

# STAND UP TOGETHER: Support to Young People With Fewer Opportunities

## Toolkit



Coordinated by the

**S**ocial  
**P**olicy  
**A**ction  
**O**rganization

Under the framework of the  
Educational Programme

**CHANCE<sub>2</sub>LEARNING**  
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# STAND UP TOGETHER: Support to Young People With Fewer Opportunities Toolkit

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**The Project was coordinated by the Social Policy and Action Organization, Cyprus**

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- CAI - Conversas Associação Internacional Portugal
- United Sports Club Sofia, Bulgaria
- Acvolerevolare, Italy
- UNIQUE Junior Enterprise, Albania
- AKTO - Association for the Promotion of Human Rights and Democracy, Portugal
- Alba Caritas Hugarica Foundation, Hungary
- Asociacion Building Bridges, Spain
- WalkTogether, Bulgaria
- Asociatia Tinerilor Activi Civic, Romania
- Asociatia Obsteasca "Calea Lactee" Republic of Moldova
- Green Spirit, Greece
- SIEDAS Social Innovation and Entrepreneurship Development Association of Slovakia, Slovakia

More information about the Project can be found on [www.socialpolicyaction.org](http://www.socialpolicyaction.org)

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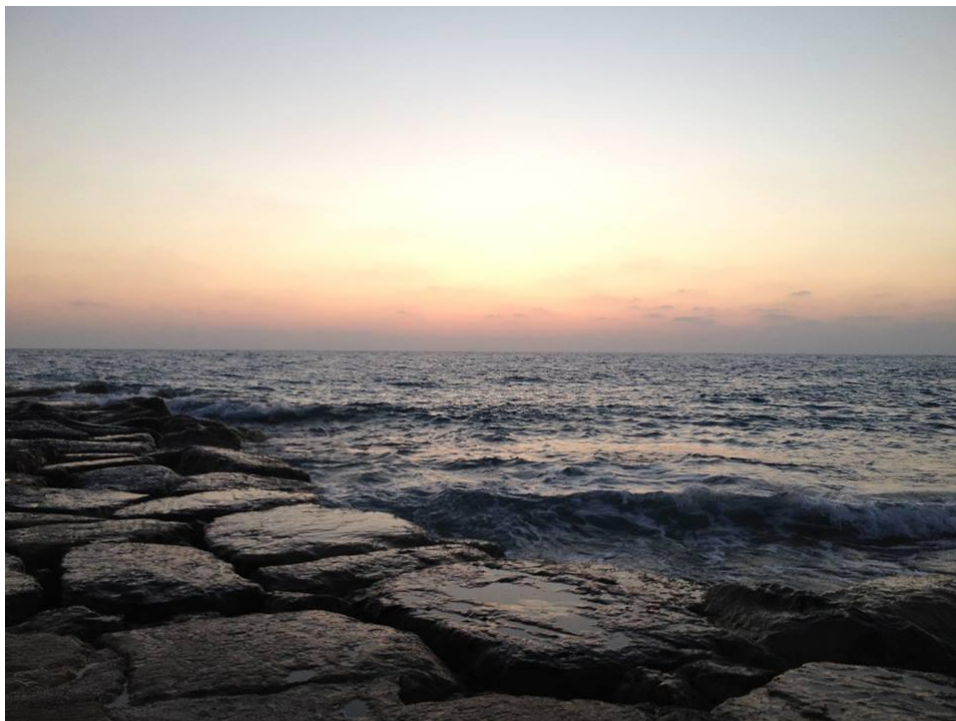
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## INTRODUCTORY CHAPTER

### THE PROJECT *STAND UP TOGETHER!*

The Project *STAND UP TOGETHER!* was coordinated by the Social Policy and Action Organization, in Cyprus, under the framework of its educational programme Chance2Learning and was funded by the Erasmus + Programme of the European Union.

In the project, 13 voluntary organizations from 11 EU countries, participated as partners, namely Social Policy and Action Organization - Cyprus, CAI Conversas Associação Internacional - Portugal, United Sports Club Sofia - Bulgaria, Acvolerevolare - Italy, UNIque Junior Enterprise - Albania, AKTO Association for the Promotion of Human Rights and Democracy - Portugal, Alba Caritas Hugarica Foundation - Hungary, Asociacion Building Bridges - Spain, WalkTogether - Bulgaria, Asociatia Tinerilor Activi Civic - Romania, Asociatia Obsteasca "Calea Lactee" - Republic of Moldova, Green Spirit - Greece and SIEDAS Social Innovation and Entrepreneurship Development Association of Slovakia - Slovakia.

The project in general aimed to empower volunteers and staff working for youth organizations supporting children and young people with fewer opportunities, originating from vulnerable and/or poor families. Specifically, the project's aims were a) to strengthen, improve and develop the skills, abilities and competencies of NGO volunteers/staff on a personal level and b) to provide training on new innovative non-formal educational tools and methods, which could be adopted and included in their daily work, to increase the standards of services provided and achieve quality of effectiveness and impact.

The main activity of the project was the organization of the **Training Course *STAND UP TOGETHER!***, from 25 to 31 July 2016, at Kissos Hotel, Pafos, with 42 participants from 15 different countries, representing the partner organizations. The course aimed at:

- a) providing knowledge and training to participants on issues of poverty and volunteering, stereotypes in society, effects of poverty on children/young people, children's rights in society, prejudices against children/young people with fewer opportunities, social exclusion and tackling, characteristics /skills/abilities of NGO volunteers/staff working with children/young people representing vulnerable groups, relationship between volunteer-child, personal empowerment, self-esteem and personal worth, love of self, develop key skills as a leader / leader / team manager, coach, mentor, counsellor and abilities on conflict resolution and arbitration for resolving problems;
- b) promoting the history and culture of Cyprus through organized visits and Cyprus theme evening;
- c) getting familiar with other cultures of Europe, by organizing intercultural evenings with traditional food presentations, sweets, clothing and other;
- d) providing networking opportunities for discussion and exchange of views and ideas for future joint actions and practices and collaboration among participants and NGOs;
- e) providing socialization and entertainment opportunities.

During the seminar non formal educational methods and tools were used, including interactive games and exercises, team building activities, simulation exercises, self-reflection and self-assessment exercises, experiential workshops, role-play exercises, small group discussions, and more.

In order to achieve project objectives, including visibility and dissemination of results the project was further enhanced with the following activities:

- 1) **Flash Mob *STAND UP TOGETHER!*** organized on 30<sup>th</sup> July 2016 at Pafos Harbour. All participants performed an energetic dance show, closing with holding boards with messages for love, cooperation, support, equality

for all, tolerance, acceptance, equal opportunities, equal rights, peace and others, countries participated at the project and the Erasmus + as the funding source of the project. Hundreds of guests at the Harbour watched the flash mob, and congratulated participants for their initiative. (Link: <https://vimeo.com/184553600>)

- 2) **Networking Event** organised on 30<sup>th</sup> July 2016, providing a communication platform for representatives from local, national and European NGOs, to get to know each other, establish contacts, exchange information on NGOs and actions and discuss opportunities for future collaborations and projects. The event was attended by Mr. Yiannis Giannaki, Commissioner for Volunteering and Non Governmental Organisations. Mr. Yiannis Giannaki presented the state of growth and development of volunteerism in Cyprus as well as current and future programmes, actions and activities to promote active volunteerism among young people.
- 3) **Toolkit entitled *STAND UP TOGETHER: Support to Young People with Fewer Opportunities*** published upon conclusion of the Training Course.

## PURPOSE AND AIMS OF THE TOOLKIT

The Toolkit “STAND UP TOGETHER: Support to Young People with Fewer Opportunities” represents a resource booklet, which has been developed and published, as one of the end results of the project *STAND UP TOGETHER!*, funded by the Erasmus + Programme of the European Union.

The Toolkit includes suggested non-formal educational methods and tools, used in youth work, practically developed and implemented during the Training Course. All methods and tools can be adopted and utilized by Youth Organizations supporting children or young people with fewer opportunities to a) empower and support their staff and volunteers on a personal level b) enhance skills, abilities and competences and c) include in programmes supporting children and young people with fewer opportunities.

Some methods and tools were inspired by the work of other professionals in the youth field, which have been proven effective, and are been acknowledged at the end of the Toolkit.

## STRUCTURE OF THE TOOLKIT

The structure of the Toolkit was developed based on the content and the issues presented during the Training Course *STAND UP TOGETHER!*. All participants and partner organizations have contributed towards the final publication.

In order to provide a more concrete work the Toolkit is divided into Chapters, each including the following:

- Definitions of terms and concepts as expressed officially by key European and international organizations.
- Detailed description of non-formal educational methods and tools under each chapter, including type, aim, objectives, step-by-step implementation instructions as well as sample questions for debriefing at the end of each session.

The Toolkit includes Appendixes connected with methods and tools presented under the different chapters, information and contact details of all project partner organizations and References.



## CHAPTER 1: POVERTY AND SOCIAL EXCLUSION

### DEFINITION: POVERTY AND SOCIAL EXCLUSION

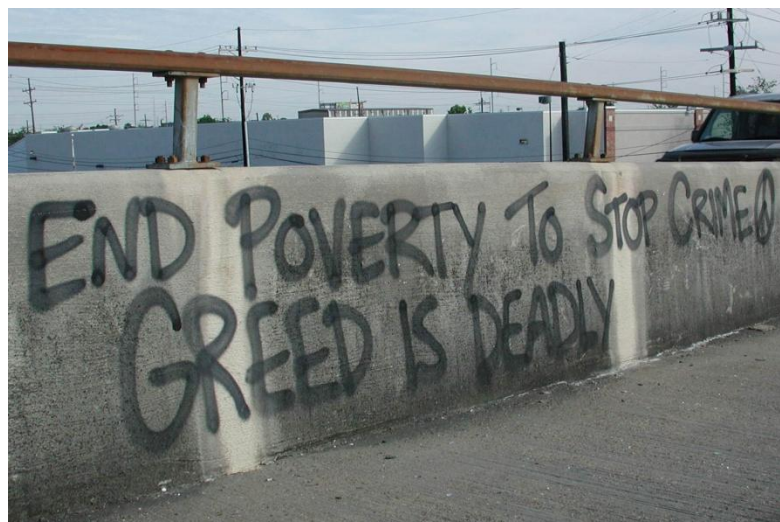
**Poverty** and **social exclusion** are both multidimensional concepts. A European definition was agreed first by the European Council already in 1975: “People are said to be living in poverty if their income and resources are so inadequate as to preclude them from having a standard of living considered acceptable in the society in which they live. Because of their poverty they may experience multiple disadvantages through unemployment, low income, poor housing, inadequate health care and barriers to lifelong learning, culture, sport and recreation. They are often excluded and marginalized from participating in activities (economic, social and cultural) that are the norm for other people and their access to fundamental rights may be restricted.” This definition is relative to the society and the standard of living in which people live and it recognizes the multiple causes of poverty and social exclusion. (EUROSTAT, 2013)

### DEFINITION: POVERTY

Fundamentally, **poverty** is the inability of having choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed and clothe a family, not having a school or clinic to go to, not having the land on which to grow one’s food or a job to earn one’s living, not having access to credit. It means insecurity, powerlessness and exclusion of individuals, households and communities. It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation. (United Nations, 2011)

### DEFINITION: POVERTY

**Poverty** is pronounced deprivation in well-being, and comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity. Poverty also encompasses low levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice, and insufficient capacity and opportunity to better one’s life. (Worldbank, 2011)



## 1.1. UNDERSTANDING THE NATURE OF POVERTY

**METHOD/TOOL:** Simulation Exercise

**AIM:** The exercise aims at raising awareness on the nature of poverty and explores its impact and negative feelings which might occur, on children and young people

**MATERIALS:** APPENDIX 1: Understanding the Nature of Poverty - Role Play Cards (copy and cut role cards, one for each participant), APPENDIX 2: Understanding the Nature of Poverty List of Expenses (this list is for the facilitator), A4 papers, pens, drawing pencils, crayons, oil pastels, markers and post-its.

### STEP-BY-STEP INSTRUCTIONS:

1. The facilitator distributes the Role Play Cards, one to each participant and asks them to read the description on provided to understand their role. Participants must not disclose any information to others.
2. Participants are given 5 minutes to think and decide whether they believe they are rich or poor, without revealing their decision. They have to check the details on the card, their income, deduct taxes, rent, bills and costs for food and calculate approximately how much they are left for other expenses. Again without revealing their answer.
3. The facilitator asks all participants to stand in line, one next to each other.
4. She/he starts reading out the expenses, one by one, from the List of Expenses. Each time, participants need to decide whether they can afford the specific expense. If they can, they are asked to take one step forward. If they don't they are asked to stay still.
5. At the end, the facilitator asks participants to state out loud who is left with some money, who is able to save and who has no money at all.
6. Upon conclusion of the exercise a group discussion for debriefing follows.

### DEBRIEFING – Sample questions for group discussion

- Do you think you are poor or rich?
- Those who are not able to cover for more expenses, how do you feel?
- Do you feel excluded for not being able to afford for your social life?
- Do you feel ashamed of your situation?
- Does it matter that others in your community can afford these expenses?
- Those who are able to save money, how do you feel? Do you think of the people who cannot afford for their expenses? Do you think you would like to help the others out or you do not care?
- Do you think that this is fair? What is not fair?
- How can you make things better?
- So in conclusion, how do we define POVERTY?





## 1.2. EXPLORING THE RIGHTS OF CHILDREN AND YOUNG PEOPLE IN THE SOCIETY

**METHOD/TOOL:** Simulation and Role-Play Exercise

**AIM:** The aim is to explore, understand and reach common conclusions on what are the actual rights for children and young people in the society and distinguish them from personal needs and “wants” or wishes.

**OBJECTIVES:**

- To consider, discuss and exploit actual rights, beliefs and demands of children and young people in the society.
- To explore possibilities of commonalities or differences on opinions or views on the issue and whether these are biased by cultural trends or stereotypical thinking.
- To distinguish the differences between actual rights, personal needs and “wants”. This is important for participants to be able to protect the actual rights of children and young people and not be manipulated.
- To raise awareness that all actual rights are equally important and are to be protected.

**MATERIALS:** A List of Rights (Only for the facilitator and provided further down. The list is not exhaustive), wide tape 3 cm and two signs stating “AGREE” and “DISAGREE”.

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator divides the room into two equal sides, using the tape, and places the signs AGREE and DISAGREE at each side.
2. Participants are asked to stand in line, across the tape.
3. The facilitator starts reading loud each Statement on the List of Rights and asks participants to move and stand on either side, if they agree or disagree according to their belief.
4. Then participants are asked to stay still and justify their decision, and the provide the reasons why they agree or disagree with the specific Statement.
5. Upon conclusion a group discussion for debriefing is followed.

**LIST OF RIGHTS – Sample List for the Facilitator**

- Computer and access to internet
- Respect my opinion
- Information about things that concern me
- Being protected from hard and dangerous work
- Opportunities to play
- Being able to go to school
- Free transport or a bicycle
- Regular holidays
- If my parents cannot afford enough healthy food, the government should support them
- Being allowed to think and believe what I want
- Being able to see a doctor when I am ill
- Being able to join a group or organisation
- A name and being registered at my birth
- A bedroom on my own
- Toys and games
- Not being separated from my parents unless it is for my own good
- Being protected from violence
- Money to spend as I like

- Going out with my friends whenever I want
- Being provided a safe and secure home and school environment

#### **DEBRIEFING – Sample questions for group discussion**

- Was it difficult for you to decide what the actual rights are and distinguish them from “wants/wishes”?
- Do you believe that all rights are equally important in all countries and should be protected?
- Do you believe that there can be a misinterpretation between the actual rights and “wants/wishes” among children or young people?
- Do you believe that this misinterpretation can also play a role in marginalization or social exclusion of children and young people?

### **1.3. IMPACT OF POVERTY ON CHILDREN AND YOUNG PEOPLE**

**METHOD/TOOL:** Simulation and Role-Play Exercise

**AIM:** The aim is to raise awareness on the impact of poverty on children and young people.

**OBJECTIVES:**

- To put participants in a position to mentally experience and feel the impact of poverty as children/young people.
- To provide a platform for discussion and exchange of views, opinions and feelings experienced by children and young people of different ages.

**MATERIALS:** Five A3 signs “CHILDREN 0-5 YEARS OLD”, “CHILDREN 6-10 YEARS OLD”, CHILDREN 11-15 YEARS OLD”, “YOUNG PEOPLE 16-20 YEARS OLD”, “YOUNG PEOPLE 21-30 YEARS OLD”, A3 papers, pens, drawing pencils, crayons, oil pastels, markers and post-its.

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator divides the group into 5 smaller groups and provides each group with a sign and A3 papers.
2. Participants are asked to mentally visualize and start feeling they are children or young people of the certain age presented on the sign given to the group.
3. The facilitator asks participants to discuss among themselves, for 15 minutes and write or draw on the paper their feelings, emotions, views, ideas and opinions, on how they would feel if they and their families were poor or at a disadvantageous position.
4. Upon conclusion each group is asked to stand, and present their papers in front of the whole group. The facilitator urges participants to present their papers, having the role assigned to them, in an innovative, funny or entertaining way.
5. At the end a group discussion follows.

#### **DEBRIEFING – Sample questions for group discussion**

- Was it difficult to get into the role of being poor and really feel how each age group would feel?
- What do you believe is the impact of poverty on children and young people?
- Where do children or young people feel mostly the impact? Home, School or community?
- What do you believe are the consequences on the children and young people?
- Do you believe that their behaviour or attitude towards others or the society is affected? In what way?
- How can possible negative feelings or negative impact be overcome?

## DEFINITION: SOCIAL EXCLUSION

**Social Exclusion** is a multidimensional process of progressive social rupture, detaching groups and individuals from social relations and institutions and preventing them from full participation in the normal, normatively prescribed activities of the society in which they live (H. Silver, 2007).

### 1.4. STEREOTYPES AND SOCIAL EXCLUSION

**METHOD/TOOL:** Interactive role-play exercise

**AIM:** The exercise aims to raise awareness among participants about stereotypes in the societies, stereotypical thinking and acting, which in most cases lead to social exclusion.

**OBJECTIVES:**

- To make participants experience the feeling of being stereotyped and excluded in a society;
- To raise awareness about stereotypical thinking and how this might be unconsciously connected with the societal norms and socialization.

**MATERIALS:** Wide tape 3cm, pens, drawing pencils, crayons, oil pastels, markers and post-its

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator writes different common and strong stereotypical characters on small pieces of tape. Examples: Supermodel, Thief, Murderer, Stinky Bum, Alcoholic, Party Girl, Prostitute, Mom, Friend, King, Nobody, Dalai Lama, Prisoner, Bad Boy, Mama's Boy, Beggar, Migrant, Drug Addict, Homosexual
2. Each participant is pinned with a character, on the forehead, without knowing which character they represent. Participants are asked to walk around the room and interact with each other.
3. Participants have to act or express feelings, openly, when meeting a specific character. The expressions or feelings do not have to be their own beliefs, but act according to well known stereotypical behaviours or attitudes.
4. At the end of the exercise, participants are allowed to see which character they embodied and a group discussion follows.

**DEBRIEFING – Sample questions for group discussion**

- How did you feel when people were reacting in a specific way towards you?
- Did you like it? Did you want to say something to them?
- What feelings have you experienced? Negative or positive and why?
- What would you do to change these stereotypical thinking, behaviours or attitudes?



## 1.5. FEELING SOCIALLY EXCLUDED

**METHOD/TOOL:** Interactive Group Exercise

**AIM:** To explore the effects of socially excluding an individual from a group and how people react to experiences of rejection.

**MATERIALS:** No materials are required.

### STEP-BY-STEP INSTRUCTIONS:

1. The facilitator asks a volunteer to act as an “outsider” and leave the room, for five minutes.
2. Then she/he divides the others into smaller groups based on different criteria, for example eye colour, hairstyle, clothes or height.
3. The “outsider” is called back in the room and tries to guess in which group she/he belongs to. The “outsider” announces her/his decision and states the reasons why this is correct.
4. If the “outsider” fails to choose the correct group or state the wrong reasons, she/he is excluded from the group.
5. The exercise continues with a new volunteer. The facilitator repeats the exercise to have as many people acting as “outsider” as possible.
6. A group discussion follows.

### DEBRIEFING – Sample questions for group discussion

- In general how do we behave when we belong to a group?
- Is it easy to accept or reject outsiders?
- Is it enjoyable to reject others?
- Did you empathize with the outsider or did you enjoy your power of rejecting them?



## CHAPTER 2: YOUNG PEOPLE WITH FEWER OPPORTUNITIES

### **DEFINITION: What do we mean by the term “young people with fewer opportunities”?**

According to the **European Commission** those with fewer opportunities are “Young people who are at a disadvantage compared to their peers because they face one or more of the exclusion factors and obstacles below. The following situations often prevent young people from taking part in employment, formal and non-formal education, trans-national mobility, democratic process and society at large:

1. Disability (i.e. participants with special needs): young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities etc.
2. Health problems: young people with chronic health problems, severe illnesses or psychiatric conditions etc. Educational difficulties: young people with learning difficulties, early school leavers, lower qualified persons, young people with poor school performance etc.
3. Cultural differences: immigrants, refugees or descendants from immigrant or refugee families, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion difficulties etc.
4. Economic obstacles: young people with a low standard of living, low income, dependence on social welfare system, young people in long-term unemployment or poverty, young people who are homeless, in debt or with financial problems etc.
5. Social obstacles: young people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc., young people with limited social skills or anti-social or high-risk behaviors, young people in a precarious situation, (ex-)offenders, (ex-)drug or alcohol abusers, young and/or single parents, orphans etc.
6. Geographical obstacles: young people from remote or rural areas, young people living on small islands or in peripheral regions, young people from urban problem zones, young people from less serviced areas (limited public transport, poor facilities) etc”

This definition deliberately focuses on the situation young people are in, to avoid stigmatization and blame. This list is not exhaustive, but gives an indication of the type of exclusion. (European Commission, 2014)

## 2.1. PRECONCEPTIONS ON CHILDREN AND YOUNG PEOPLE WITH FEWER OPPORTUNITIES

**METHOD/TOOL:** Small Group Exercise / Group Building Activity

**AIM:** The exercise aims to raise awareness among participants on existing preconceptions on the concept of children or young people with fewer opportunities.

**OBJECTIVES:**

- To generate discussions and exchange views, ideas and opinions on the concept.
- To raise awareness of possible stereotypical thinking and different societal or cultural norms.
- To examine whether there are variations on how the concept is conceived in different countries or cultures.

**MATERIALS:** A3 paper, pens, drawing pencils, crayons, oil pastels, markers and post-its, flipchart paper.

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator starts with a group discussion regarding the concept “young person with fewer opportunities” to generate an exchange of views and ideas and to register initial reactions and opinions by participants.
2. Responses received by participants are noted down on a flipchart paper.
3. Then the facilitator divides the group into smaller groups and distributes A3 paper.
4. Each group is assigned to discuss and exchange ideas on what the actual term means and how they understand the concept based on each participant’s work, country and background. Approximately 15 minutes is given for the exercise.
5. During the discussion participants must write down or draw the main points.
6. At the end each group presents their work to the whole group, generating an end discussion, having also in mind the preconceptions expressed at the beginning of the exercise.

**DEBRIEFING – Sample questions for group discussion**

- What do we actually mean by the term “young people with fewer opportunities”
- Are there any criteria which lead us to categorize a child or a young person as vulnerable or with fewer opportunities?
- Do you believe that the term “young people with fewer opportunities” has limitations in its definition?
- Does society and societal norms affect our perception of the term?
- Do you see differences or similarities in the definitions provided? If yes what are these?
- Do you believe that it is correct to use the term “young people with fewer opportunities”?

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## 2.2. YOUNG PEOPLE WITH FEWER OPPORTUNITIES

**METHOD/TOOL:** Interactive theatrical exercise (Source: T-Kit on Social Inclusion, Council of Europe)

**AIM:** The exercise is to help participants understand the concept of young people with fewer opportunities and consider the different conceptions in relation to social exclusion.

**MATERIALS:** Large and comfortable venue, pens, drawing pencils, crayons, oil pastels, markers and post-its.

**STEP-BY-STEP INSTRUCTIONS:**

1. For introduction the facilitator explains that the exercise will include light theatre methods and explains that if participants do not feel comfortable with this, they are welcome to contribute without acting. National groups should be formed and they will be given 1 hour approximately to a) prepare short theatrical sketches



on youth social exclusion and how it is perceived in their country and culture and b) People are urged to use humor and any other innovative way to do the exercise.

2. In the second part of the exercise, the theatrical sketches will be performed in front of the whole group. The facilitator explains the following rules to the groups:
    - If there are people not comfortable with theatre methods they may participate in setting up the sketches.
    - It is very important that the actors clearly write out their dialogue (one paper per actor stating what they will say).
    - The sketches should be short (no more than one minute using simple dialogue).
  3. Once all the groups are ready with their sketches, the facilitator asks groups to present their sketches one after the other.
  4. When the sketch is finished, the facilitator allows a moment for the actors to explain their performance if needed and receive questions or comments from the others.
- 



## CHAPTER 3: YOUTH WORKER

### DEFINITION: YOUTH WORK

Youth work' is a broad term covering a broad scope of activities of a social, cultural, educational or political nature by, with and for young people. Increasingly, such activities also include sport and services for young people. Youth work belongs to the area of 'out-of-school' education, as well as specific leisure time activities managed by professional or voluntary youth workers and youth leaders. Youth work is organized in different ways (by youth-led organizations, informal groups or through youth services and public authorities). It is delivered in different forms and settings (e.g. open-access, group-based, programme - based, outreach and detached) and is given shape at local, regional, national and European level. (European Council, 2013)

### 3.1. THE IDEAL YOUTH WORKER

**METHOD/TOOL:** Simulation Exercise

**AIM:** To define the term of the "Youth Worker" and identify the ideal characteristics.

**OBJECTIVES:**

- To raise awareness on the concept of Youth Work.
- To generate interactive discussion and encourage exchange of views and ideas on the skills and competences which characterised the ideal Youth Worker.

**MATERIAL:** Flipchart paper, markers, pens, drawing pencils, crayons, oil pastels, markers and post-its.

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator draws on two Flipcharts a human figure and writes on top "THE IDEAL YOUTH WORKER".
2. The facilitator divides participants into small groups of 6-8 people each and distributes A3 papers.
3. Then the facilitator asks each group to discuss, interact, exchange views/ideas among themselves, identify and write down 10 skills, abilities, and competences which they believe that the ideal youth worker should have. The given time is 15 minutes.
4. At the same time the facilitator explains that each group has to write or design the characteristics on the A3 paper and also write the titles on post-its.
5. Upon conclusion each group is asked to stand in front of the others and present their work.
6. During the presentations the facilitator writes all the characteristics mentioned on the flipchart papers.
7. At the end, the facilitator puts the flipcharts on the floor and provides 10-15 minutes to each participant to go through the characteristics and mark with watercolour 10 characteristics which are believed to be the most important.

**NOTE:** Examples of characteristics to assist the groups are the following: communicative, tolerant, patient, to have sense of humour, creative, responsible, to take initiative, to understand our problems, to be willing to work,

young, to know when to be serious and when to joke, to be positive, to be confidential and honest, to be educated about non-formal education/NGO, to keep promises and agreements, to have experience in working with young people, not to be conservative, to love his/her work, to treat everyone equally, to be a good listener, to love himself/herself, not to give up easily, to be charismatic, to know how to inspire and motivate

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### **3.2. IDEAL WORKING RELATIONSHIP BETWEEN YOUTH WORKERS AND CHILDREN/YOUNG PEOPLE WITH FEWER OPPORTUNITIES**

**METHOD/TOOL:** Simulation Exercise / Small group discussion

**AIM:** To identify the most important factors defining the ideal working relationship between youth workers and children or people with fewer opportunities

**OBJECTIVES:**

- To raise awareness on the importance of establishing an ideal or almost ideal working relationship between youth workers and children or young people with fewer opportunities in order to have effective results and constructive impact.
- To provide a platform for discussion and exchange of views and ideas on which factors, behaviours or attitudes contribute to the formulation of an ideal working relationship between youth workers and children or young people with fewer opportunities.

**MATERIALS:** Flipchart paper, markers, pens, drawing pencils, crayons, oil pastels, markers and post-its.

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator makes an introduction on the importance of establishing a good, if possible an ideal working relationship between youth workers and children or young people with fewer opportunities in order to actually support, help and make an impact.
  2. Then the facilitator asks the group to stand in a row and follow the instructions:
    - Those participants with years of experience working closely with children or young people with fewer opportunities to take 3 large steps forward.
    - Those participants with little experience to take 1 large step forward.
    - Those participants with no experience to stay on the line.
  3. The facilitator divides participants into smaller groups, each led by 1 person with years of experience and 1 person with less experience in the field.
  4. Each group receives an A3 paper and the facilitator asks all participants to visualize that they are youth workers, and each group works for a Youth NGO. Each group has to discuss, and exchange views and ideas on policies, plans or actions which need to be followed in order to establish ideal working relationship with children or young people with fewer opportunities.
  5. In order to assist participants the facilitator writes the following questions on a flipchart paper to be visible during the exercise.
    - How do you establish a good/ideal relationship with children or young people with fewer opportunities?
    - What are the stages or steps which need to be taken in order to achieve the ideal working relationship?
  6. Which factors or components, in regards to the environment, behaviours or attitudes, policies etc are important in order to establish and maintain a good/ideal working relationship in order to generate positive results and impact? The groups are given 15 minutes for discussion and then each group presents their results.
  7. The facilitator writes the main points on the flipchart.
-

## CHAPTER 4: PERSONAL DEVELOPMENT AND YOUTH EMPOWERMENT

### DEFINITIONS: YOUTH EMPOWERMENT

**Youth empowerment** is a process where children and young people are encouraged to take charge of their lives. They do this by addressing their situation and then take action in order to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes. (Kar, Snehendu B; Pascual, Catherine A; Chickering, Kirstin L., 1999-12-01).

**Youth empowerment aims** to improve quality of life. Youth empowerment is achieved through participation in youth empowerment programs. However scholars argue that children's rights implementation should go beyond learning about formal rights and procedures to give birth to a concrete experience of rights. (Golay, Dominique; Malatesta, Dominique, 2014).

### 4.1. EVERYBODY HAS SKILLS – MEASURING PERSONALITIES

**METHOD/TOOL:** Self-reflection exercise

**AIM:** To encourage participants to reflect on themselves, skills, abilities, and competences.

**OBJECTIVES:**

- To provide an opportunity for self-reflection in relation to personal skills, abilities, competences.
- To encourage participants to measure these characteristics for consideration and further personal development.

**MATERIAL:** Wide tape 3cm, numbers 1-10 written on tape.

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator divides the room into equal spaces from 1 to 10, using the tape.
2. She/he then makes an introduction explaining that the exercise will focus on personal abilities, skills or/and characteristics and participants are supposed to judge honestly for themselves if they have them and stand within the designated space. Starting from 1 (don't have it) going up to 10 (have it perfectly). The facilitator should also make clear that no one will be judged on where they are going to stand and that the exercise is mainly for their personal development.
3. The facilitator starts reading the statements from the list, one by one. Each time participants must move and stand under a specific number. Those who agree completely with the statement should stand on the 10. Those who do not feel that the statement applies to them, they should stand on the 1 or they can find a place in between.
4. The facilitator asks few people in the group to explain their positions, but she/he should not force anyone to say something if they don't feel like it.
5. The exercise is repeated with several statements.

**LIST OF STATEMENTS - Sample for the Facilitator**

- I am very good at cooperating

- I am a natural leader
- I am good at giving feedback
- I am good at receiving feedback
- I am good at helping people
- I am innovative and always coming up with new ideas
- I have lots of patience
- I am good at talking in front of a group
- I am good at planning
- I have a good sense of humor
- I have organizing skills

#### **DEBRIEFING – Sample questions for group discussion**

- Were there many changes in your positions the second time in comparison to the first time?
- Did you gain certain qualities/skills?
- Were there subjects where you underestimated yourself?
- Were there subjects where you overestimated yourself?
- Did you learn more about yourself or others?
- Was it difficult if you had to step down a bit (if you had to)?

## **4.2. THE MIRROR: KNOW YOURSELF**

**METHOD/TOOL:** Self-Reflection / Empowerment Exercise

**AIMS:** To raise awareness on a) the importance of getting to know oneself as an individual before getting involved in youth work with children and young people with fewer opportunities and b) the importance of relaxation breaks on an individual basis, when going under stress and difficulties while working with children and young people with fewer opportunities.

**OBJECTIVES:**

- To provide a practical way of self-reflection and getting to know oneself for self-development, this can be used at any period of time in a person’s life.
- To provide a practical way of relaxation and gaining strength while going through difficult periods of time and with clear mind and complete honesty to reflect and get to know themselves.

**MATERIAL:** A4 paper, pens, drawing pencils, crayons, oil pastels, markers and post-its.

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator asks participants to sit down on the floor in a circle, with their legs crossed. Having relaxing music on the background is advised.
2. Then the facilitator asks participants to close their eyes and clear their minds completely, having no thoughts at all, until they feel their bodies completely relaxed.

3. After 1-2 minutes the facilitator asks participants to visualize that they find themselves in relaxing scenery. This scenery can be a beach or a beautiful forest on a sunny day. Maintaining a soft and calm voice the facilitator starts describing the scenery in detail, asking participants to visualize that they are present on the specific place and they are really enjoying themselves.
4. The exercise continues until the facilitator notices that all participants are really relaxed. Then the facilitator asks participants to slowly come back to reality, open their eyes, maintaining however the joyful, calm and relaxing feeling and a clear mind.
5. At the point where all participants open their eyes, the facilitator asks them to stretch their legs.
6. Then all participants are asked to take an A4 paper and write on top **“WHO AM I?”**. The facilitator explains to participants that the paper is a mirror, and the mirror reflects their own image and self, ideas, views, strengths and weaknesses.
7. Each participant gets isolated and take time to write whatever they want on the paper about themselves being completely honest and sincere with them.
8. The time provided for this exercise can be from 15-20 minutes for participants to actually feel relaxed and free and express themselves.
9. At the end a group discussion follows.

NOTE FOR FACILITATOR: Some participants might get too sensitive during the writing; therefore it is advised for the facilitator to give more time to these people to complete the exercise.

#### **DEBRIEFING – Sample questions for group discussion**

- Has the exercise helped you relax yourself?
- Did you find it difficult to actually clear your mind and relax?
- Who Am I? Have you ever asked this question?
- How difficult was it for you to answer this question?
- Were really sincere and honest with you when answering the question WHO AM I?
- Take a moment and consider what the first thing you wrote on the paper was? Was it a strength, a weakness, a fact, a wish or a question?

### **4.3. FACE OBSTACLES AND ACHIEVE GOALS**

**METHOD/TOOL TYPE:** Self-reflection exercise / Group building exercise

**AIM:** To raise awareness among participants of the importance of self-realization, the discovery of own self and how to work on a personal level to realize dreams and achieve goals.

**OBJECTIVES:**

- To emphasize the importance of working with own self, as the essential tool for a person to proceed with realization of dreams and achievement of goals.
- To present innovative methods for a person to achieve self-awareness and personal development.

**MATERIALS:**

Printed copies of **APPENDIX 3: ACHIEVE GOALS**, A4 papers, A3 papers, pens, drawing pencils, crayons, oil pastels, markers and post-its

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator makes a short introduction and emphasizes that the best way for a person to face obstacles and achieve her/his goals is to work on own self and discover who she/he really is.



2. The facilitator presents the Appendix 3 which is an extract from “Unleashing the Power of Self-Directed Learning” by Richard E. Boyatzis and informs participants that the specific method presented is considered among the most effective and most helpful.
3. Before providing any further information the facilitator divides the group into smaller groups and distributes a copy of Appendix 3 and A3 papers.
4. The facilitator asks each group to discuss, for 15 minutes, the Appendix 3, exchange views and ideas and write down their conclusions, thoughts, agreements and non-agreements in order to present it at the end.
5. The facilitator explains that the purpose of the exercise is to register first impressions and reactions since some people might have never come across a self-discovery exercise.
6. At the end of the exercise each group is asked to present their results and conclusions.
7. Upon conclusion a short presentation is made by the facilitator and key points are registered on the flipchart for participants to take notes and in the future, if interested, to read the whole text as presented by Richard E. Boyatzis for more information.
8. Furthermore the facilitator presents on the flipchart key values and good practices for self-reflection and self-development.
9. The presentation is connected with a group discussion of the key points noted on the flipchart.

#### **KEY POINTS FOR THE FLIPCHART:**

- Discovery of WHO I WANT TO BE: Emerges from three important factors a) EGO, b) IDEAL DREAMS and c) ASPIRATIONS.
- Ideal Self Image: Questions for discussion: a) How do we determine our ideal self? and b) Which factors affect determining who is our ideal self?
- Self-Directed Learning Process: Four major “learning points” in self-directed learning process: 1) Engage your passion and create your dreams, 2) Know thyself!, 3) Identify strengths and gaps or discrepancies of your Real and Ideal Selves and 4) Keep attention on both characteristics (strengths and gaps) and work towards evolvment to become better!
- Work hard on dreams and goals, overcoming any obstacles throughout the procedure.

#### **VALUES – GOOD PRACTICES FOR REFLECTION AND SELF DEVELOPMENT**

- Express in writing or verbally who you really are
- Think positive
- Enter love in all your actions
- Observe more the environment, people, behaviours, attitudes
- Each one is unique
- Each one owns a special charisma
- There is no stupid question
- Love yourself
- Be proud of your achievements
- Follow your dreams
- Believe in yourself
- Never get disappointed

#### 4.4. SELF-ESTEEM – THE IMPORTANCE OF FEELING VALUED

**METHOD/TOOL:** Self-Reflection / Empowerment Exercise

**AIM:** To emphasize the importance for young people to feel valued by people in their environment (at work, at school, at work), especially by those they care about and also by themselves.

**OBJECTIVES:**

- To build self-esteem and self-worth.
- To promote self-reflection and self-realization

**MATERIALS:** Printed copies of **APPENDIX 4: FEELING VALUED**, pens, drawing pencils, crayons, oil pastels, markers and post-its.

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator starts the exercise with an introduction on self-esteem, the importance of feeling good about oneself, the importance of feeling valued. Furthermore, the facilitator informs the participants that this exercise can be used in youth work, especially at the beginning of a series of consultation sessions with children or young people with fewer opportunities.
2. She/He then distributes the handouts and pens, drawing pencils, crayons, oil pastels, markers and post-its .
3. The facilitator provides 1 minute for participants to read the handout and think about the issues raised on the paper. She/He emphasizes that the participants will keep the handouts, in order to feel free to answer the questions with complete honesty and openness.
4. Then the facilitator provides 15 minutes to the participants to relax and answer the handout.
5. Upon completion of the exercise a group discussion follows. Before the group discussion the facilitator highlights that in case of real-life cases with a child or a young person in distress or in need, this exercise is used to evaluate the circumstances and setup a common plan of action.

**DEBRIEFING – Sample questions for group discussion**

- Did you find the exercise useful?
- What did you like or what you did not like?
- In case of a real-life scenario how would you proceed?

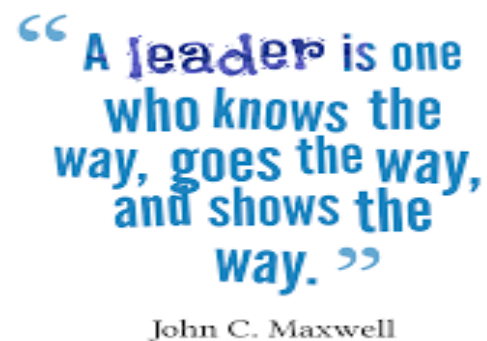
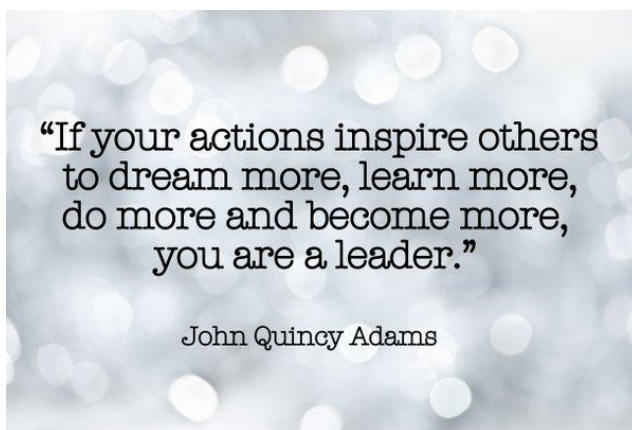
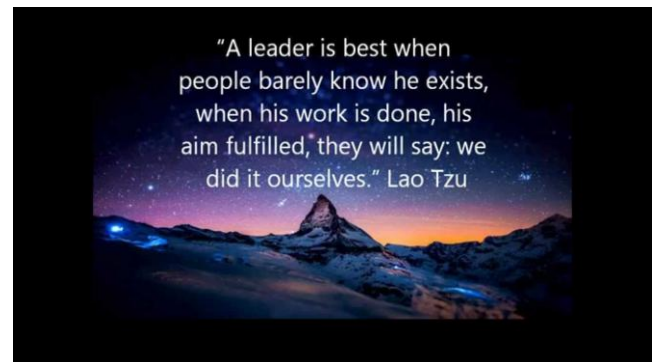
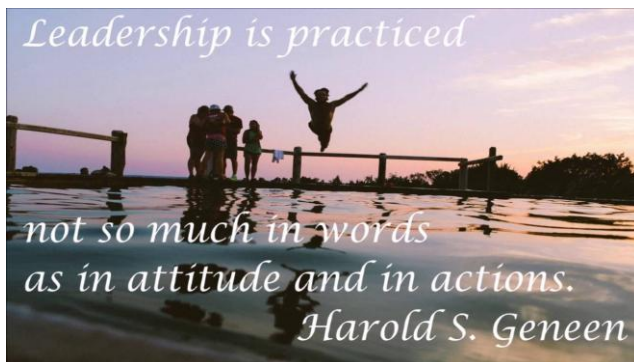


## CHAPTER 5: DEVELOPMENT OF NEW SKILLS

### DEFINITIONS: LEADERSHIP

1. The individuals who are the leaders in an organization, regarded collectively.
2. The activity of leading a group of people or an organization or the ability to do this.
3. Leadership involves establishing a clear vision, sharing that vision with others so that they will follow willingly, providing the information, knowledge and methods to realize that vision and coordinating and balancing the conflicting interests of all members and stakeholders.
4. A leader steps up on times of crisis, and is able to think and act creatively in difficult situations.
5. Unlike management, leadership cannot be taught, although it may be learned and enhanced through coaching or mentoring.
6. The act of inspiring subordinates to perform and engage in achieving a goal.

Read more: [www.businessdictionary.com/definition/leadership.html](http://www.businessdictionary.com/definition/leadership.html)



## 5.1. DEVELOPING LEADERSHIP SKILLS

**METHOD/TOOL:** Self-reflection Exercise

**AIM:** To introduce the concept of “leadership” and raise awareness on the importance of developing leadership skills in youth work and implementation of youth initiatives.

**OBJECTIVES:**

- To raise awareness on the importance of obtaining leadership skills in youth work.
- To provide an opportunity for self-reflection on personal values, competences and abilities related to leadership skills.

**MATERIALS:** Copies of **APPENDIX 5: DEVELOPING LEADERSHIP SKILLS**, flipchart paper, pens, drawing pencils, crayons, oil pastels, markers and post-its

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator introduces the concept of “leadership” and asks the group to point out, for 5 minutes, who is considered a leader and provide some examples of leading figures in the society (for example political leader, school leader, youth leader etc).
2. Then the facilitator reads the following statements, one by one, and generates a group discussion, to cause consideration among participants:
  - Leaders are made, not born!
  - Most people have the potential to become leaders!
  - Hard work, practice and feedback are essential for a person to become a leader!
  - Each has to find oneself own compass, sense of vision and direction!
  - Discover oneself – passions, likes, strengths, weaknesses and purpose!
  - Uniqueness of personal expression!
  - No copy, authenticity and originality!
  - A leader should know what she/he stands for!
3. At the end the facilitator disseminates **APPENDIX 5: DEVELOPING LEADERSHIP SKILLS** to all participants and provides 15 minutes for self-reflection and filling out the quiz. The facilitator explains that the purpose of the exercise is for each person to reflect on their personal values, passions, strengths and unique characteristics.



## DEFINITION: CONFLICT

**Conflict** is a disagreement through which the parties involved perceive a threat to their needs, interests or concerns. Within this simple definition there are several important understandings that emerge:

- **Disagreement** - Conflict tends to be accompanied by significant levels of misunderstanding that exaggerate the perceived disagreement considerably.
- **Parties involved** - There are often disparities in the sense of who is involved in the conflict. Sometimes, people are surprised to learn they are a party to the conflict, while other times they are shocked to learn they are not included in the disagreement. On many occasions, people who are seen as part of the social system (e.g. work team, family, company) are influenced to participate in the dispute, whether they would personally define the situation in that way or not. In the above example, people very readily "take sides" based upon current perceptions of the issues, past issues and relationships, roles within the organization, and other factors. The parties involved can become an elusive concept to define.
- **Perceived threat** - People respond to the perceived threat, rather than the true threat, facing them. Thus, while perception doesn't become reality per se, people's behaviors, feelings and ongoing responses become modified by that evolving sense of the threat they confront.
- **Needs, interests or concerns** - There is a tendency to narrowly define "the problem" as one of substance, task, and near-term viability. However, workplace conflicts tend to be far more complex than that, for they involve ongoing relationships with complex, emotional components. Simply stated, there are always procedural needs and psychological needs to be addressed within the conflict, in addition to the substantive needs that are generally presented. And the durability of the interests and concerns of the parties transcends the immediate presenting situation. Any efforts to resolve conflicts effectively must take these points into account.

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## 5.2. UNDERSTANDING CONFLICT

**METHOD/TOOL:** Interactive Group Discussion

**AIM:** To raise awareness on the concept of "conflict".

**OBJECTIVES:**

- To make an introduction on what is conflict and conflict management styles;
- To make participants understand the importance of obtaining conflict resolution skills in youth work.

**MATERIALS:** Flipchart paper, pens, drawing pencils, crayons, oil pastels, markers and post-its.

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator makes an introduction on the concept of "conflict", including definition and cases of conflict which can be categorized in "Conflict in own self", "Conflict among people", "Conflict in war" and "Conflict between a group and groups". A discussion is initiated among the group on the issue.
2. In order to push for more consideration, and understanding, the facilitator divides the group into smaller groups and asks each group to take 15 minutes to discuss and exchange views and ideas on the following question "How a Conflict Occurs?". Each group has to write down their conclusions on A3 paper. The



facilitator explains that participants should have in mind that conflict in reality is a process, which starts from one point and escalates into different levels. Therefore how a conflict occurs?

3. During the small group discussions the facilitator prepares a Flipchart with the following levels:

<b>DISCOMFORT</b>	<ul style="list-style-type: none"> <li>• Something does not feel right!</li> <li>• Different understanding of a specific problem or issue.</li> <li>• Feeling uncomfortable.</li> </ul>
<b>INCIDENTS</b>	Short and sharp exchange of views or opinions.
<b>MISUNDERSTANDINGS</b>	Motives or facts are confused.
<b>TENSIONS</b>	The relationship is affected badly and there are continuous tensions.
<b>CRISIS/CONFLICT</b>	Behaviors and attitudes are affected

4. Upon conclusion the facilitator asks each group to present their conclusions and then presents the flipchart and initiates a discussion on the conflict process.

### 5.3. DEVELOPING CONFLICT RESOLUTION SKILLS

**METHOD/TOOL:** Self-assessment exercise / Group discussion

**AIM:** To enhance conflict resolution skills.

**OBJECTIVES:**

- To raise awareness on the different conflict management styles.
- To provide the opportunity for self-assessment this will allow participants to identify preferred conflict management style.
- To train participants on acquiring basic conflict resolution skills.

**MATERIALS:** Copies of **APPENDIX 5: CONFLICT MANAGEMENT STYLES QUIZ**, pens, drawing pencils, crayons, oil pastels, markers and post-its.

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator distributes **APPENDIX 5: CONFLICT MANAGEMENT STYLES QUIZ**, the assessment and explains the exercise. Then the facilitator gives 15 minutes for participants to answer each question.
2. Upon completion of the assessment the facilitator distributes the scoring and the brief description of the identified conflict management styles. The facilitator provides 10 minutes to participants to score their assessments and review the description of each style.
3. Participants are also asked to confirm (or disagree) with the assessment results.
4. The facilitator should emphasise that the assessment is for discussion purposes only, it is not a validated scientific instrument. Participants should have in mind that results are not conclusive.
5. Then a group discussion is generated.

**DEBRIEFING – Sample questions for group discussion**

- Do you agree with the results of the assessment?
- Were there any surprises in the results?
- Do the results help explain how things have gone in different conflict situations you have encountered?



## METHODS OF CONFLICT SETTLEMENT

At the end of the above exercise before the discussion is concluded, the facilitator presents conflict resolution methods identified as effective, as presented on **APPENDIX 6: METHODS OF CONFLICT SETTLEMENT**. Approximately 10 minutes are provided for an explanatory presentation and group discussion for exchange of views, ideas but also good practices used by participants during their youth initiatives implemented by their organizations.

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### 5.4. MENTORING IN YOUTH WORK

**METHOD/TOOL:** Role-play exercise / Group Discussion

**AIM:** To introduce mentoring as an innovative method to support, guide and consult children or young people in youth work.

**OBJECTIVES:**

- To introduce the idea of mentoring as an innovative method utilized in youth work.
- To raise awareness on the difference between mentoring, coaching, consultant and other methods of support used in youth work.
- To practically demonstrate how mentoring works between a mentor and a mentee and what is the process.

**MATERIALS:** Copies of **APPENDIX 7: WHO IS A MENTOR? PURPOSE OF MENTORING AND MENTORING PROCESS**, A4 papers, pens, drawing pencils, crayons, oil pastels, markers and post-its

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator provides an introduction to participants regarding the terms “mentoring”, “mentor”, “mentee” and distributes the informational handouts (**APPENDIX 7: WHO IS A MENTOR? PURPOSE OF MENTORING AND MENTORING PROCESS**). The handout provides general information of who is considered Mentor, mentee, what is the purpose of mentoring and how the mentoring process usually works.
2. Then the facilitator divides the group into couples, mentoring couples to be precise, within which one will be considered as the Mentor and one as the Mentee.
3. The facilitator asks each couple to discuss and get to know each other for 10 minutes. Talk about their work, lives, interests, hobbies.
4. Then the facilitator asks the couples to decide, within 5 minutes, the mentee’s specific need or needs which the mentoring relationship will cover, so that the mentee can benefit.
5. Upon establishment of the first contact and identification of the need or needs, mentoring couples are asked by the facilitator to discuss, for 15 minutes, and write down their mentoring action plan, based on which the mentor and mentee will collaborate.
6. Then the facilitator will ask couples to switch roles in order and provides 5 minutes for identification of the new mentees’ need/needs and 15 minutes to write down the mentoring action plan.
7. Upon conclusion, each mentoring couple is asked to present their mentoring action plans and the facilitator notes down the main points on the flipchart.
8. At the end of the exercise a group discussion follows.

**DEBRIEFING – Sample questions for group discussion**

- How did you feel working as mentoring couples?
- What were your impressions as mentors? Did you find it difficult or easy?
- What were your impressions as mentees? Did you feel that mentoring could assist you covering your need(s)?
- Would you consider introducing mentoring as a method of support in your organizations?

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## DEFINITION: COACHING

**Coaching** has been understood as a “processing which people and teams are helped to make the best of themselves and facilitate the way of working effectively as part of a team”

**Coach in youth work:** By supporting young people in a specific way, this person A) aims at the personal development of young people by using a variety of methods or creating opportunities to participate in different programmes or activities. Generally we can consider it as non-formal education. B) A coach is a resource person rather outside a Youth Initiative but still supporting the group of young people in the implementation of their project. C) The coach is responsible for the ‘coaching process’ and rarely involves him or herself in the implementation of the project by the young people or undertakes responsibility for concrete tasks in the project. D) Another important aspect, as basis of the coach’s work, is the relationship with the young people. The coach does not necessarily have to know the group of young people running a Youth Initiative beforehand, but if not, it might take some time at the beginning to build a positive relationship with the group.

## 5.5. COACHING IN YOUTH WORK

**METHOD/TOOL:** Simulation Exercise

**AIM:** To raise awareness among participants on the definition of “coaching in youth work” and coaching methods.

**OBJECTIVES:**

- To raise awareness on the definition of a “coach” in youth work.
- To provide an introduction and exchange views and ideas on good practices, knowledge and expertise and transfer know-how on effective “coaching processes”.
- To identify characteristics of the “ideal coach” in implementing youth initiatives.

**MATERIALS:** Copies of the **APPENDIX 8: COACHING** and **APPENDIX 9: COACHING ABILITIES**, A3 paper, flipchart paper, pens, drawing pencils, crayons, oil pastels, markers and post-its

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator provides an introduction regarding coaching, including the general definition of the concept and the fact that nowadays the word has a wider meaning. The facilitator emphasizes that “coaching” is a relatively new element in supporting youth work, mostly used in the implementation of youth initiatives. The coaching process circle should also be mentioned briefly which is composed by the following phases: a) Motivating, b) Getting to know each other, c) Building the relationship, d) Identifying needs and competences, e) Supporting, f) Evaluating, g) Keeping contact and feedback. An explanation is also given about the aim and objectives of the exercise and the same time resources are written on the flipchart for further reading and information.
2. At the beginning of the exercise the facilitator asks participants who have experience in coaching in their youth organization to come forward. Each “coach” is then randomly assigned with a team of “young people”, represented by the other participants.

3. The exercise is divided into three phases. During Phase A the facilitator explains that “coaches” have 15 minutes to present themselves to their teams of “young people”, and initiate a “getting to know each other” phase, using their own working methods. Coaches should get as much information as possible about the group, including ages, experiences, interests and passions.
4. Then during Phase B, each group has another 10 minutes to discuss and come up with an imaginary “youth initiative/project” which they are going to work on together during the coaching process. Participants are urged to write down their idea and how they are planning to implement it.
5. Upon conclusion, each group is given another 10 minutes to discuss what they believe are the characteristics of the “ideal coach” and write them down both on A3 papers, and on post-its. In order to help participants with characteristics, the facilitator disseminates **APPENDIX 8: COACHING** to each group, which they can use as a basis.
6. The facilitator asks groups to decide the “good” and the “bad” characteristics noted down on **APPENDIX 8: COACHING** and keep their results for their presentation at the end.
7. During the last phase and while groups are working the facilitator draws on a Flipchart a human figure noting down “Bad” on the left side and “Good” on the right side.
8. At the end of all phases, each group is asked to present its imaginary youth initiative, including views, ideas and conclusions on the most effective working methods during coaching processes. Each group is also asked to briefly present the characteristics of the “ideal coach” and pin their post-its on the flipchart.
9. During the concluding phase the facilitator disseminates **APPENDIX 9: COACHING ABILITIES** all participants informing them that this is a list for ideal abilities, competences and experiences, suggested in the “Coaching Youth Initiatives and Participation Guide” (please see Resources at the end of this publication).



## CHAPTER 6: TOOLS AND METHODS FOR SUPPORT

### 6.1. FORMS OF SUPPORT TO CHILDREN AND YOUNG PEOPLE WITH FEWER OPPORTUNITIES

**METHOD/TOOL:** Interactive Simulation Exercise and Group Discussion

**AIM:** To stress the importance and high level of responsibility of a youth volunteer/staff in supporting effectively the learning process of children or young people with fewer opportunities, to generate greater impact.

**OBJECTIVES:**

- To emphasize the various types of support provided by volunteers to children and young people with fewer opportunities, through organized NGO programs.
- To stress the importance of team-work and collaboration, as well as organized programs in a youth NGO involved in supporting learning processes of children and young people with fewer opportunities.

**MATERIALS:** Copies of **APPENDIX 10: SUPPORT STRUCTURES**, pens, drawing pencils, crayons, oil pastels, markers and post-its.

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator briefly introduces the topic, emphasizing the aims and objectives. Then the facilitator presents on the flipchart the words **TUTOR, SUPERVISOR, MENTOR, GUIDE** and **CONTACT PERSON**, which all present different kind of support function in a youth NGO supporting children and young people with fewer opportunities.
2. The facilitator asks the group to briefly describe or define the words.
3. Then she/he emphasizes that in order for volunteers or staff to support the learning process of children or young people with fewer opportunities, these key function people must all work together, collaborate and team up to establish and implement effective support programs to generate ideal results and impact.
4. A question is presented on the flipchart **WHAT ARE THE SUPPORT STRUCTURES REQUIRED TO SUPPORT SUCCESSFULLY CHILDREN AND YOUNG PEOPLE WITH FEWER OPPORTUNITIES?**
5. The group is divided into small groups and the **APPENDIX 10: SUPPORT STRUCTURES** is distributed with A4 papers.
6. The facilitator asks the groups to imagine that they work in a Youth Organization which provides support services to a specific target group representing children or young people with fewer opportunities.
7. Each group member has to decide which role they wish to acquire **TUTOR**, or **SUPERVISOR**, or **MENTOR**, or **GUIDE** or **CONTACT PERSON**.
8. Then each group has to discuss and decide on a specific support programme and fill out the table presented on the **APPENDIX 10: SUPPORT STRUCTURES**, in total 15 minutes are given for the exercise, noting down at the same time what responsibilities and activities each function person has to fulfil under the specific programme.
9. At the end of the exercise each group presents their programme and each member presents their role. Participants are urged to proceed with presentations using theatrical and other innovative methods.

## 6.2. TRUST AND RESPONSIBILITY - DEVELOPING CONNECTIONS WITH OTHERS

**METHOD/TOOL:** To build trust and a sense of responsibility when taking care of each other.

**OBJECTIVE:**

- To develop connections among participants and in turn among children and young people with fewer opportunities.
- To show participants how they can build trust and responsibility among members of a team or when working with couples in sessions.
- To learn and teach taking care and protecting each other to achieve common goals.

**MATERIALS:** No materials are necessary.

**STEP-BY-STEP INSTRUCTIONS:**

1. The facilitator asks participants to divide in couples, randomly if possible.
2. The facilitator explains to the participants the following rules: one person in each couple has to close the eyes and the other person has to guide his/her companion to walk around. The guide has to take care of the “blind” person.
3. The steps taken by each couple are the following:
  - Walk around carefully not to collide with others.
  - The guide has to teach the “blind” person something.
  - The guide has to give the “blind” person something to smell or touch and object in the room and help identifying what it is.
4. The partners change roles at the end of each round.
5. At the end of the exercise a group discussion follows.

**DEBRIEFING – SAMPLE QUESTIONS FOR DISCUSSION**

- When you were “blind”, how did you feel knowing that you had to rely on another person to act, to walk, to smell to touch?
- When you were the guide how did you feel being responsible for another person?
- Did you find it easy or difficult to trust another person?
- Did you find it easy or difficult to take care of somebody else?



## APPENDICES

### APPENDIX 1: UNDERSTANDING THE NATURE OF POVERTY – ROLE PLAY CARDS

<p><b>PETER - 22 years old – Unemployed</b></p> <p>Income: 500 – Government Social Benefits</p> <p>Taxes: 0</p> <p>Flat: 200</p> <p>Food and Bills: 200</p>	<p><b>MARIA – 25 years old – Secretary</b></p> <p>Income: 750</p> <p>Taxes: 50</p> <p>Rent: 250</p> <p>Food and Bills: 150</p>
<p><b>PAUL – 30 years old – Technician</b></p> <p>Income: 1500</p> <p>Taxes: 200</p> <p>Rent: 400</p> <p>Food and Bills: 350</p>	<p><b>ELENA – 28 years old – Bank Employee</b></p> <p>Income: 1800</p> <p>Taxes: 260</p> <p>Rent: 500</p> <p>Food and Bills: 300</p>
<p><b>NIKOLAS – 28 years old – Consultant</b></p> <p>Income: 5000</p> <p>Taxes: 1250</p> <p>Rent: 1000</p> <p>Food and Bills: 500</p>	<p><b>ANNA – 33 years old – NURSE</b></p> <p>Income: 1500</p> <p>Taxes: 250</p> <p>Rent: 500</p> <p>Food and Bills: 400</p>
<p><b>KATERINA – 42 years old – Hairdresser</b></p> <p>Income: 1500</p> <p>Taxes: 170</p> <p>Rent: 400</p> <p>Food and Bills: 350</p>	<p><b>JAMES – 40 years old – BANK MANAGER</b></p> <p>Income: 8000</p> <p>Taxes: 2500</p> <p>Rent: 1300</p> <p>Food and Bills: 1000</p>
<p><b>TOM – 33 years old – Teacher</b></p> <p>Income: 2500</p> <p>Taxes: 600</p> <p>Rent: 800</p> <p>Food and Bills: 500</p>	<p><b>ELENI – 26 years old – Beautician</b></p> <p>Income: 1200</p> <p>Taxes: 120</p> <p>Rent: 400</p> <p>Food and Bills: 400</p>
<p><b>CHRISTOS – 35 years old – Translator</b></p> <p>Income: 850</p> <p>Taxes: 50</p> <p>Rent: 400</p> <p>Food and Bills: 200</p>	<p><b>BRIDGET – 37 years old – Caregiver</b></p> <p>Income: 2000</p> <p>Taxes: 450</p> <p>Rent: 600</p> <p>Food and Bills: 500</p>

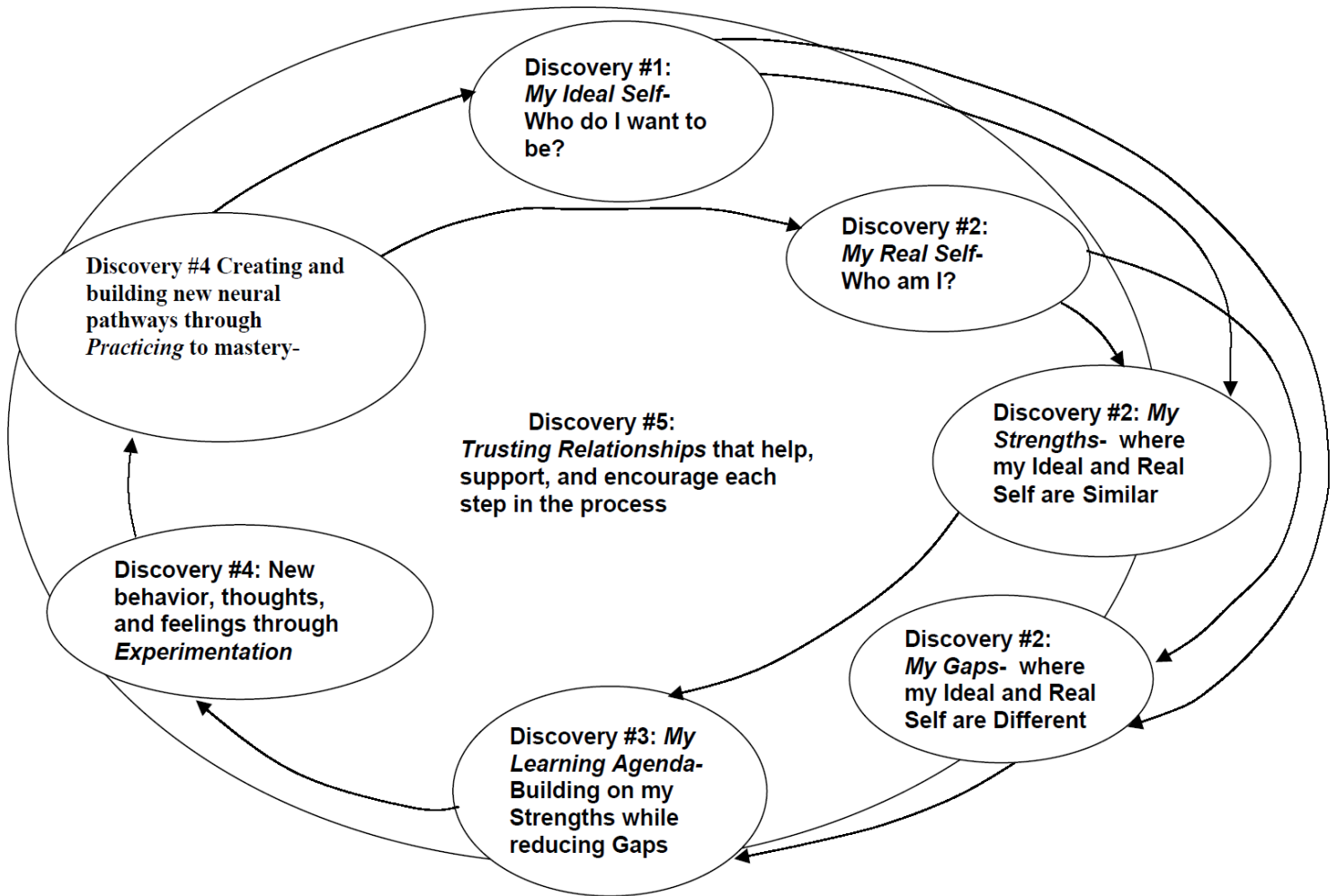


<b>BRAD – 27 years old – IT Specialist</b>	<b>GREYS – 31 years old - Doctor</b>
Income: 2400	Income: 10000
Taxes: 450	Taxes: 3500
Rent: 650	Rent: 1400
Food and Bills: 550	Food and Bills: 1000

## **APPENDIX 2: UNDERSTANDING THE NATURE OF POVERTY – LIST OF EXPENSES**

1. Does your rent cost more than 400 Euros?
2. Can you afford going out with friends once a week? (Cost: 50 Euros per month)
3. Can you buy new clothes or shoes every month? (Cost: 100 Euros per month)
4. You have children, can you afford taking them to a playground every week? (Cost: 50 Euros per month?)
5. Can you afford nursery services? (Cost: 100 Euros per month)
6. Can you attend a gym every month? (Cost: 60 Euros per month)
7. Can you attend a foreign language course? (Cost: 40 Euros per month)
8. Can you spend money on a car? (Cost: 60 Euros per month)
9. Can you go on holiday? (Cost: 500 Euros)
10. Can you afford take-away food every week? (Cost: 60 Euros per month)
11. Can you afford visits to private doctor? (Cost: 50 Euros per month)
12. Can you pay for cable TV? (Cost: 30 Euros per month)
13. Can you go on road trips? (Cost: 50 Euros per month)
14. Can you have a dog? (Cost: 50 Euros per month)

APPENDIX 3: ACHIEVE GOALS - Extract from: *Unleashing the Power of Self-Directed Learning*. Richard E. Boyatzis, PhD, May 28, 2001 (full text can be found on Consortium for Research on Emotional Intelligence in Organizations, [www.eiconsortium.org](http://www.eiconsortium.org))



## APPENDIX 4: FEELING VALUED

### FEELING VALUED worksheet

THIS IS ME

Last time I felt valued was when

.....

It made me feel

.....

People who make me feel good about myself are

.....

because .....

I show them I am happy by .....

Things that make me feel good about myself are

1. ....
2. ....
3. ....

Things I can do to help achieve this are

1. ....
2. ....
3. ....

## APPENDIX 4: DEVELOPING LEADERSHIP SKILLS

<b>LEADERSHIP SELF-REFLECTION QUIZ</b>	
<b>WHO AM I?</b>	
<b>WHAT AM I PASSIONATE ABOUT?</b>	
<b>WHAT ARE MY PERSONAL VALUES?</b>	
<b>WHAT IS MY PERSONAL PURPOSE?</b>	
<b>HOW DO I EXPRESS MYSELF?</b>	
<b>DO I HAVE A UNIQUE WAY OF EXPRESSING MYSELF?</b>	
<b>WHAT ARE MY UNIQUE STRENGTHS AND SKILLS?</b>	
<b>WHAT IS MY SPECIFIC VISION?</b>	

## APPENDIX 5: CONFLICT MANAGEMENT STYLES QUIZ

Source: Reginald (Reg) Adkins, PhD, Elemental Truths

We each have our own way of dealing with conflict. The techniques we use are based on many variables such as our basic underlying temperament, our personality, our environment and where we are in our professional career. However, by and large there are five major styles of conflict management techniques in our tool box. In order to address conflict we draw from a collaborating, competing, avoiding, harmonizing or compromising style of management. None of these strategies is superior in and of itself. How effective they are depends on the context in which they are used. Each statement below provides a strategy for dealing with a conflict. Rate each statement on a scale of 1 to 4 indicating how likely you are to use this strategy.

1 = Rarely      2 = Sometimes      3 = Often      4 = Always

Be sure to answer the questions indicating how you would behave rather than how you think you should behave.

1. I explore issues with others so as to find solutions that meet everyone's needs. \_\_\_\_\_
2. I try to negotiate and adopt a give-and-take approach to problem situations. \_\_\_\_\_
3. I try to meet the expectations of others. \_\_\_\_\_
4. I would argue my case and insist on the merits of my point of view. \_\_\_\_\_
5. When there is a disagreement, I gather as much information as I can and keep the lines of communication open. \_\_\_\_\_
6. When I find myself in an argument, I usually say very little and try to leave as soon as possible. \_\_\_\_\_
7. I try to see conflicts from both sides. What do I need? What does the other person Need? What are the issues involved? \_\_\_\_\_
8. I prefer to compromise when solving problems and just move on. \_\_\_\_\_
9. I find conflicts challenging and exhilarating; I enjoy the battle of wits that usually follows. \_\_\_\_\_
10. Being at odds with other people makes me feel uncomfortable and anxious. \_\_\_\_\_
11. I try to accommodate the wishes of my friends and family. \_\_\_\_\_
12. I can figure out what needs to be done and I am usually right. \_\_\_\_\_
13. To break deadlocks, I would meet people halfway. \_\_\_\_\_
14. I may not get what I want but it's a small price to pay for keeping the peace. \_\_\_\_\_
15. I avoid hard feelings by keeping my disagreements with others to myself. \_\_\_\_\_

## How to score the Conflict Management Quiz:

As stated, the 15 statements correspond to the five conflict resolution styles. To find your most preferred style, total the points in the respective categories. The one with the highest score indicates your most commonly used strategy. The one with the lowest score indicates your least preferred strategy. However, if you are a leader who must deal with conflict on a regular basis, you may find your style to be a blend of styles.

Style Corresponding Statements:	Total:
Collaborating: 1, 5, 7	
Competing: 4, 9, 12	
Avoiding: 6, 10, 15	
Accommodating: 3, 11, 14	
Compromising: 2, 8, 13	

## Brief Descriptions of the Five Conflict Management Styles

**Collaborating Style:** Problems are solved in ways in which an optimum result is provided for all involved. Both sides get what they want and negative feelings are minimized.

Pros: Creates mutual trust; maintains positive relationships; builds commitments.

Cons: Time consuming; energy consuming.

**Competing Style:** Authoritarian approach.

Pros: Goal oriented; quick.

Cons: May breed hostility.

**Avoiding Style:** The non-confrontational approach.

Pros: Does not escalate conflict; postpones difficulty.

Cons: Unaddressed problems; unresolved problems.

**Harmonizing Style:** Giving in to maintain relationships.

Pros: Minimizes injury when we are outmatched; relationships are maintained.

Cons: Breeds resentment; exploits the weak.

**Compromising Style:** The middle ground approach.

Pros: Useful in complex issues without simple solutions; all parties are equal in power.

Cons: No one is ever really satisfied; less than optimal solutions get implemented.



## APPENDIX 6: METHODS OF CONFLICT SETTLEMENT

Source: SOURCES OF CONFLICTS WITHIN ORGANIZATIONS AND METHODS OF CONFLICT RESOLUTION University assistant Iuliana TALMACIU University assistant Mihaela MĂRĂCINE Constantin Brâncoveanu University of Pitești

Methods	Contextual situations
Avoidance	<ul style="list-style-type: none"> <li>• The problem is unimportant or other more important problems have become more pressing;</li> <li>• There is no chance of satisfying your interests; o Triggering a conflict is more plausible than solving the problem;</li> <li>• To give people time to calm down and to have a perspective on the development of the events; o Additional information is needed;</li> <li>• Others may resolve a conflict in a more effective manner; The problems seem to be essential or symptomatic;</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• Finding some integrative solutions for interests of major importance;</li> <li>• When one's own goal is to learn;</li> <li>• Combining contradictory opinions;</li> <li>• Winning everybody's adherence by considering multiple interests and by achieving a general consensus;</li> </ul>
Competition	<ul style="list-style-type: none"> <li>• When decisional fastness is of vital importance;</li> <li>• In important problems in which unpopular actions must be implemented;</li> <li>• In the issues vital to the firm, when managers are convinced that their view is correct;</li> <li>• Against those who take advantage of a lenient attitude;</li> </ul>
Compromise	<ul style="list-style-type: none"> <li>• Goals are important, but the risk of triggering a conflict is too high.</li> <li>• Opponents with equal power are determined to implement ideas that exclude each other.</li> <li>• To achieve a temporary balance.</li> <li>• To ensure an "honorable" withdrawal, when collaboration or competition cannot lead to a positive outcome in terms of satisfying their own interests.</li> </ul>
Adjustment	<ul style="list-style-type: none"> <li>• When one reaches the conclusion that one's judgments are not correct;</li> <li>• To allow another better option to be applied;</li> <li>• To obtain a social loan in anticipation of future more important problems;</li> <li>• To minimize losses;</li> <li>• When the situation is out of control;</li> <li>• When harmony and stability are essential.</li> </ul>

## APPENDIX 7: WHO IS A MENTOR? PURPOSE OF MENTORING AND MENTORING PROCESS

The word originated from the Greek mythology. Mentor was the name of a wise and faithful advisor to Odysseus. When Odysseus left for his long journey he entrusted the direction and teaching of his son Telemachus to Mentor. According to mythology through Mentor, Telemachus became an effective and loved ruler. Today the word is mostly used to mean a friend, a role model, an able advisor, a person who lends support in many different ways to one pursuing personal goals.

### WHAT DO MENTORS DO

A mentor is a teacher, coach, sponsor, counselor, advisor, to a group in one. The interest is in one person.

### WHAT IS THE PURPOSE OF MENTORING

A mentor's principal purpose is to help another develop the qualities he/she needs to attain his goals – without a mentor. These qualities are **WISDOM, JUDGMENT, RESILIENCE AND INDEPENDENCE**

Developing wisdom means learning how the “system” works. By sharing these rules, a mentor helps the protégé become accepted as an integral part of the organization.

- **JUDGEMENT** – Means understanding the consequences of decisions and actions. A mentor with objectivity and perspective can help the mentee understand the long-term impact of choices.
- **RESILIENCE** is learning from mistakes and coming back with renewed confidence, strength and determination. A mentor, by sharing stories of her own mistakes, helps the mentee recognize that the road to achievement rarely comes without challenges and even failures.
- **INDEPENDENCE** – occurs when one is ready to accept increasing challenges and reasonable risks. By pointing out the mentee's achievement a mentor supports his/her efforts to become self-reliant.

### PROCESS OF MENTORING

Eight words describe the process of mentoring:

#### LEAD, FOLLOW AND GET OUT OF THE WAY!

Lead as showing the way by role modeling, experience or example. Mentors focus on qualities of wisdom and judgement.

Following as advising and counseling – Leadership moves to the learner, the mentor becomes a sounding board, a support system, giving advice when asked. Mentors focus on mentees building resilience. Mentors share their own experiences and are willing to reveal themselves as vulnerable.

Getting out of the way as the art of withdrawing from a supportive relationship. Granting the other not to take advice, not to do it our way. Mentor needs to acknowledge that the end came, celebrate it and if need be to suggest other people.

## **APPENDIX 8: COACHING**

### **COACH 1:**

1. PATIENT
2. PERSONAL PROBLEMS INTERFERE
3. SERIOUS ALL THE TIME
4. HAVE EMPATHY
5. DON'T HAVE A LOT OF TIME TO SPEND WITH THE GROUP

### **COACH 2:**

1. STANDING ON THE GROUND
2. NO EXPERIENCE IN PROJECT DEVELOPMENT AND MANAGEMENT
3. CAPABLE OF SELF REFLECTION
4. MAKE DISTINCTIONS
5. GET PERSONALLY INVOLVED

### **COACH 3:**

1. ANGRY ALL THE TIME AND BURSTS OUT
2. ABLE TO SOLVE CONFLICTS
3. I HAVE KNOWLEDGE ABOUT GROUP PROCESSES
4. I DON'T HAVE MUCH EXPERTISE
5. NOT CREATIVE

### **COACH 4**

1. KNOWLEDGE OF COACHING METHODS
2. EXPERT KNOWLEDGE
3. PERSONAL CONTACTS WITH OTHER ADVISORS
4. NARROW MINDED
5. RACIST

### **COACH 5**

1. NOT INNOVATIVE
2. NOT A GOOD LISTENER
3. PSYCHOLOGICAL AND PEDAGOGICAL SKILLS
4. COMMUNICATION SKILLS AND TECHNIQUES
5. DON'T CARE ABOUT THE GROUP

## APPENDIX : COACHING ABILITIES

Ability	What does this mean...?!	Check
<b>PATIENCE</b>	I have learned to wait until others make up their own experience! I am able to watch group processes and to wait for the result they will achieve!	
<b>HUMOUR</b>	I am able to laugh with others and sometimes also about myself! In difficult situations, e.g. if the motivation in the group is in danger of disappearing, some sense of humor at the right time can help a lot.	
<b>EMPATHY</b>	I can respond to the emotions of others, like anger, fear, worry or shame without being frightened! I always try to understand the point of view of the person facing me.	
<b>CAPABILITY OF SELF REFLECTION</b>	I know my personal strengths and weaknesses! I know my personal limits and I'm able to refer to them!	
<b>STANDING</b>	I have both feet on the ground! I have surroundings in which I feel comfortable and I feel well supported by my friends and family! Because of this I have people I can talk to if I need to reflect on the coaching situation.	
<b>CONFLICT AND RELATIONSHIP ATTITUDE</b>	I'm able to solve conflicts and critical situations with others in a positive and constructive way!	
<b>EXPERIENCE IN PROJECT DEVELOPMENT AND MANAGEMENT</b>	I have already developed my own projects and initiated them! Because of this I am able to offer the group some methods and tools on 'how' to develop their project.	
<b>KNOWLEDGE ABOUT GROUP PROCESSES</b>	I gather experiences and observations of how groups interact and which processes they use regularly! This helps me to understand the emotions and reactions of the participants in each step of the process.	
<b>COMMUNICATION TECHNIQUES</b>	I know one or more techniques of communication e.g. 'person centred individual consultation'! This helps me to moderate the group communication in difficult situations.	
<b>METHODS FOR COACHING</b>	I know some creative methods to visualise or moderate situations and processes! Those can be helpful to structure ideas and opinions within the group and support the decision making process.	
<b>SELF EXPERIENCE WITH COACHING</b>	I have had a consultation during a project development or other situation! This helps me to see the advantage of it. It was important that someone from 'outside' who wasn't personally involved supported me to structure my ideas and opinions in a different way.	
<b>COACHING EXPERIENCE</b>	I have experience in coaching groups or individuals! Out of this experience I know about different reactions of participants in different situations.	
<b>EXPERT KNOWLEDGE</b>	I have expert knowledge in different areas, such as ....., which I can offer to others!	
<b>PERSONAL CONTACTS WITH OTHER ADVISORS</b>	I have an existing network of contacts with other experts concerning consultation, youth work or supervision!	
<b>PSYCHOLOGICAL AND PEDAGOGICAL SKILLS</b>	I have experience in psychological or pedagogical support activities!	

**APPENDIX 10: SUPPORT STRUCTURES: CHART FOR FURTHER RESPONSIBILITIES**

	<b>What?</b>	<b>How?</b>	<b>When?</b>	<b>Who?</b>
<b>orientation information</b>				
<b>induction familiarization</b>				
<b>accommodation food / pocket money</b>				
<b>integration into the team and project</b>	{See example below!!!}	{See example below!!!}	{See example below!!!}	{See example below!!!}
<b>job description activities / tasks</b>				
<b>training possibilities /needs</b>				
<b>language &amp; intercultural learning</b>				
<b>integration into the local community</b>				
<b>technical / legal issues</b>				
<b>overall conditions</b>				

**Support structures: Examples for facilitator**

	<b>What?</b>	<b>How?</b>	<b>When?</b>	<b>Who?</b>
<b>Integration into the team and project</b>	Get to know staff	Invite to staff meetings	Weekly	Me!
	Get to know local volunteers	Attendance at volunteer social evenings and	Every Thursday evening	Sheila (volunteer co-ordinator)
		residential weekend	25-28 June	Joe (staff co-ordinator)
Understand structure of whole organisation	Use an organigram and discuss during support session	After 3 weeks		
<b>Language &amp; Intercultural learning</b>	Get to know volunteer's ability	Contact with Sending Organisation and try to chat with volunteer directly by phone	2 weeks before s/he comes	Me to coordinate
	Give the volunteer some basic everyday vocabulary	Mark important objects & give notebook Arrange 4 informal language lessons	First days Weeks 1 & 2	Me to coordinate with local volunteers Volunteer (peers) group



## PROJECT PARTNER ORGANIZATIONS

### SOCIAL POLICY AND ACTION ORGANIZATION

The Social Policy and Action Organization, a non profitable organization was established August 2014 in Cyprus. The main goal of the Organization is to work towards the enhancement of quality of life of citizens targeting mostly vulnerable groups, with extra emphasis on young people, covering all social policy related areas. The Organization actively supports and promotes the five principles of quality of life, thus being Human Well Being, Health, Financial Independence, Family Status, Socialization and Social Protection. The Board of the Organization in total 6 professionals work permanently on the activities and approximately 200 volunteers offer their services on different activities.

The Organization has established different Departments for effective operation: a) Youth Department, for the design and implementation of youth related projects, also responsible for the operation of the YouthVoices Programme and Chance2Learning. b) Research and Development Department, for the implementation of academic research studies and surveys and the development of policy recommendations and c) Fundraising Department, focusing on fundraising activities to financially support humanitarian causes, also operating the programme CY Care Packages, d) Project Management Department, undertaking the implementation of projects related to promoting human rights of vulnerable groups and people with fewer opportunities, gender mainstreaming and empowerment, combating poverty and social exclusion, sexual harassment prevention and other social related projects.

The activities of the Organisation are designed under two pillars: A) Design and implementation of Actions targeting specific social problems. B) Development and promotion of social policy recommendations. Among its activities are: 1) Design and implementation of academic research and surveys; 2) Monitoring of social policy related legislations and directives; 3) Mapping of effective social policy practices and actions in other countries; 4) Design and implementation of projects contributing towards combating identified social problems, supporting vulnerable groups, including young people, promoting human rights, combating all kinds of discriminations in all levels of the society and promoting equal opportunities for all; 6) Provision of support, empowerment and enhancement of the quality of life of vulnerable groups; 7) Awareness raising, dissemination of information and organization of social campaigns; 8) Establishment of a network with national and international parties, involved in social policy issues.

#### CONTACT DETAILS:

Address: 9A Agiou Nicolaou Street, Agioi Trimithias, 2671 Nicosia, Cyprus

Telephone: 0035797894419

E-mail: [info@socialpolicyaction.org](mailto:info@socialpolicyaction.org)

Website: [www.socialpolicyaction.org](http://www.socialpolicyaction.org)

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### CAI - CONVERSAS ASSOCIAÇÃO INTERNACIONAL

CAI - Conversas Associação Internacional, based in Lisbon, Portugal, aims at social intervention, cooperation and education for human and social development in the areas of prevention, treatment, social inclusion of social issues, research, publications, training and cultural events. To achieve its aims CAI namely:

- a) Promotes and participates in social experimentation and innovation in the fight against poverty and social exclusion promoting human rights and the children's rights;
- b) Builds and supports local, national and international actors of social intervention networks;

- c) Promotes the social street work and social street workers, social participation and community development;
- d) Promotes social intervention programs;
- e) Implements training and vocational training programs, creating and maintaining centres where these programs take place and with psychosocial support;
- f) Develops parent education and family support activities, and family (re) integration, social and professional integration;
- g) Assists the implementation of local, national and international strategies to promote gender equality and protection of discriminated populations;
- h) Collaborates and / or promotes cultural and sporting activities;
- i) Develops consultancy, supervision, and evaluation of projects programs;
- j) Develops studies and promote research and analysis of issues implicit in the practice of association.

#### **CONTACT DETAILS:**

Address: Rua Palmira Nº66 R/C C, 1170-289 Lisbon, Portugal

Telephone: +351963906882

E-mail: cai.associacao@gmail.com

Website: www.cais.pt

#### **UNITED SPORTS CLUB SOFIA**

United Sports Club Sofia is a social-sports club dedicated to the city community of families, friends and neighbours and it is open for everyone. Through sport personal development and lifelong learning, active citizenship in addressing social issues, health and well-being for children, youth and their families are promoted.

**Children & Youth Sports:** Goal to get kids to play and give them a positive, fun experience while building confidence so they want to keep playing and learning! Participants in these programs build skills, learn about teamwork and focus on sportsmanship. Along with improving health, whenever teamwork is involved, there's the added benefit of being connected to others. On any given day we enjoy playing and learning different sports, family games and volunteering in community activities.

**Family Camps and Kids Day Camp:** Using sports, fun and exploring new interests aren't just for the young. Opportunities are provided for every family to build stronger bonds, achieve greater work/life balance, and become more engaged with their communities.

**Youth Activities (Non-Sport):** Kids deserve the opportunity to discover who they are and what they can achieve. Sometimes kids want a break from sports and have a safe and fun evening with other kids. Creative classes are where kids have fun learning new skills and expressing themselves. Kids learn basics and build on their skills, create and share their artistic vision with friends and family.

**Adult Sports:** The adult sports focus on providing a positive an environment where our focus is fun and exercise. Friendly competition, lots of variety and a supportive environment means team sports recreational activities are fun again, and it makes for a healthier lifestyle.

**Family Nights and Parties:** Bringing families together to have fun and grow together.

**CONTACT DETAILS:**

Address: Ilinden BL. 55, ENT. D, FL. 6, AP. 108, BG411 Sofia, Bulgaria

Telephone: +359 899837194

E-mail: [simona.vasi@gmail.com](mailto:simona.vasi@gmail.com)

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**ACVOLEREVOLARE**

Acvolerevolare is a newly established Cultural Association in Sicily. The Association offers support and advice to public and private institutions in Italy and Europe in the design and implementation of European, national and local projects. It is involved in projects funded by Erasmus Plus, Youth Plan, Start Up and Creative Europe.

The Association promotes European mobility and active citizenship through intercultural exchanges, internships, volunteer activities and local cultural integration of young people. The aim is the design, organization, promotion and production of events and projects for tourism, culture and local development with emphasis in ecological projects.

The Association's goal is to enhance the personal development of young people, increasing their sense of citizenship, active participation in society and a real awareness of their role as citizens and to educate young people to a peaceful coexistence with people from different cultures, countries, and social conditions, giving them the opportunity to engage in an intercultural environment that stimulates the development of a consciousness about the complexity of our society.

The association had approved an Erasmus exchange to the kitchen which was held in Balestrate to July 2015.

**CONTACT DETAILS:**

Address: Via J. F. Kennedy n. 207, 90031, Sicilia, Italy

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E-mail: [acvolerevolare@gmail.com](mailto:acvolerevolare@gmail.com)

Website: [www.acvolerevolare.blogspot.it](http://www.acvolerevolare.blogspot.it)

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**UNIQUE JUNIOR ENTERPRISE**

UNIque is the first Junior Enterprise in Albania. UNIque is a non-profit consulting enterprise located in Tirana (Albania) whose aim is to offer students who follow higher education studies the possibility to bridge the gap between theory and practice. Students are involved in projects and in the management of the Junior Enterprise. UNIque was founded by know&how JE in cooperation with Albanian students in Albania, Austria, Germany and Italy and was registered as a nonprofit organization in Albania in October 2009. We believe that our strains beyond being fruit -bearing for us could be a considerable incentive for the young entrepreneurship in Albania, enabling in the long term the creation and support of a prepared and dynamic entrepreneurial class. Through its services staff and volunteers want to be active actors and accomplishes of the will of the young Albanian generation to create a positive professional figure of the future entrepreneurs. By putting a strong focus on the creation of the national network and on the enlargement process, the organization wants to affirm the relations already made to JADE and the worldwide network of Junior Enterprises.

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**AKTO - ASSOCIATION FOR THE PROMOTION OF HUMAN RIGHTS AND DEMOCRACY**

AKTO was created in June of 2015 with the aims:

- To promote training and education in the field of Human Rights and Democracy;
- To introduce young people to the European Community and to the Erasmus+ program;
- To promote intercultural activities, volunteering and activism between young people.

The organization targets youth, through training courses, promoting volunteering, human rights, gender equality, secure employment for young people, human trafficking, and social inclusion.

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**ASOCIACION BUILDING BRIDGES**

Building Bridges Cultural Association was founded in 2008 to promote a spirit and community integration and to foster European culture awareness among youth. Building Bridges is presented at local level as a tool to assist and support the implementation of non formal education courses and improving knowledge of European labour system practices. The staff and volunteers organizes courses, visits and meetings, European events for public agencies on policies concerning youth , mobility, sports , local economic development , culture and cooperation with developing countries. It is believed that transnational experience could offer young people the opportunity to grow within a European dimension through their personal and professional skills, so that they could become main actors of the European future. Since its foundation, the association has participated in various advocacy and promotion of European mobility and its members have sufficient mobility experience as trainers. The aims of the organization are:

- -To build bridges and promote the social construction of Europe
- -To build bridges and promote intercultural dialogue and favour understanding of foreign cultures.
- -Plan bridges using European projects to promote participation.
- -Step on bridges to support any cultural, educative and/or artistic expression based on the previous values.

Building Bridges works with organisations in the fields of culture, education and youth. In general, the organization focuses on anyone interested in art, culture, and heritage and Europe issues, especially those looking for an experience abroad and in need of a grant or funding. This group involves people of all ages and backgrounds with emphasis on youth: most of the users are long term unemployed people, with very few opportunities to get funding for developing studying and working activities in Spain or abroad.

All activities pursue our aim: provide information and counselling to young people according to the following principles:

- Promote intercultural dialogue and favour understanding of foreign cultures.
- Educate young people towards an active European citizenship.
- Support any cultural, educative and/or artistic expression based on the previous values.
- Promote the social construction of Europe

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#### **WALKTOGETHER**

The general scope of WalkTogether is to offer high quality of non-formal education to adults and young people, covering the three main areas of non-formal education: socio-cultural (popular) education, education for personal development and professional training. The non-governmental organisation is established by a group of activists and trainers wishing to contribute to the building of a responsible and aware society in Bulgaria. It is created to serve as a learning organization that gathers trainers, youth and social workers, youth policy makers, experts, and volunteers with different levels of competences to actively be involved in the creation of civic activities with European dimension and with benefits for their local communities.

The association pursues the following objectives:

- Implementation of new social practices of integration and protection of vulnerable members of the society;
- Operation in national and international programs related to human rights and environmental issues;
- Implementation of complex programs and strategies for alignment with European standards in the prevention and combating social diseases;
- Distribution and promotion of European values;
- Supporting other organizations having objectives similar to the objectives of the Foundation;
- Participation in national and international training programs, cultural exchanges and youth activities.

To achieve its objective, Walk Together carries out activities such as initiatives, support and implementation of projects and studies related to the objectives of the Association. The organization supports initiatives aimed at removing any kind of inequality of persons belonging to minorities and vulnerable groups. The activities are also directed towards research and publication of informational materials and collaboration with organizations, institutions and individuals in the country and abroad, work towards the development of active cooperation with local officials on programs related to the purposes of the Association. Further, workshops, seminars, conferences and other national and international meetings are organized on general and specific issues of the objectives of the organisation. Walk Together is very active in the organization of education, training and retraining programs which aim at improving, developing and broadening knowledge, skills and competences.

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**ASOCIATIA TINERILOR ACTIVI CIVIC**

Asociatia Tinerilor Activi Civic (Active Young People's Civic Association) is a youth organization, which aims to promote the development of the Romanian society attracting young people towards active citizenship and promoting the local and national cultural values. A.T.A.C. was established in 2010 by a group of young people in order to contribute to the social and personal development of local youth. The organization is active in the community - working with children and youth from placement homes, poor families, old people, unemployed and facing other social problems. In order to realize its objectives, the organization's staff cooperates with families, local authorities, primary schools, high schools and universities and we develop projects with them.

The activities of the organization include among others the following:

- Effect ITF – Independent Theatre Festival Galati;
- We run for Community - charity marathon with participation fee. The participants sustain a cause and the cause sustained by the winner gets all the funds.
- ACUFest - cultural performing activities, graffiti, exhibition and outdoor sports in Galati; dance competition;
- Be a volunteer, volunteering counts - Encouraging young people volunteering thru a series of seminars and conferences with the support of American Peace Corps volunteers in Republic of Moldova.
- Mediations of internships - Trying to help young people find a job by mediating a dialogue between those who want to do internship, volunteer in the state or private companies and those that require unskilled labour;
- Applied Budget (a campaign to develop the civic sense of people in Galati, showing them that their opinion matters and that they can influence some of the Town Hall's future budget);
- Introducing public speaking and non-formal methods of presentation to local youth and entrepreneurs;
- Presentation of the Youth in Action and Erasmus Plus programme to students from university and high schools;
- The road to the sea (20 volunteers accompanying kids with disabilities and from placement homes to the seaside and offering them three days of fun);
- The Magic of Christmas-Christmas Show (for kids from placement homes and families with less opportunities);
- Campaigns in local schools about the abuse of legal and illegal drugs;
- WhishBox (Christmas presents for children coming from poor families).

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## **ASOCIATIA OBSTEASCA "CALEA LACTEE"**

Asociatia Obsteasca "Calea Lactee" is a public, non-governmental, non-political, non-profit organization which aims to:

- support and promote youth/children.
- develop qualities and skills of young people, especially those from rural areas and from poor families.
- promote and support the common interests of young people locally, nationally and internationally, in order to create opportunities for their participation in social life, arts and culture by developing socio-cultural action projects.
- promote a healthy lifestyle.
- support social integration of young people with disabilities, providing support to their social inclusion.

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## **GREEN SPIRIT**

Green Spirit is a non-profit and non-governmental organisation, promoting youth exchanges, mobility and intercultural learning on European and worldwide scale. Green Spirit disseminates the value of the human rights and pursues the initiative of responsible and sustainable development. Its actions support personal development in relation to local sustainable development. The organization is working with young people to discover their potential and motivate them in order to improve their personal development through leisure activities, active use of free time, non-formal education and informal learning. The aim is to help and prepare the young people in the local community for the job market and give them the knowledge to find ways to employability! Moreover youth workers using non-formal education methods in youth work foster soft skills, youth employability entrepreneurship, ecology, sustainable development, green activism, healthy life style and of course social inclusion.

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## **SOCIAL INNOVATION AND ENTREPRENEURSHIP DEVELOPMENT ASSOCIATION OF SLOVAKIA**

SIEDAS - Social Innovation and Entrepreneurship Development Association of Slovakia [www.siedas.org](http://www.siedas.org) is a non-governmental, voluntary, interest and non-profit association that devotes its attention particularly to young people who want to find out their talent, discover the spirit of entrepreneurship and principles of sustainable society. Within this objective and through its activities, association helps to create a student culture, which bears

elements of the study, an active approach to fulfilment of life goals, relaxation and exploring of new things to broaden young people's horizons and facilitate their entry into the labour market. SIEDAS is full member of TDM2000 International, large network of organisations working with main focus on youth. Our aims are realized through non-formal learning of students who are developing a student platform prešudenta focuses on 20.000 students in Nitra these days. Students help to students and try to fill the vision of a tool which navigates new students at university as well as provide necessary and helpful information about study and students life during school for all students, while gives an assistance to graduates for a new beginning. Platform offers huge amount of opportunities how to attract group of young people of age 19 - 28.

In addition, the organization collaborates with the Slovak university of Agriculture in Nitra where volunteers work and have direct contact with students from all faculties. SIEDAS collaborates on its activities with academic senate, management of university, student parliament, teachers and various university departments. The organization, through specific activities also supports the national initiatives of Iuventa, KomPrax, which lead to recognition of non-formal learning in Slovakia and have participated in the national project PRAKTIK which educated youth volunteers.

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#### **ALBA CARITAS HUNGARICA ALAPÍTVÁNY**

Alba Caritas Hungarica Foundation consists of different departments of which the most important are RÉV Ambulance for addicted people and St.Christopher House for disabled people.

The **RÉV Szenvedélybeteg-segítő Ambulancia (RÉV Ambulance for addicted people)** aims to help people with addictions like drugs, cigarettes (nikotin), gambling and medicines. The main goal of our preventing activity is not just about giving information, but also analysing the needs of our clients.

**St. Christopher House** provide an everyday care for disabled (physically and/or mentally) people of different ages (from 18 to 45 mostly). The aim is to provide beneficiaries with an enjoyable atmosphere every day and also to organize different kinds of events, special manual training, trips, summer camps,

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