements) to the group abroad and then making any necessary arrangements for an individual to return to the UK, if necessary.

The home contact may also be required to pass on information – either from families or from the exchange group abroad – of a non-urgent nature. It may, therefore, be sensible to arrange a schedule of telephone contacts with the group Leader. Frequently regular contact is by e-mail and by setting up a group distribution list beforehand the group leader or home contact can ensure that everyone is kept informed of the group's activities whilst abroad.

When any exchange group goes abroad, they will hopefully have a trouble free time, and usually that is the case. However from time to time problems arise and it is essential that the home contact is able, ready and willing to respond in the appropriate way. The key to this effective action is to have all the necessary information beforehand.

Youth exchange visit - summary sheet

ID Number	First Name	Surname	Address	Position	Tel no	Date of Birth	Age	Sex	Religion	Passport no

To enter passport numbers starting with a zero in Excel, first enter ‘a’.

Youth exchange suggested kit list

- Shirts/blouses, trousers/skirts
- Socks, underwear (about 8 pairs)
- Soap for clothes (travel-wash) (no white powder)
- Night wear
- Small rucksack for carrying on plane/coach
- Waterproof jacket
- Shorts, T-shirts, tracksuit trousers
- Wash kit & 2 towels, swimming stuff
- **Passport & original E111 Form**
- First aid kit & sewing kit
- Any pills/medicines (make sure leaders know)
- **Insect repellent (if required)**
- **Sun cream / sun hat / sun glasses**
- Travellers cheques or money or bankcard
- Bum bag for valuables
- Postcard address lists/labels
- Camera & film
- Stickers/cards with your name/address
- Walkman, batteries and tapes/CD's (optional)
- Playing cards or any other games
- Personal family photo album
- Home stay gifts (if doing home stay abroad)
- Snacks for journey out
- Sleeping bag (if required for any residential)
- Notepad & pens, phrase book
- Books/magazines to read on journey

Spectacles/watches:

If you wear spectacles/contact lenses it is advisable to take a spare pair with you or note of your prescription. Take a spare wind-up watch with you.

Small rucksack:

Your small rucksack is your flight bag, which should be packed with what you need on the journey and any irreplaceable items. Include, for example, full change of clothes; wash kit & towel; first aid kit, medicines, spare spectacles etc; family photo album; waterproof jacket; breakable/fragile items; books or games for journey; and all camera film. **Do not place film in main bag as some airport machines for main luggage are not film sensitive.** Remember that almost no metal objects can be carried on to planes. Scissors, knives and any other potential weapons are all banned.

Avoid rucksacks for your main luggage and use a holdall or suitcase as these do not jam airport conveyor belts to the same extent.

Bum-bag:

On you should be your passport & E111, travellers cheques and money (not all in the same place as each other!); phrase book; notepad & pens; and camera. A bum-bag is handy to carry stuff about during the exchange.

Pocket money:

£100 to £150 should be enough and it can be taken in travellers cheques or cash. Keep a note of the numbers separate to the travellers cheques. Another way to take your money is with a bank cashcard with the Cirrus symbol on it. There is a charge for each transaction so take out a few large amounts or share with others, each taking out once. Many of the leaders have credit cards so can cope with anyone that requires extra money in an emergency situation.

Family photo album:

It is often easier to start conversations where language is a problem by showing photos of your family, home town, hobbies, etc. You can stick postcards as well as photos in to show your local area.

Laundry:

Do not take with you articles of clothing that need special washing or cleaning as this may not be possible.

Able-labels:

You can get 1000 sticky labels for about £5. These make it much quicker/more reliable for giving out e-mail addresses, etc. **01604-810781.**

Labelling:

Use a permanent marker to discreetly write your name/initials on clothing that is likely to get mixed up. Or sew name labels on clothing.

Exchange visit with ....

Technical information

Date	depart	details
Sat 5th July	09.00	Leave Community Centre by coach for airport
	12.00	Depart .... airport on Flight BA123
	17.00	Arrive at ..... airport
	18.00	Depart .... airport by coach for ....
	20.00	Arrive at .... and meet hosts.
(Attach detailed day to day programme)		
Mon 14th July	12.00	Depart ... by coach for .... airport
	14.00	Depart ... airport on Flight BA122
	18.00	Arrive ... airport
	19.00	Depart ... airport by coach
	20.00	Arrive back to Community Centre

Home contact

Mr A Bee, Management Group Chairman

1 The Street, ANYTOWN, Blankshire AB1 1AA

Tel: 01234-567890 (H); 987654 (W); 07710-123456 Mobile

E-Mail: **abee@theyouthcentre.org.uk**

Contact address & numbers

Main contact number:	Leader's mobile telephone		07710-987654
Exchange partner's leader:	Mr B Cee, 2 La Rue, LA VILLE, France		00-33-1-345678
Youth centre: (5th – 13th July)	Centre de Sport, 3 La Route, LA VILLE	 Fax:	00-33-1-123456 00-33-1-123457

Contact e-mail: **centredesport@francetelecom.fr**

Taking a minibus (9-16 passenger seats) abroad

Each vehicle requires the following:

1 Own account certificate or waybill (See note below)

2 Original insurance certificate

3 Green card if required (not necessary for most EU countries)

4 Original registration document

5 Letter of authorisation from vehicle's owner to take the vehicle abroad

6 MOT certificate

7 In date tax disc

8 Calibrated tachograph and tacho discs (Not required for Republic of Ireland)

9 GB plates

10 Identification plate (chassis number)

11 Warning triangle

12 Fire extinguisher

13 Spare set of bulbs

14 First aid kit

15 Headlamp beam deflectors

16 Spare tyre

17 Spare key

18 Tool kit and relevant spares

19 Bail bond (Spain only)

Drivers' checklist

1 Full driving licence with D1 entitlement or D1 (not for hire or reward) if it is your own bus

2 EU certificate 3820/85 available from your local Traffic Area Office

3 Any in-house (eg MIDAS) driving authorisation required by the owner of the vehicle

A person holding a car driving licence with D1 restricted (ie not for hire or reward) entitlement may drive a minibus abroad provided it is not a hire or reward operation. However, the definition of hire or reward set out in Section 1(5) of the Public Passenger Vehicles Act 1981 includes situations in which there is payment of cash or kind; whether paid directly or indirectly and whether paid by the passenger or someone else on their behalf. Occasional trips are not ruled out and whilst in the UK such operations are covered by a minibus permit (allowing charges to be made by groups for transport provided on a non-profit basis to their own members), these have no validity abroad. DTLR, therefore, advise that there is a serious likelihood that most trips abroad by youth groups would be classed by the courts as hire or reward, for which full D1 entitlement is required. If no payment is being made for the minibus, in cases where the organisation own their own vehicle, the journey could be classed as not for hire or reward, but where payment is made to the vehicle's owner for the use of the vehicle and this is passed on to the passengers, it would be hire or reward.

Notes

International journeys carried out within the EU by a non-profit making body for the transport of its own members in connection with its social objective and provided that the vehicle used is the property of the operator, fall within the category of own account operations. Own account certificates are valid for up to five years and are available on application from the **Department of Transport, Local Government and the regions' International Road Freight Office (IRFO, Eastgate House, Kings Manor, NEWCASTLE – UPON – TYNE, NE1 6PB Tel 0191-201-4090)**.

For coaches and minibuses

Using a vehicle that your organisation does not own, requires a waybill to be completed and carried throughout the journey. Waybills can be obtained from most local authorities or large voluntary organisations and detail the drivers' names, number of passengers and the route being followed. Further details from the **Confederation of Passenger Transport, Imperial House, 15-19 Kingsway, LONDON WC2B 6UN Tel: 0207-240-3131, E-mail cpt@cpt-uk.org** . Sets of translations of the waybill can also be obtained from them.

If you are planning to use your UK coach or minibus abroad during the exchange programme to transport some of your exchange partners then you require International Passenger Transport Authorisation (IPTA) in addition to all other paperwork. Contact the International Road Freight Office (address above) for further details.

General information on drivers' hours etc are available in leaflet PSV 375 from local traffic area offices.

If passing through Germany to get to another country (for example) Poland, there is something called "Turnover Tax on the carriage of passengers in motor coaches not registered in the Federal Republic of Germany crossing international borders". Youth exchange groups using their own vehicle are exempt from the charge, which is calculated per person per kilometre on Germany's roads. If you are using a hired vehicle or coach company you must prove that the coach is conveying you "on behalf of, at the responsibility and for the account of the group" and you must be able to produce contractual information to substantiate this. It is most likely to happen when a UK coach presents itself at the Polish/German border and is clearly heading home. Be warned!