YOUTH CREATING SOLUTIONS FOR MEANINGFUL PARTICIPATION

TOOLKIT FOR TRAINERS ON PARTICIPATION AND HUMAN RIGHTS

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CONTENT

FOREWORD

Youth Creating Solutions for Meaningful Participation (YCSMP) is a project that aims to increase the knowledge and skills of youth to actively participate in their societies, tackle concerns in their societies and promote democracy and human rights, as well as to enhance mutual learning among the project countries Bangladesh, Finland, Nepal and Slovenia. The project is a joint initiative of four organizations; Bangladeshi human rights organization Odhikar, Demo Finland, Youth Network MaMa from Slovenia and ASMITA Women's Publishing House, Media & Resource Organization from Nepal.

In the framework of the YCSMP project, four international training programs have been organized. These programs consisted of a training of trainers for participants from the four countries, and of pilot trainings that the participants conducted for local youth. As the objective is not only to enhance the participants' knowledge and understanding on issues related to youth participation but also to strengthen their skills as trainers and to make sure that the dissemination continues in their local target groups, this toolkit is produced to support the youth workers, youth leaders and activists that have been part of the project in their future activities in the field of empowering young people to change their societies.

The YCSMP team hopes that this toolkit will prove useful to our project participants and to anyone who is interested in promoting youth participation, democracy and human rights. During our 15-month project with people from four different countries and with very different backgrounds, we have learnt a lot about the challenges that young people face in different contexts. However, we have also learnt that many of these challenges are shared and that cooperation, peer learning and experience sharing across organizational, political and country borders will give us more tools and inspiration to tackle the challenges.

We have had the privilege to be part of this project and to learn from our partners and participants who have also contributed to this toolkit. Now it is your turn to share the outcomes and to put into practice the methods and exercises that are included!

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INTRODUCTION

The content of this toolkit is divided into four parts, following the topics of the training programs of the YCSMP project: non-formal education as part of youth work, human rights, development and democracy, and participation of women in decision making. The toolkit contains some background information on the topics, as well as ready-made training sessions and examples of exercises and methods that can be used in trainings and workshops. The training sessions are a compilation of the pilot training plans that were prepared and also tested by the project participants. They have initially been planned to take place in multicultural context, but many of them can be used in trainings with youth from one country, and all of them can be modified to fit any target group. Most of them are not very detailed, as they are meant to serve as an inspiration for your training plans.

The theory part of each topic is relatively short, and it aims to give just the basic background for starting your training. However, there are links and tips for more resources and materials. A separate list of useful methods is also included, but remember that all the methods can and should be modified according to the target group and objectives. All parts of the toolkit can be used separately.

PART I: NON-FORMAL EDUCATION AS PART OF YOUTH WORK

NON-FORMAL EDUCATION

Non-formal education is a major part of youth work. Youth work has different pillars, but using the methods of non-formal learning and gaining competences through different methods is one of the crucial ones.

The glossary of the European Knowledge Centre for Youth Policy gives us the insight of what non- formal learning actually is:

"Non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways."

Non-formal education is a concept that is used to differentiate it from formal education, which mostly takes place in formal institutions such as schools and aims at some kind of degree or diploma. A third related concept is informal learning. This is what happens anywhere and anytime, and it is not planned. An example of formal education could be a history lesson in a primary school, whereas non-formal education might be, for example, a training for voluntary youth workers organized by an NGO. Learning something new about foreign cultural habits while becoming friends with an exchange student would be counted as informal learning.

On the next page, there is a detailed comparison of these three concepts. However, sometimes the differences are not clear as for example many schools nowadays can have lots of characteristics on non-formal education.

	FORMAL EDUCATION	NON-FORMAL EDUCATION	INFORMAL LEARNING
AIMS	Reproduction of the society; socialisation (and integration) of individuals into society;	Change in the society; individual development (transformation)	No specific aims
PLAN	Structured system with curriculum set by State; or with accreditation from the State	Planned process, based on the learners' needs and experience (and the mission of organisations)	Not a planned activity
PROCESS	Teacher-centred, teacher is the authoritarian figure in the classroom	Learner-centred, with participatory methodology, focused on the process, experiential learning	Lifelong process
SPACE	Predominantly in formal environment (schools – classrooms)	Primarily in Civil Society Organisations, but not so important where as what it is based on	In all daily situations
AGE GROUP	Peer groups (same age cohorts)	Intra-generational and inter-generational	Intra-generational and inter-generational
ORGANISER	Formal educational institutions (can be private); State	NGOs, youth organisations, civil society (but not exclusively)	No organiser
EDUCATORS	Certified teachers (with a formal education degree)	Trainers, facilitators, peer leaders	Everybody
MISTAKES	Punished	Allowed, appreciated and worked with (experience)	The more the better – we learn through mistakes
OUTCOMES	Publicly valid certificate/ degree (guaranteed by state)	Competences (sometimes possible a certificate)	Personal learning
ASSESSMENT	Formal grades (can be numerical or descriptive), standardised testing	No formal assessment, evaluation of the activity	No assessment
RESPONSIBILITY FOR RESULTS	Teacher (educator)	Participant, group, educator	Individual
PARTICIPATION	Obligatory participation (for certain levels of education)	Voluntary	Automatic

YOUTH WORK – BUILDING COMPETENCES AND PROVIDING A SAFE SPACE

Janet Batsleer and Bernard Davies in the compendium What is youth work?[1] describe youth work as a disciplined improvisation. They say that good youth work can be seen as having some contradictory qualities as great jazz. It is well prepared and highly disciplined, yet improvised. And, while responding sensitively to the signals and prompts of others, it continues to express the worker's own intentions, insights, ideas, feelings - and flair.

Youth work helps youngsters to their personal development, raises their competences to become more employable and develops a sense of active citizenship. The reason why it is so interesting is that it uses different methods of non-formal learning. The easiest explanation would be that youth work is a safe space, where you can fail, learn and improve. And you always have this "guardian angel" called Youth worker, who helps you to recognize the added value of the competences gained through the process. It is as well really important, that living in the world of goal oriented projects and where everything should be measured somehow, youth work is also a lot about the process. The outcome in the end doesn't matter so much, if we did not learn in the process.

When planning the activities for how to use the non-formal education and different methods, there are some really important parts that need to be taken into consideration. Aims and objectives must be clarified in advance. Participants need to know what they can expect as an outcome of the learning process. We need to assure that there is appropriate material learning conditions and trained staff (voluntary or professional). The whole process needs to be learner-centred and solution-focused. In order to make it interesting there must be a variety of methods used and even more important, a good balance between individual and group learning. There needs to be an appropriate amount of time allocated to learning, relaxation and private time. When facing different multicultural groups, room for intercultural relations and reflection of their influence on the learning process has an extreme importance as well. One of the most important missions is to develop a sense of self-reflection and critical thinking as well as assessment of progress and difficulties. In the end of every learning process, there needs to be an individual and group evaluation.

The main aim of youth work is therefore to develop critical thinking among young people and to provide them a safe space of learning through different methods of non-formal learning. Some kind of adult playground, where they can explore, try, and learn from their peers and become active citizens.

Study of the impact of non-formal education in youth organizations on young people's employability[2], made by European Youth Forum, shows that 5 out of 6 most important competences that the employers today want are: communication skills, organizational/planning skills, decision making skills, team working skills and confidence/autonomy. This clearly

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1   https://uk.sagepub.com/en-gb/eur/what-is-youth-work/book238569
2   http://issuu.com/yomag/docs/reportnfe_print

shows that involving youngsters in youth work have several positive effects on young people and society. Through non- formal education in youth work we are therefore raising the generation that is capable of facing the challenges of the world and is the one creating a brighter future through critical thinking and understanding causes and consequences.

TRAINING SESSIONS

SESSION 1

TOPIC	Non-formal education
OBJECTIVES	• To understand differences between formal, non-formal and informal learning. • To recognize the skills that have been gained or can be gained in non-formal education.
PROGRAM & METHOD	1. Differences between Formal Education, Non-Formal Education, Informal Learning: Discussion in pairs on what the differences are. After this, agreeing on the differences together, discussion facilitated by trainer. 2. Non-formal education: Group discussion with a facilitator. Participants share their personal experiences on non-formal education. Trainers write down on flipchart the different examples of NFE that come up. 3. Skills gained in non-formal education: Group discussion where participants reflect on the skills they have acquired through NFE activities. Further discussion on how those skills can be useful in personal and professional life.

SESSION 2

TOPIC	Active participation
OBJECTIVES	• To have an overall definition and understanding of the term active participation. • To introduce some of the basic actors, roles, structures and methods of active participation.
PROGRAM & METHOD	1. **Energizer / group division:** Atom game to divide the participants into 4 small groups. See the list of methods in the appendices. 2. **What is understood with active participation:** All groups go to different corners of the room where they have flip-charts. The topic (active participation) is written in the middle of the flip-chart with some basic questions (what, by whom, why and how) to think about. Without further introduction, give the groups 5 minutes to discuss and write down their ideas. After 5 minutes, ask them to move in clockwise direction and continue the other group´s mind-map. 5 minutes is given again. Then ask them to move again, this time you give them 3 minutes and then after 3 minutes you only give them 1 minute to continue with the last mind-map. 3. **Forms or aspects of active participation:** Ask the same groups to pick up one issue of the mind-map and prepare a 1 min pantomime on that. Groups perform their pantomimes to others, and after each performance the other groups share their ideas on what it was about. 4. **Debriefing:** Group discussion on how the participants felt about the mind-map process and the pantomime.

SESSION 3

TOPIC	Youth participation in local communities
OBJECTIVES	• To share experiences of active participation. • To make the participants reflect on their own communities and realities and analyse where they are in terms of participation of young people in decision making processes.

PROGRAM & METHOD	1. Energizer: Any fun game that will create a nice atmosphere. 2. Introduction: Presentation of the topic (youth participation on local level), with discussion on how the participants feel and think about the topic. 3. Dividing into working groups: Three different topics (political participation, participation outside formal politics, non-organized youth) are written on papers that are cut to pieces. Each participant gets one piece and tries to find the other pieces that belong to the same group. 4. Pros and cons of different forms of participation: Small group discussion on the topics, each group listing positive and negative aspects of their topic in for of a mind map. Presentation of the outcomes to other groups. 5. How to improve active participation of youth: Fishbowl discussion method to brainstorm ways to encourage youth to participate more actively. A small circle of chairs is placed in the middle, and a few participants take seats. Others are outside the circle and listen. Every now and then, some of the listeners take the place of those in the circle to contribute to the discussion. A debrief discussion in the end.

SESSION 4

TOPIC	Structural participation of youth
OBJECTIVES	• Participants understand what forms of structural participation there are in their environment. • Participants have increased knowledge on political participation of youth. • Participants reflect their views on political participation.
PROGRAM & METHOD	1. Group division: Jigsaw puzzle with pictures. Photos or other pictures representing youth council, political youth organization and student union (can also be others, if more appropriate) are cut to puzzle pieces and distributed to participants. They find their group by collecting all parts of the same puzzle and identify what form of structural participation is the picture about. 2. Group work: Groups find a flipchart that has their topic on it, and start discussing. They draw a mind map on their topic, and in the end all groups present their outcomes to others.

PROGRAM & METHOD	3. Pros and cons of political participation: Participants are divided into two groups. In these groups, they discuss their opinions and share views on political participation of youth. Then, one group is given the opinion that participation in politics is good, and the other one is given the opinion that it is not good. The groups choose one or two persons to represent them and discuss their arguments. The selected participants will debate on whether youth should or should not take part in formal politics. 4. Debrief: Facilitated open discussion.

SESSION 5

TOPIC	Political participation of youth in country X
OBJECTIVES	• To increase knowledge on the political participation in country X. • To provide participants with concrete ideas on how to increase active participation in politics.
PROGRAM & METHOD	1. 1. Energizer: A song from country X with dance moves. 2. Becoming active in politics: Trainers (or, if trainers do not have experience in politics, young people or participants who are involved in politics can be invited as guest speakers) share their own personal stories. 3. Examples of political participation: PowerPoint presentation and videos with good examples of different forms of political participation of young people in the country X. 4. Increasing political participation of youth: Brainstorming in groups about what methods would work in their own context for increasing the participation of youth in politics. Writing on paper + sharing with others. 5. Wrap up discussion with the whole group.

PART II:
HUMAN RIGHTS

Human rights are universal legal entitlements that represent the minimum standards essential for human dignity, often divided into the broad categories of Civil, Political, Economic, Social and Cultural rights.

All people are rights-holders, and human rights apply to all people equally. Duty-bearers have an obligation to respect, protect and fulfil human rights. States are the principle duty-bearers, but all rights entail corresponding responsibilities, and people are often both rights-holders and duty-bearers.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

HUMAN RIGHTS ARE

Universal: The principle of universality of human rights is the cornerstone of international human rights law. This principle, as first emphasized in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and resolutions. The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems.

Inalienable: They should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law.

Indivisible: Whether they relate to civil, cultural, economic, political or social issues, human rights are inherent to the dignity of every human person. Consequently, all human rights have equal status, and cannot be positioned in a hierarchical order. Denial of one right invariably impedes enjoyment of other rights. Thus, the right of everyone to an adequate standard of living cannot be compromised at the expense of other rights, such as the right to health or the right to education.

Interrelated and interdependent: The fulfilment of one right often depends, wholly or in part, upon the fulfilment of others. The improvement of one right facilitates

advancement of the others. Likewise, the deprivation of one right adversely affects the others.

Equal and non-discriminatory: Non-discrimination is a cross-cutting principle in international human rights law. All individuals are equal as human beings and by virtue of the inherent dignity of each human person. No one, therefore, should suffer discrimination on the basis of race, colour, ethnicity, gender, age, language, sexual orientation, religion, political or other opinion, national, social or geographical origin, disability, property, birth or other status as established by human rights standards.

RIGHTS AND OBLIGATIONS

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled to our human rights, we should also respect the human rights of others.

WHERE DO HUMAN RIGHTS "RULES" COME FROM?

Human rights norms and standards are derived from two principal types of international sources, namely "customary international law" and "treaty law".

Customary international law is international law which develops through a general and consistent practice of States, followed because of a sense of legal obligation. For example, while the Universal Declaration of Human Rights is not, in itself, a binding treaty, certain provisions of the Declaration are considered to have the character of customary international law.

Treaty law includes the law of human rights as set out in many international agreements (treaties, covenants, conventions) collectively (either bilaterally or multilaterally) developed, signed and ratified by States.

Some of these treaties cover whole set of rights, such as:
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic, Social and Cultural Rights

Other treaties focus on particular types of violations, such as:
- The Convention on the Prevention and Punishment of the Crime and Genocide

- The International Convention on the Elimination of All Forms of Racial Discrimination
- The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment of Punishment

Still other treaties focus on particular groups to be protected, such as:
- The Convention on the Rights of Child
- The Convention on the Elimination of All Forms of Discrimination Against Women
- The International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- The Convention (and Protocol) relating to the Status of Refugees

Another type of treaty focuses on particular situations, such as armed conflict, including:
- The four Geneva Conventions of 1949
- The two Protocols of 1977 additional to those Conventions

All of these instruments are legally binding on the States which are parties to them.

INTERNATIONAL BILL OF HUMAN RIGHTS

The International Bill of Human Rights consists of the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights and its two Optional Protocols.

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 General Assembly resolution 217 A (III) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected.

The Universal Declaration of Human Rights is available at **http://www.un.org/en/universal-declaration-human-rights/index.html**

The International Covenant on Civil and Political Rights (ICCPR) is a multilateral treaty adopted by the United Nations General Assembly on 16 December 1966, and in force from 23 March 1976. It commits its parties to respect the civil and political rights of individuals, including the right to life, freedom of religion, freedom of speech, freedom of assembly, electoral rights and rights to due process and a fair trial.

The International Covenant on Civil and Political Rights is available at **http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx**

The International Covenant on Economic, Social and Cultural Rights (ICESCR) is a multilateral treaty adopted by the United Nations General Assembly on 16 December 1966, and in force from 3 January 1976. It commits its parties to work toward the granting of economic, social, and cultural rights, including labour rights and the right to health, the right to education, and the right to an adequate standard of living.

The International Covenant on Economic, Social and Cultural Rights is available at **http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx**

COMPASS – A MANUAL ON HUMAN RIGHTS EDUCATION WITH YOUNG PEOPLE

The above background information sets the basic frame of international human rights law. For training purposes, it is useful to concentrate on specific issues, although it is also good to refer to the treaties behind the rights. Human rights are a wide concept and can contain a variety of issues from custodial torture to limitations of the freedom of speech and from gender-based violence to economic injustices. For more information and ideas on different topics, we recommend using the COMPASS – A Manual on Human Rights Education with Young People.

COMPASS is published by the Council of Europe, collecting a useful set of exercises and information on human rights. Despite its Eurocentric point of view, it is well usable in different contexts and countries (see chapter 1.3.7 Using the manual across cultures and languages in the COMPASS). It is a good tool for trainers and facilitators for human rights education with various target groups, and contains detailed instructions on how to conduct exercises as well as background information on different themes related to human rights.

The COMPASS is available at **http://www.coe.int/en/web/compass**

TRAINING SESSIONS

SESSION 1

TOPIC	Sexual harassment
OBJECTIVES	• To increase knowledge about sexual violence. • To share ideas on how human rights activists can tackle sexual violence.
PROGRAM & METHOD	1. Introduction: Oral presentation on what the session will be about. Pointing out that the participants may feel a bit out of their comfort zone and encouraging them to share only the amount of feelings and thoughts that they wish to share. 2. Sexual harassment, how and where does it happen: Discussion in two groups; female group and male group. Comparing the perspectives of the two groups in discussion together. 3. Practical examples: Work in small groups, role play (but the roles of men are presented by women and vice versa) that depicts a situation of harassment and a solution. Discussion after each role play. What was it about? Could it happen in reality? What was the solution? Was it credible? Would it work in other contexts? Are there other possible solutions? 4. Debrief: Discussion in group. Focus on how the participants felt during the session and how it was to do role plays with gender roles reversed. Important to bring the participants back to their comfort zone.

SESSION 2

TOPIC	Economic inequality
OBJECTIVES	• To raise awareness about the economic inequality around the world. • To brainstorm possible solutions.

PROGRAM & METHOD	1. Introduction: Trainer presents the topic of the session and raises the question of why is economic inequality within or between countries problematic. 2. Distribution of the population and GDP around the world: Participants are divided into small groups. The groups draw a world map, and distribute a certain amount of colored papers, representing people, on the map according to the population of different continents and countries. After this, they use different colored papers that represent wealth and distribute them on the map according to the GDP of different continents and countries. 3. Sharing: Groups present their work. PowerPoint presentation or picture shows how the population and wealth is distributed in reality. 4. Reflection: Discussion in small groups and debriefing together. Questions: What kind of consequences can the presented inequality have? Who have the power to change the situation? What can I do about economic inequality?

PART III:
GLOBAL DEVELOPMENT
AND DEMOCRACY
– YOUTH PERSPECTIVES

WHAT DO WE TALK ABOUT WHEN
WE TALK ABOUT DEVELOPMENT

There are different aspects to youth engagement in global development. In the beginning, it may be useful to discuss (especially in international contexts) what is understood with "development".

Is development something that only happens in low-income and fragile countries?
Are there some countries that need developing and others that are already "developed"?
Or is development happening everywhere?
Do all countries have developing problems? If young people for example in Finland want to participate in promoting development, does it mean they must engage in something that happens, for example, in Sub-Saharan Africa or can it mean that they tackle the issue of gender-based violence in Finland?

These are good questions to begin with, as global development is often understood from the concepts of developed and developing countries that have a certain relationship where developed countries are donors and developing countries are aid recipients. However, when participants from different countries are asked to write down development problems of their own countries, they usually find several, no matter where they are from. Some of the problems may even be the same, as was the case with participants from Bangladesh, Finland, Nepal and Slovenia; unemployment was seen as a crucial issue for youth in all four countries.

Many problems are clearly global and shared, even if they have different impact in different countries, and they need a global response. Climate change is the most obvious example of this.

Some issues in development are especially important for young people. For example, in the "My World" survey, a United Nations survey of people's priorities for development, young voters tended to prioritize some themes more often than older ones. Good education, protection against crime and violence, and equality between men and women are among such themes. However, the four most popular themes among youth and all voters alike are good education, better healthcare, honest and responsive government and better job opportunities. Whatever the priorities may be, it is important to keep in mind when tackling

global development that half of the global population is under 25. This is one of the reasons why young people should not be excluded from decision-making on and implementation of development plans.

SDGS – SUSTAINABLE DEVELOPMENT GOALS

The Millennium Development Goals (MDGs) are eight goals agreed by all UN member countries and that were meant to be reached by 2015. More information on the goals and the progress is available at http://www.un.org/millenniumgoals/.

In September 2015, the countries adopted a new Sustainable Development Agenda that sets the course for building a better world after the MDGs have expired. The agenda consists of 17 Sustainable Development Goals (SDGs) that build on the earlier MDGs. The target year for the new goals is 2030. More information on the SDGs is available at http://www.un.org/sustainabledevelopment/sustainable-development-goals/.

The SDGs mention youth mainly in terms of their employment and productive work, and youth have not been mainstreamed in the development agenda. It remains to be seen how young people are included and their special needs taken into account in the implementation of the agenda.

The question on where and with whom development happens is also relevant in the new development agenda, as the SDGs are meant to be global of nature. This means that all goals are to be achieved in all countries. Unlike the MDGs, the SDGs contain several targets that are relevant for all countries, such as reducing food waste or ensuring sustainable consumption and production. The message is that development is not something that only happens in low-income countries, but changes are needed everywhere and by everyone in order to make this world a better place. New kind of thinking and attitudes are needed on development, and global education can play an important role in creating a new mind-set.

DEMOCRACY AND YOUTH PARTICIPATION

In a genuinely democratic, inclusive society, everyone has possibilities to actively take part in the society and to get their voices heard. Young people have channels to engage in decision-making and to influence issues that concern their lives. Creating the space and channels for youth participation, encouraging youth and building their capacity to participate are essential for avoiding marginalization of young people in decision-making.

Taking part in formal, political processes is one form of participation, and for example political youth and student organizations can be a good way to get engaged. However, there are several less formal ways to be active, and some methods are better suitable for some contexts than others. For example, in countries where the political situation is very polarized and political violence common, there can be big risks in taking part in political party activities.

Inclusion of youth and other often underrepresented groups (such as women, ethnic minorities) is an integral part of democracy. Democracy, on the other hand, contributes to sustainable development and equal distribution of wealth. In a genuine multiparty democracy, the outcomes of development are more equally shared and economic growth does not only benefit a narrow elite. Governments are accountable to citizens, there are checks and balances, the role of opposition is recognized and voters have the opportunity to change their decision-makers in free and fair elections.

According to the democratic peace theory, democracies do not go to war against each other. In addition, there are less internal conflicts and violence in democracies than in other forms of government. In a pluralistic political system, conflicts can be solved in a peaceful, political way. Therefore supporting democracy also contributes to peace.

To get a more thorough analysis on the relationship between democracy and development, take a look at International IDEA's publication Development First, Democracy Later?: **http://www.idea.int/publications/development-first-democracy-later/**

OTHER FORMS OF YOUTH PARTICIPATION

Political processes are perhaps the most obvious forms for youth participation, and in most societies there are many methods to participate in formal decision-making without being active in a political party. Such methods include, for example, voting, contacting or lobbying a politician, signing petitions, and participating in different campaigns.

Many of these methods are coordinated by civil society organizations. CSOs and youth work can also be channels to affect decision-making, and to raise awareness on important issues. However, getting engaged does not necessarily mean joining an organization or an event. One can also raise discussion in traditional and social media, and use consumer activism to influence development issues. Many of the development problems of today cannot be solved in national parliaments, as the global trade patterns or environmental issues for example are causing some of the problems. It is therefore important to recognize the root causes of the problems and try to tackle them directly.

EXERCISE: DEMOCRACY AND DEVELOPMENT

Time: 45-60 min
Groups: 7 groups of 2-4 people
Objectives:
- Participants understand the importance of democracy to development (and peace)
- Participants understand what is a true democracy and what is only a façade

Content:
1. Introduction to participants:
   The session is about the relationship of democracy and development.
   There are different views on whether development needs to come first and democracy later or the other way round. The "development first" group often asks how someone could care about voting if he/she doesn't have bread. Our view is that first of all, democracy is much more than just voting, and secondly, lack of democracy might be one of the reasons causing the fact that there is no bread.

2. All groups receive a paper with a headline on it, each group has a different case.
   (The cases can be found in the appendix H.)
   Group discussion: What does this tell about and what democratic principle is it related to? What could be the reasons behind this?

3. Groups receive more background information on their case and continue the discussion based on it and on the new questions related to the given information. At the end of the discussion, groups need to come up with a positive headline that tells what could have happened in a democratic society.

4. Debrief
   Groups present their case and the main points of their discussion, and the positive headline. Discussion with the whole group on the principles of democracy and how they contribute to peaceful development. Slides can be used as a frame to the discussion, following the cases. Discussion can also be raised on whether some essential parts of democracy were not included in the slides and should be added. Content for preparing the slides can be found in the appendix H.

EXERCISE: REMEMBERING THE FUTURE

Time: 4-6 hours
Objectives:
- Participants create concrete actions to make a change
- Participants analyze different stakeholders and challenges they need to take into account

Content:

1. Imagine that 15 years has passed from this day and everything is as good as you can imagine in the world for everybody. (You can also choose to focus on one region or country, or have different groups tackle different regions.)
   In small groups, write down how the society looks like now, for example using mind map.

2. Write down all the main problems 15 years ago that are no more there in the future you have created.

3. What did you do to contribute towards that positive development?
   Everybody works individually for 20 minutes and makes a list of actions she/he has done to contribute to the change in the next 15 years. After that, sharing in small groups.

4. Where did you get support? List everybody (individuals, organizations, institutions etc.) What kind of support did you get?
   How were these good practices maintained? Were they institutionalized? Who were the gate keepers, the most important actors, the obstacles - how did you get them involved, how did you overcome the obstacles?

5. Reflections in small groups or in a big group: Is this possible? If yes, how and why. If not, why.

TRAINING SESSIONS

TOPIC	Youth engagement in human rights issues
OBJECTIVES	• Participants understand the universality of the challenges (in this case, human rights issues) that youth face. • Participants get a basic understanding on the concept of human rights.
PROGRAM & METHOD	1. Name game: Network. See list of methods in the appendices. 2. Objectives and schedule of the session/training: Presentation on PowerPoint or on flipchart. 3. Group work:: Division to smaller groups, mind maps on what the groups understand with human rights + presentations of the mind maps to others. 4. Basics of human rights: PowerPoint presentation. 5. Energizer: "Writing" words in the air with different body parts (hand, leg, head, hips). 6. Human rights violations in a target country (the country that participants are familiar with): Small group discussion, followed by open discussion with trainers and participants. 7. Experiences on human rights violations from other countries: Storytelling by trainers. 8. Questions & answers, open discussion.

SESSION 2 (BUILDS ON AND IS A CONTINUATION OF SESSION 1)

TOPIC	Youth engagement in human rights issues
	Domestic violence
OBJECTIVES	• Participants understand the universality of the challenges (domestic violence in particular) that youth face.
	• Participants understand what kind of possibilities there are for young people to tackle these issues.
PROGRAM & METHOD	1. Short film on domestic violence to initiate discussion: http://youtu.be/KqtX448u7IY
	2. Sharing thoughts and feelings: Open discussion.
	3. Group work on domestic violence and how youth can engage to tackle it: Specific questions on flipcharts for each group + presentation of group work.
	4. Youth participation in general: Open discussion.
	5. Challenges of youth participation in different countries: Presentation by trainers from 3 different countries + questions from participants.
	6. Evaluation of the two sessions: Yes/no questions. Answering to questions such as "Did this training meet your expectations?", participants move on a line, one end representing the answer "yes" and another "no", and other parts something in between.

SESSION 3

TOPIC	Youth unemployment
OBJECTIVES	• To raise awareness amongst youth on the problems of unemployment.
	• To share experiences on unemployment amongst youth.

PROGRAM & METHOD	1. Experiences from four countries (assuming there are people/trainers from four different countries): Country briefs on the topic, with the method of storytelling. 2. Reflection on the shared experiences: Open discussion. 3. Country SWOT-analysis: Making country contexts comparable with each country's SWOT-analysis, made together but facilitated by trainer. (SWOT: Strengths, Weaknesses, Opportunities, Threats.) 4. Energizing game + dividing the group into smaller groups: Participants are asked to form a line according to their alphabetical order, height, birthday etc. In the end, count to 2, 3 or 4 (depending on how many groups shall be formed) in order to divide groups. 5. Global SWOT-analysis: Groups work on a global SWOT-analysis on the topic + share their outcomes to others. 6. Video with expert on topic from ILO (briefly presented): https://www.youtube.com/watch?v=wR3zalLV_6c 7. Commenting from global SWOT & video to wrap up in open discussion.

SESSION 4 (BUILDS ON AND IS A CONTINUATION OF SESSION 3)

TOPIC	Youth unemployment
OBJECTIVES	To seek solutions for youth unemployment.
PROGRAM & METHOD	1. Energizer: Chair game. See the list of methods in the appendices. 2. Sad & happy stories: Participants are divided into two groups. Two (written) sad stories on unemployment, containing structural, age, gender & cultural discrimination aspects are given to groups, each group gets one story. The groups detect the negative reasons for the unemployment and tell the story and reasons to the other group + discussion. Then the groups rewrite the stories into positive outcomes/stories and thereby turn the negative into a positive/solution.

PROGRAM & METHOD	3. Utopia relay: Mapping out actors according to detected problems & opening up for chain of action by Utopia Relay (small scale actor, mid-scale actor to big actor for solution). Visualizing what we want to achieve and who the actors are and what the actions could be - actor 1 affecting actor 2, affecting actor 3… achieving the utopian situation.
	4. Rating the solutions: Each solution is listed on an individual paper and put up on the wall, each participant and trainer gets to rate the solutions they thought were good or appropriate with + and the less good ones with -. Debrief discussion.

Training of Trainers
"Women in Decision Making"
"Youth Creating Solutions for Meaningful Participation"
2015 October 1 – 10, Nepal

PART IV: PARTICIPATION OF WOMEN IN DECISION MAKING

LEVELS OF DECISION MAKING

When discussing or having a training on women in decision making, it is good first to define what kind of decision making levels or areas there are. The levels can be divided – from the closest and the most day-to-day level to the level that has the widest influence – into family level, group or institutional level and public level. The content of this toolkit concentrates mostly on the public level, as it mainly talks about political participation of women. However, even participation in politics starts from every individual themselves, and hence the day-to-day participation and decision making is an integral part of becoming active in politics.

When talking about inclusion in decision making, it may also be useful to make a difference between the following levels of inclusion:

- **Representation:** Who is at the table?
- **Participation:** Who is contributing to the discussion?
- **Power-sharing:** How is the final decision made?

WOMEN IN POLITICS

Women's political participation is an essential element of empowerment. It cannot be sustained unless women are made part of the political decision making process at all levels of the state. Although women form approximately half of the population, their representation in the process of governance at different levels is extremely low.

Women's political participation encompasses a wide range of actions and strategies, including:

- voting and voter education
- candidacy in national and local elections
- lobbying for right to life, shelter, food, education, livelihood, health care, economic resources, social and cultural reforms
- advocating for the integration of a women's rights agenda in legislation and political parties

THE SITUATION OF WOMEN IN POLITICS

From the very start of democracy in Greece it served men better at the basis of public and private dichotomy as women were excluded from citizenship. Even the modern democratic models of governance established in the Western world in the 19th century were still by and for men.

Two examples from Europe: In Finland, full political rights were given to both men and women simultaneously in 1906, whereas in France men could vote since 1848 and women only since 1945.

The only region where women represent around 40 % at the central legislative level is the Nordic region. Globally, only 22 % of all national parliamentarians were female as of January 2015, even after the percentage had nearly doubled since 1995. 10 women served as Head of State and 14 served as Head of Government. Rwanda had the highest number of women parliamentarians worldwide, with 63,8 % of seats in the lower house. Altogether in 38 states globally women account for less than 10 % of parliamentarians.

However, women's representation in local governments has made a difference: Research on panchayats (local councils) in India discovered that the number of drinking water projects in areas with female-led councils was 62 % higher than in those with male-led councils. In Norway, a direct causal relationship between the presence of women in municipal councils and childcare coverage was found.

Women in Parliament, top 10 countries (situation in lower or single house of Parliament in September 2015):

1	Rwanda	63,8 %
2	Bolivia	53,1 %
3	Cuba	48,9 %
4	Seychelles	43,8 %
5	Sweden	43,6 %
6	Senegal	42,7 %
7	Mexico	42,4 %
8	South Africa	41,9 %
9	Ecuador	41,6 %
10	Finland	41,5 %

Source: IPU

REASONS FOR THE UNDERREPRESENTATION OF WOMEN IN POLITICS

The International IDEA identifies three types of obstacles blocking women from gaining political parity; political obstacles, socio-economic obstacles and ideological and psychological hindrances.[3]

1. political obstacles
- masculine models of politics: political institutions have been tailored for men's needs, aggressive competition is a universally approved element of politics, and many men take part in fraternal networks
- lack of party support for women globally
- electoral systems: the so-called proportional representation voting system makes it easier for women to get elected (and is probably one of the reasons why Scandinavian countries have such a high proportion of women MPs)

2. socio-economic obstacles
- feminisation of poverty and unemployment: the economic crises in countries with so-called developing democracies have intensified the risk of poverty for women
- triple roles and double burden: in many countries, women carry a disproportionate share of domestic work, and it is hard for them to get involved in politics when their major concern is survival of their families

3. ideological and psychological hindrances
- traditional roles: gender ideology, cultural patterns, and predetermined roles assigned to women and men
- women's lack of confidence to stand for elections
- the perception of politics as "dirty" (it should be noted that this is not only a perception, as in many countries women who run for politics face intimidation, a culture of corruption, and violence)
- role of mass media: not adequately informing the public about the rights and roles of women in society, or engaging in measures to promote women's position, but rather promoting traditional stereotyping of women as sexual objects and second-class citizens

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3   http://www.idea.int/publications/wip2/upload/2.%20Obstacles_to_Women's_participation_in_
     Parliament.pdf

FACTORS BEHIND WOMEN'S ADVANCEMENT IN DECISION MAKING[4]

- institutional structures and financial guarantees that promote equal participation of women in decision making
- educating leaders and employees at all levels about gender discrimination and negative stereotyping
- developing and implementing quotas for public and private leadership positions
- creation of educational programs and centres designed to prepare women in decision making
- providing management and/or leadership training as well as technology and skill-building resources for women and girls
- implementing policies and initiatives with long-term, strategic design and execution focusing on altering social norms
- sensitizing the general public through various campaigns to dispel gender discrimination
- creation of effective support systems in the home (sharing of household activities and child care), workplace, and governmental or organizational level
- literacy and educational equality with men
- high levels of economic development
- strong democratic institutions
- all-female organizations

INTERNATIONAL MECHANISMS TO PROMOTE WOMEN'S PARTICIPATION

Gender equality and women's rights are recognized in several international treaties and declarations, such as the Universal Declaration of Human Rights, adopted by the UN in 1948. An important milestone for women's rights was the adoption of the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) in 1979. It has often been described as the international bill of rights for women, and it has been ratified by a vast majority of states (although many states have reservations to the Convention). Countries that have ratified or acceded to the Convention are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every four years, on measures they have taken to comply with their treaty obligations.

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4   See Demo Finland's publication "Gender Equality within Political Parties and Women's Cross-Party Cooperation", http://demofinland.org/wp-content/uploads/2015/06/Gender_equality_within_political_parties_and_womens_crossparty_cooperation_WEB.pdf

The text and more information on CEDAW are available at: http://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx

Other important international commitments include the Vienna Declaration and Programme of Action (1993), the Declaration on the Elimination of Violence Against Women (1993) that is seen as complementing the CEDAW and Vienna Declaration, and the Beijing Declaration and Platform of Action that was adopted in the Fourth World Conference on Women in 1995. In the Millennium Development Goals that were established in 2000, promoting gender equality and empowering women was one of the eight goals. In the new Sustainable Development Agenda, one of the 17 goals is also dedicated to gender equality.

In addition to international commitments, there are also regional commitments and national legislation or gender action plans that aim to improve gender equality and women's rights.

TRAINING SESSIONS

SESSION 1

TOPIC	Gender equality in general
OBJECTIVES	• Participants will be familiar with the topic. • Participants will know the role of gender in promoting gender equality. • Participants will recognize different levels of gender inequality.
PROGRAM & METHOD	1. **Introduction:** Video on gender equality. https://www.youtube.com/watch?v=misYmpr925o 2. **Gender equality as a concept:** Introduction of key words and concepts for discussion, answering to possible questions. 3. **Group division:** Jigsaw puzzle. See the list of methods in the appendices. 4. **Group work:** Groups prepare a silent role play, presenting a situation where gender equality is not respected in the participants' own culture or context. Each group can be given a different topic, such as home, work, school… 5. **Wrap up:** Facilitated discussion with the whole group, based on the role plays.

SESSION 2

TOPIC	Role of women in religion and family
OBJECTIVES	• To share knowledge about different types of religions. • To promote tolerance to other people's views. • To reflect on how religion affects everyday life.
PROGRAM	1. Short introduction to Hinduism, Buddhism, Islam and Christianity: Presentation of religions with posters or PowerPoint. 2. Dividing into groups: Animal sounds. See the list of methods in the appendices. 3. Role of women in religion: Groups are given written statements about the role of women in their religion. They decide whether to put the statements under agree, disagree or maybe. After, the groups explain others why they have chosen their answers. 4. Situation of families and religions: Visual presentation. Each group draws a poster that depicts the current situation of gender equality in families or religion and the ideal situation that they wish to achieve. Other participants look at the posters and describe what they see + discussion.

SESSION 3

TOPIC	Empowerment
OBJECTIVES	• To introduce the concept of empowerment. • Participants reflect on their own level of empowerment. • Participants set goals for themselves and commit to the goals. • To enable networking among participants.
PROGRAM	1. Introduction of trainers and presentation of objectives: The trainers introduce themselves and their background. The objectives of the session are presented with a poster.

PROGRAM

2. Questions on empowerment:
    Participants answer different yes/no questions proposed by trainer. Every time they answer yes, they receive a cardboard heart.

    Questions:
    - Do you find it easy to perform your part in the family?
    - Do you find it easy to perform your part in the society?
    - Do you find it easy to perform your part in religion?
    - Are you involved in decision making process at home?
    - Are you involved in decision making process in the society?
    - Do you find it easy to reconcile with expectations people have for you?
    - Have you ever overcome a glass ceiling?
    - Do you have a role model?
    - Are you considered as a role model to somebody?
    - Do you recognize gender inequality in your life?
    - Do you have capacity to overcome gender inequality?

    The cardboard hearts visualize the current level of empowerment of the participants.

3. What is empowerment:
    Explanation of the concept of empowerment, levels of empowerment and why we need to be active are conducted as a lecture by trainer to participants. After this, participants can ask questions.

4. My level of participation:
    Participants are asked to write their name on four cardboard hearts and to think about their level of participation (full / partial / non-participation) in the society, as well as to think of what level of participation they could achieve at home and in society. After finding their position they stick the hearts to posters that represent the situation at home today and in the future, and in the society today and in the future.

5. Letter to myself:
    Based on the earlier discussions, participants are asked to think about their current situation in different contexts. They are challenged to think of commitments and aims that they can reach in the next 2 months. Participants then write a letter to themselves. Letters are closed in envelopes with participants' addresses, and trainers will post the letters 2 months later.

6. Evaluation of the day:
    Participants get a paper and draw one heart with an arrow and one that is broken.
    In the first heart they write what they liked, on the arrow what they learned, and in the broken heart what they would change.

7. Networking:
    Participants use cardboard hearts from previous activities and make business cards out of them by writing their name, phone number, email address etc. When done, they are asked to mingle in the room with aim to exchange experience, ideas and contacts.

APPENDICES

A) TRAINING SESSION FOR INTRODUCTION

TOPIC	Introduction to a training
OBJECTIVES	• Participants know the names of at least some other participants. • To build trust among participants and awaken "team spirit". • To set the framework for the upcoming training.
PROGRAM & METHOD	1. **1. Icebreaker – 10 min** "It can be achieved" game. Everyone stands or sits in a circle. One starts with stating a wish, e.g. "I wish I would be less tired." The next one continues with "It can be achieved by…" and adds a solution, e.g. "going to sleep earlier". He/she then states another wish, e.g. "I wish there was less racism in Europe", with the next one proposing how this could be achieved. "It can be achieved by supporting dialogue between different groups" and so on. Go through the circle one or several times and encourage the participants to be creative. 2. **Introduction to the program and objectives of the training – 10 min** PowerPoint, questions & answers. 3. **Expectations, fears and open questions – 15 min** Participants write (individually or in small groups) down on different coloured post its their expectations, fears and open questions concerning the training and put them on the wall + discussion together. 4. **Introductions of participants – 30 min (depends on group size)** What do I have in my luggage. Each participant in turn introduces oneself and tells what he/she "brings to the training". E.g. experience on youth politics, expertise on conflict issues, background on working with minorities, good sense of humour, mediation skills, games for teambuilding... 5. **Game for names and teambuilding – 10 min** Toss the toy. See the list of methods in appendices. 6. **Ground rules for the training – 15 min** Group discussion. Everyone can suggest a rule, and rules are accepted together and written down.

B) TRAINING SESSION FOR FEEDBACK AND EVALUATION

TOPIC	**Evaluation of the training**
OBJECTIVES	• **To get feedback from participants.** • **To reflect on the learning, to self-evaluate.** • **To wrap up whole training.**
PROGRAM & METHOD	1. **Evaluation of the training objectives – 20 min** **Objective sweets. Each participant is given 10 sweets. On the table there is one bowl for each objective of the training. The participants distribute their sweets in the bowls, according to how well they think each objective was achieved. (More sweets to the objectives that were achieved the most etc.) After this, discussion on the objectives and why participants put more sweets into some bowls and less into others. (+ eating sweets!)** 2. **Reflection on experience, learning and its application to practice – 20 min** **Four posters are placed in the room: What did I learn / How will I use what I gained here back home / Group dynamics / Suggestions for the future. Silently, each participant writes down their ideas on these topics on the posters and sees what others have written.** 3. **Giving feedback – 10-30 min** **"Traditional" feedback forms. (Prepared in advance.)** 4. **Sharing feelings and wrapping up – 30 min (depends on the group size)** **Postcards with different pictures are spread on the floor or table. Each participant picks one postcard that "speaks" to them or that represent their current mood. At the end, everyone shares why they chose their postcard.**

C) TRAINING SESSION FOR THE ROLE OF TRAINER
(IN TRAINING OF TRAINERS)

TOPIC	**What is trainers' job like**
OBJECTIVES	• **Participants distinguish among the roles of teacher, expert, trainer and facilitator.** • **Participants understand the trainers' role.** • **Development of group dynamics.**

1.   **Energizer – 5 minutes**
     Big fat pony, see the list of methods in the appendices.

2.   **Definition of roles – 10 minutes**
     Participants are divided into 4 groups, each gets one of the roles (teacher, trainer, facilitator, expert) to discuss about. Trainer prepares on a paper chart or slide a blank table (below) to discuss with each group which role is how much involved in different focuses. The table is completed together.

	teacher	trainer	facilator	expert
Aim (education, training, learning)				
Focus (content, result, process)				
Control (flexible, dominant)				
Communication (one-sided, both-sided)				
Questions (amount of questions)				
Decisions (group, individual)				
Feedback (wanted or not)				

3. **Dividing into groups by knowledge/experience – 5 minutes**
    Stairs, see the list of methods in the appendices. By this method, the participants are divided into 4 groups depending on their experience as trainer. Groups with fewer experience get more basic topics to discuss.

4. **Group work – 25 minutes**

    Group 1 (with almost no experience): what do you expect the trainer to be like
    Group 2: task – team – individual triangle (what is the trainer attentive to)
    Group 3: motivating others/understanding leadership
    Group 4 (with a lot of experience): group dynamics development

    You may offer the participants different literature and other sources to work with. By doing this, during group work professional results will appear, as participants will be able to summarize expert work and knowledge from relevant sources, not just from their experiences. During the activity, monitor group by group and offer them support if needed. Presentation of their work is not necessary on posters, they may use some more creative ways of presenting outcomes.

5. **Presentation of group work – 25 minutes**
    Each group gets 5 minutes to present the outcomes of their work to others. Some minutes are given also comments.

6. **Understanding the role of the trainer – 5 minutes**
    Summarize the theory that was explained by the groups. And upgrade it with a pictorial of general "rules" trainer should obey (in case you have enough time, you can ask participants to explain this pictures):
    - Start with a smile
    - Eye contact
    - Don't speak too fast
    - Don't be too loud, neither too quiet
    - Take your space
    - Mind body language
    - The art of asking
    - The power of listening
    - Alone or in a team?

D) MACRO PLANNING

The process of planning the training can be divided into three phases:
- Planning phase
- Implementation phase
- Evaluation phase

In the planning phase, keep in mind the following:

Background:
- Who is the "organiser", what are their needs and interests (Why do they want to organise this educational activity)?
- Who are the "target group" - our participants? What is their background and relationship to the organiser?
- What is the societal reality?

Needs assessment
- Participants' needs (use, for example, application forms, questionnaire, focus group, interviews, meeting experts, research…)
- Organisational needs (meeting the organisers, reading their mission statement of organisation, project proposal)
- Community needs (leader, media, research, organisational experience…)
- Trainers (who are we, what are our competences and experiences, what do we want to do…)

Aims
• What are the overall goals that you wish to achieve with your training?

Objectives
- What are the more specific objectives of your trainings? Make them SMART: Specific, Measurable, Attainable, Realistic, Time-bound.
- What are the learning objectives for participants?

Planning the activity (see "micro planning" in the appendix E)
- Decision on the type of activity, defining the process and the main structure (training versus seminar, series of short workshops versus a summer camp…)
- Decision on the topics that need to be addressed (the content blocks / elements)
- Planning the process within the individual activity (group dynamics, learners' needs, team building, coherence of programme, red line…) –> preliminary programme scheme.
- Preparing the practical issues: materials, guests, space, logistics, handouts, preparation of participants, communication…

In the implementation phase, keep in mind the following:

- Trainers arrive to the venue beforehand
- Preparation of venue, contact with local hosts…
- Welcoming the participants

- DOING :)
- Monitoring
- Visibility
- Group evaluation

The evaluation can be done in several parts:

- Team evaluation
- Evaluation by the participants after the activity
- Evaluation with the organizer

The evaluation of the training can also be followed by an impact assessment and follow-up of the training.

E) MICRO PLANNING

You can use the following session outline as a tool to plan individual training sessions.

1.	**Title:** Name every session outline by the topic in the schedule.
2.	**Date:** When will the activity be implemented?
3.	**Authors:** Who will implement the session?
4.	**Background:** Why did you decide for these learning objectives and the focus on the session?
5.	**Session objectives:** Specify the objectives addressed through the activity. Be specific and as clear as possible. At the end of the session check what was achieved and what not.
6.	**Program:** Specify step by step what will be the program. For example: 5 min, Energizer 15 min, Team building activity 45 min, Activity 10 min, Debriefing 5 min, Conclusion
7.	**Methods:** Which methods will be used? Be careful that there is diversity between the methods, to keep the balance and the content interesting. Examples of methods can be found in the appendix G.
8.	**Materials and hand-outs:** What materials are needed for the activities in the session?
9.	**Outcomes:** What was actually achieved through the module? This paragraph includes issues that came or were raised by participants in the plenary or groups. To be filled after the session.
10.	**Evaluation:** This section contains the feedback both from the session (whenever there was feedback) and from other evaluation and feedback expressed by the participants. These feedback notes focus on the format of the session and its sustainability – not on all possible aspects that participants may give feedback upon. To be filled after the session.
11.	**Appendices:** Anything else to be added.

F) EXAMPLE OF A TRAINING PROGRAMME SCHEDULE

In our YCSMP project, the international training programmes consisted of a training of trainers, and of pilot trainings that the participants designed and conducted themselves. Based on our project, below is an example of a training programme schedule for a 12-day training of trainers:

Day 1	Arrivals
Days 2-6	Training of Trainers
Days 7-8	Preparation of pilot trainings
Days 9-10	Conducting pilot trainings
Day 11	Evaluation and feedback
Day 12	Departures

G) METHODS

Categories:
- **Energizer**
- **Ice breaking**
- **Group dividing**
- **Evaluation**
- **Group work**
- **Method**
- **Team building**

3 CIRCLES

Ask the participants to stand up, close their eyes and in their head just focus on one person that is in same group. Give them some seconds to think and after ask them to open their eyes, find that person (without telling others who that person is) and make three circles around that person. This will create a lot of movement as everyone tries to circle around their "target" and the "target" is moving at the same time.

ALPHABETICAL ORDER

The participants need to form a circle or a row, standing in alphabetical order by names of participants. They are supposed to do the activity in silence. You may upgrade this activity by asking participants to stand on chairs that are in advance set in a circle without stepping down.

   The same method can be used with various themes of getting to know each other like: age order, birth month order, shoe size order…

ANIMAL SOUNDS

Prepare in advance papers with different animals (written or drawn) on it, depending on how many participants there are and how many groups you would like to get. Papers are given to the participants.

After all participants have the paper, they can take a look at it and start producing the sound or make gestures of the animal on their paper. They should try to identify the participants belonging to the same animal group.

ATOM GAME

Give instructions to the participants to move around the place and as atoms to form groups when you say out the number. So you let "atoms" freely move around and from time to time say a number, and the participants need to connect with each other, having the specific number of people in one group. After some time you say the number that divides them in groups by size you want (if in a group of 15 you want to form 3 smaller groups, you say 5 and participants will form 3 groups of 5; you can also select a prior atom among them, and tell them that prior atoms are not able to connect with other prior atoms).

BIG FAT PONY

Ask participants to memorize the song:

Here comes the one and only

Riding on a big fat pony

Here comes the one and only

Early in the morning

Front front front my baby

Side side side my baby

Back back back my baby

Early in the morning

When participants know the song you show them how they should move during singing. As it is easier to understand from seeing it than reading, you may observe the dance here: https://www.youtube.com/watch?v=tCRqygR9Mk8

BRAINSTORMING

The most common technique of brainstorming is writing on paper chart a key word and after asking participants to react to this world. As a trainer/facilitator your write their sayings on paper chart and in the end pull out a conclusion. Brainstorming is otherwise a method that has various possibilities. You may find some of them here: http://personalexcellence.co/blog/brainstorming-techniques/

BUZZ GROUPS

As a trainer you present a topic you are going to discuss in the upcoming session. You ask a question concerning the topic and ask participants to turn one to another and shortly (in 1 minute) exchange their opinions. After you can ask another question and participants should discuss with other neighbour. Method is named buzz groups as the sound the group produces while discussing reminds of a bee hive.

CAROUSEL

Carousel Brainstorming provides scaffolding for new information to be learned or existing information to be reviewed through movement, conversation, and reflection. While taking part in Carousel Brainstorming, small groups of participants rotate around the room, stopping at various "stations" for a designated period of time (usually 1-2 minutes). At each station, participants activate their prior knowledge of a topic or concept and share their ideas with their small group. Each group posts their ideas at each station for all groups to read.

Step by step:
1. Choose several major topics/concepts that are new to your participants or that are being reviewed from a lesson previously taught. Write each topic/question at the top of a piece of chart paper, and tape the paper to the wall.

2. Divide your participants into groups of three or four and assign each group a different coloured marker with which they will write their responses on the chart paper. Assign each group to a particular "station" or piece of chart paper.

3. Give groups 1-2 minutes to discuss the topic noted on the piece of chart paper among their group members and then write down everything they know or have learned about the topic.

4. Then, each group should rotate to the next station where they will read the new topic/concept/question and what others have written about it, discuss it with their group, and add new information. Participants can also write questions about things that other groups wrote.

5. Continue this process until each group is back to their original station.

6. Wrap up the brainstorming session by having a discussion about the topics on each piece of chart paper and reading/discussing what each group wrote, answering questions as you go.

CHAIR GAME

Participants sit in a circle, with one person in the middle. The person in the middle says "Everyone who… for example have a sister, play football, like spicy food etc. …change your seat!" All those who have the mentioned characteristic, and the one who was in the middle, need to find a new seat. One person will be left without the seat and becomes the next person in the middle.

ENERGIZERS

Sometimes the participants may feel sleepy and inactive, especially in the first morning session or right after lunch. In such cases, the trainer should organize a movement activity (energizer) to keep them awake and at the same time relaxed. You may find some examples here: http://www.foodconnects.eu/

EXPECTATIONS - WISHING TREE

1. Tell the participants that you are going to be together for X days and it would be useful to know what they expect to gain from this seminar. Ask them to draw – on a piece of paper (sticky note) a fruit they like and write their expectation on. Explain that they will stick the fruits they like on the left side of the tree (prepared in advance). Give them another sticky note and instruct them to draw a fruit they don't like on it. This fruit will represent their fears and concerns they might have regarding the seminar. They will stick this fruit on the other (right) side of the tree.

2. Because for sure everyone is an expert in something, give participants an extra sticky note on which they should write down the things they are good at, their knowledge and competencies, something

they can share with the group and can contribute to the seminar. Explain that the purpose of this exercise is to make it possible for them to read what other participants have to offer and if they are interested in something or see a connection, they can go to that person for further explanation, for suggestions and so on.

3. Give them a time limit of 15 min to think about fears and expectations and their contributions. After that, each of the participant presents his/her expectations, fears and contributions.

As an upgrade you may use the same activity in your last/evaluation session.

FACEBOOK PAGE (PERSONAL OR ORGANIZATION)

To be used as a method for introducing oneself or one's organization. Participants draw a FB profile of their organization or of their own. (Doesn't matter if the information is not the same than on the real FB pages or if they don't have one.) Organizational FB page can include things like founding year, general description, logo, website address, latest post… Personal FB profile can include things like picture, home town, motto, job, latest post…

FACT FINDING

Instead of lecturing about a topic, trainer can ask the participants to do some research on their own, for example by using internet or other materials or by interviewing each other, as part of a training session.

GROUND RULES

A method to establish the group rules for the period of the training. Ask the participants to speak up about how they expect others and themselves to behave during the session/seminar. If the entire group agrees on a certain rule, write it down. You may also propose some ground rules (speaking one by one, do not be late, keep phone on silent mode…). You may upgrade this activity by asking all participants to sign on paper chart which already contains drawn rules.

GROUP WORK

Group work is a broadly used approach in non-formal education. It gives participants the opportunity to exchange opinion, knowledge… Group work is a form of cooperative learning. As various possibilities of group work exist it is the easiest to pick one from many in this publication or from other sources.

HELIUM STICK

Can be used as a teambuilding activity in the beginning, or as a basis for discussion on group dynamics and cooperation at any stage of training. Participants line up in two rows that face each other. Everyone points their index fingers and hold their arms out. A long stick (depending on group size) is placed on the fingers, and participants are told that their task is to lower the stick down until it's on the ground (both ends at the same time). The rule is that everyone's index fingers must touch the stick at all times. The group can have several tries, if needed. Leave time for debrief and discussion on group communications, strategy and cooperation. (What usually happens is that the stick goes up instead of going down despite the group's efforts to bring it down.)

ICE BREAKERS

Ice breakers are used to start a session, usually in the beginning of a longer training or seminar, when group is still not familiar to each other. There are various activities that can be used as ice breakers, most of them are short and they do not go too much into participants' personal space. Internet is full of useful and fun ice breakers, you can find some here for example: https://www.businesstrainingworks.com/training-resources/free-icebreakers.

ISLAND METHOD

Participants are divided into groups to discuss different aspects of a topic (example: project; planning – implementing – evaluating). They are given a time limit to discuss the issue their group has received and then to prepare an island on which their outcomes can be presented to participants from other groups. You may give them exact instructions on how you want the island to look like or just leave them use their own creativity.

Island method is used to present the outcomes of work that groups did during the activity. So the participants are travelling from island to island, receiving new knowledge. The trainer follows the presentations and adds if the groups missed some important thing they should explain to others from their "island".

I WAS FISHING IN THE RIVER...

Repeat the following rhyme: "I was fishing in the river, what I caught will make you shiver. I caught a…" After saying the rhyme you name some object or person (e.g. rabbit, bodybuilder, Michael Jackson, supermodel, tiger…), and the participants are supposed to act out the stated object/person. It can also be something related to the topic you are working with.

JIGSAW PUZZLE

Each participant receives a piece of puzzle. Their mission is to find participants with matching parts. One complete puzzle forms on group, and you can have as many groups as you need for your activities. This method can be adapted to the topic, so jigsaws can be showing some pictures or statements connected to the topic itself

MAILBOX

Participants are in the first phase asked to think of their favourite animal and draw it on an envelope. They should also write their name on the envelope. After 15 minutes you ask each participant to present what they drew and why. This helps participants to remember other participants' names with associations. Next step is sticking the envelopes to the wall. Tell the participants to freely write nice notes or share candies etc. with others during the training.

MIND MAP

Can be used in different exercises, for example as a presentation method for group work, or as a way to visualize discussion with the whole group. Helps to understand connections between things and to organize information.

NAME GAMES

A big variety of name games. A couple of simple ones include: a) each participant tells their name and one thing they like; b) each participant tells their name and makes a gesture and everyone repeats. Name games can be used as ice-breakers. Think in advance whether it is essential for the participants to remember each other's names or not, it depends for example on the length of time they will be spending together. Try to avoid games that put pressure on people who may find it difficult to memorize names.

NETWORK

Participants are standing in a circle. Participants toss a tangle of string or rope from one to another. As a participant receives the rope he/she presents him/herself and passes the rope forward, but still holding a part of it. As the rope gets to the last participant (after having passed everyone), the activity is in its half. You may use this time to explain the theory of network, how you are all connected and how your sessions/seminar/training will connect you even more. Then you ask the participants to try to get the rope back to a tangle, by saying the name of participant that they got the rope from and tossing it to him/her.

NEWSPAPER

Trainer presents a sketch of first page of newspaper. Usually the headlines are there, so this method is used to present highlights (positive and negative) of the day. Sketch can for example involve name of training, 2 best news, 2 bad things, joke of the day… Each participant (or group) receives a paper and in next 15 minutes prepares an evaluation of the day.

PANEL DISCUSSION

Panel discussion can be used as a method to explain new topics. As a trainer you may invite guests to your session in order to be able to provide some professional knowledge or direct experience to the participants. In panel discussion participants are in passive role of listeners with possible question asking. Panel discussion can be also used as a follow up to any group discussion. In this case the participants are panellists. You can ask each group to choose a representative that will present their past work as one of the guests in a panel discussion.

POWER POINT PRESENTATION

Using PowerPoint or any similar programme is a presentation method that can be used to present new topic or explain some issues in structured way. As a trainer you may use it to give a lecture in a style of teacher or with some slides make it also more interactive and involve also participants (to share opinions, to work in groups…). This method can also be used as a common flipchart to prepare some instructions for further work for participants or just to share some empowering thought with them during the session.

There are various attractive options available on internet you may use, such as:

- Prezi: https://prezi.com/
- PowToon: http://www.powtoon.com/

Q&A

Time can be allocated for participants' questions on the topic at any stage of the training session, for example after a guest speaker or in between different topics.

ROLE PLAY

Participants are working in smaller groups on a certain topic or issue. As a result of their work they are supposed to present the outcomes of their discussion through role play. You can either provide certain roles in advance or you may leave the group to decide on roles and how they want to play it. In a role play, various outcomes are possible, and you may upgrade it to "Theatre of the oppressed", make it a pantomime, or decide of the genre of play (comedy, drama…). Give the groups a time frame for preparing and for presenting their play.

SANDWICH

Ask the participants (individually or in a group) to draw a sandwich. On the sandwich, they will write 2 things they liked in the session/training (the bread of the sandwich) and 1 thing they didn't like (the cheese/ham/whatever is inside the sandwich). To upgrade the sandwich method a bit, ask the participants to add a glass of drink that is half full. On the drink, they will write something they learnt during the session/training, and on the empty part something that they were already familiar with or that was missing.

SELF-EVALUATION

The participants can be asked to evaluate their learning or their familiarity with the topic for example by moving on a line with scale from 1 to 5, by writing down on their learning diary etc.

SPEAKING DOG

A method for big group discussion. There is one toy dog (or any other object), and the one who is speaking has the dog. He/she passes the dog to the next one who wishes to speak up. Makes it clear whose turn it is to talk, and can be helpful for people who feel a bit nervous to speak up.

STAIRS

Ask the participants to think of their knowledge/experience of a certain topic. They are asked to take a position on stairs according to their amount of knowledge/experience. The more knowledge/experience a participant has, the higher he/she goes on the stairs. If there are no stairs in the working room you may also prepare a scale from scotch on the floor. This can be used to divide groups if you wish to have participants with similar level of experience in the same group.

STEPPING TO OTHERS' SHOES

Can be used in a variety of exercises. Making the participants imagine themselves in the position of, for example, people from another country or of any other group of people as part of an exercise. Example: working in international groups, each group gets a task to discuss a problem and its solutions from the point of view of one particular country.

TAKE A STEP FORWARD

A game for exploring inequalities. Each participant is given a role which they do not reveal to others. (E.g. female university student in Nepal; gay man in Finland, son of a bank owner in Bangladesh, illegal immigrant in Slovenia…) Everyone tries to imagine how their life is in their new role. Trainer reads out statements such as "I have never faced sexual harassment" or "I can afford buying new electronics whenever I want to". Those who agree, take a step forward. In the end, the most privileged are much further than the ones who have fewer opportunities or face discrimination.

TOSS THE TOY

The group is standing in a circle. Participants start tossing a toy (or any object) from one to another in random order, but the toy must pass everyone once. Names can be repeated here. When the toy has passed everyone, trainer asks the group to repeat the action as fast as possible, timing the activity. The only rule is that the toy must pass the system in the same order. The group can repeat several times, the trainer urges them to succeed faster and sets a goal time which may seem impossible at first. The idea is to make the group understand (themselves!) that they need to make some changes, e.g. by changing places in order to pass the toy much faster.

VIDEO

Video can be a short one from internet that you want participants to see in order to start a discussion, or a longer movie that give new knowledge about certain topic to participants. Make sure to check the technical equipment in advance!

WHERE DO YOU STAND

Participants are asked to stand up in a place/room. As a trainer you explain them what standing in certain corner means (it can be dividing room by invisible line on yes/no, a lot/nothing; or even making more corners). After participants understand that depending on their answer they should take their position you start reading questions/statements and participants are taking their positions. It is up to you as a trainer to decide either to ask participants to explain a bit their standing positions after each statement/question or after all statements/questions are through.

WHO IS CHANGING THE MOVES?

Participants stand in a circle. Ask one volunteer to leave the room/place of activity. Meanwhile you choose one of participants who starts making moves, and others follow repeating the same moves. The volunteer is invited to come to the middle of the circle and observe the participants. He/she tries to find out who is starting the moves. When the volunteer figures out the correct person, that person is supposed to be the next "volunteer". The game continues as long as you want.

WORKING IN PAIRS

Instead of group work, participants can also work in pairs in order to change the method a bit and to enable everyone to take part more actively. Pairs can also group with other pairs to share views or to give feedback to each other.

WORLD CAFÉ

The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

- **Setting:** Create a "special" environment, most often modelled after a café. There should be four chairs at each table (optimally) – and no more than five.

- **Welcome and Introduction:** The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

- **Small Group Rounds:** The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

- **Questions:** each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

- **Harvest:** After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording in the front of the room.

H) CASES AND SLIDES FOR THE EXERCISE "DEMOCRACY AND DEVELOPMENT"

CASES

Political youth wing rioting on the street – 14 bystanders wounded

Background information: Youth who are involved in politics don't always have constructive ways to raise their voice. Often the political youth wings are used by their mother parties as forces that are easily mobilized for violent ends. Sometimes youth use violent acts – such as burning school buses – to protest things like foreign investment and influence. In many countries, political youth and student organizations have hundreds of thousands or even a million members. There are also violent clashes between these organizations.

Why are youth protesting in violent ways? What does this have to do with democracy?

Candidate murdered on the street just days before the elections

Background information: Political murders are not uncommon in the world – even in established democracies. In Zambia, clashes between supporters of the ruling party and an opposition party led to the death of one of the ruling party candidates before a by-election in February 2013. In Tunisia, two opposition politicians were killed in 2013 as the country was going through a transition.

Why are the stakes in politics sometimes so high that violence and murders occur? How can a stable multi-party system prevent political violence?

Husband forbids women politicians' sauna evenings

Background information: In a Finnish municipality, group of female councillors decided to build a cross-party network that organized, for example, mutual sauna evenings for political discussions and building cooperation. This activity, however, didn't last for long as the husband of one of the women didn't allow the group to have political gatherings at his sauna anymore.

What kind of reasons can prevent women from participating in politics in different parts of the world? Why is it important that there is an equal participation in political decision-making?

President spends 900 000 Euros for a luxurious birthday party – lion and elephant on dinner table

Background information: Robert Mugabe, the president of Zimbabwe celebrated his 91st anniversary with a budget of almost 900 000 Euros in February 2015. Zimbabwe is one of the poorest countries in the world, and income inequality is enormous.

Why is the opposition, people or media criticizing this kind of spending? Do they have the right to criticize if the money comes from private sources? How does democracy prevent money and power from accumulating to a small elite?

The incumbent president re-elected with an outstanding 97% of the votes!

Background information: According to Freedom House, 60% of the countries in the world are electoral democracies. However, completely free and fair elections are more of an exception than a rule. In May 2014, Abdel Fattah el-Sisi was elected the president of Egypt with 97% of the votes. There were two candidates in the election, but Muslin Brotherhood, the party of the deposed president was not allowed to participate. In Bangladesh, the elections in January 2014 were boycotted by the opposition that accused the government of not handing over the power to a caretaker government to organize the elections, as had been customary. Around half of the seats in the parliamentary went uncontested.

How is it possible to get as much as 97% of the votes? Why don't elections guarantee democracy? What is the importance of free and fair elections to democracy?

Journalist sentenced 10 years of prison after interviewing opposition politician!

Background information: By September 2015, 40 journalists have been killed and 128 imprisoned, according to the organization Reporters without borders. For example, in summer 2014 in Egypt three journalists working for foreign media were sentenced from 7 to 10 years in prison. They had been in contact with members of the Muslim Brotherhood, which is declared illegal by the new government in Egypt.

Why is freedom of speech an essential part of democracy? How does press freedom contribute to democracy, and to development in a wider sense?

NGO office raided – freezing of assets the next step

Background information: In some countries certain NGOs face constant harassment and oppression which can hamper their work or even force them to shut down. Their offices are often monitored and employees (and even their family members) threatened and followed.

For the Bangladeshi human rights organization Odhikar, this is the reality as their office has indeed been raided and accounts frozen, and office and employees are under surveillance. In Finland, narrowing down the space of civil society in Russia has had some attention in the media in recent years.

Why are NGOs oppressed? What is the role of civil society in a democracy?

SLIDES

Democracy does not necessarily bring development and development does not necessarily bring democracy.

However, functioning democracy guarantees:

- that everyone has a chance to engage in decision making that affects their lives and everyone's voice is heard – **inclusion**

- that power is not concentrated in the hands of few, that governing views can be challenged and conflicts can be managed by dialogue, and losing elections does not mean becoming completely marginalized – **functioning multi-party system**

- that human rights are respected, that the needs and opinions of everyone are listened to and that everyone can contribute with their skills and competences – **equality**

- that wealth is distributed in an equal way in the society and that those in power do not misuse their position as there are checks and balances that prevent the misuse – **accountability, transparency**

- that decision-makers represent the will and pluralistic views of citizens and that they can, if needed, be voted out – **free and fair elections**

- that everyone has the freedom to express themselves without fearing punishment, that critical voices are allowed and that objective information is available for everyone – **freedom of speech**

- that citizens can come together freely, promote issues that are important to them and bring up corruption or abuse without fearing the consequences – **civil society**

WWW.ASMITA.ORG.NP

WWW.DEMOFINLAND.ORG

WWW.MREZA-MAMA.SI

WWW.ODHIKAR.ORG