

"MORE OPPORTUNITIES"
INTERNATIONAL TRAINING
FOR YOUTH WORKERS
WHO WORK WITH YOUTH
WITH FEWER OPPORTUNITIES

I CAN'T
EVEN
I CAN



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I CAN'T,
EVEN IF
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Intro

By Ksenia & Eugenija

**What are the obstacles the youth with fewer opportunities faces?
How can I, as a youth worker, help?
What do I need to understand?
How can I become better in what I do?**

The „More Opportunities“ project was a Youth in Action training course held in beautiful Zadar, Croatia during the week of May 13-20, 2012. Twenty-four participants with different backgrounds came all the way from Lithuania, Estonia, Belgium and Croatia ☺ to learn from each other and from three experienced trainers about working with youth with fewer opportunities.

The guide you hold in your hands was designed by all the participants of this project in order to share with you a quick overview of the goals accomplished and the questions answered during this week. Hope you will find it as useful as we did.



TERM Youth **with Fewer** **Opportunities** **By Anupa & Eugenija**

Youth with fewer opportunities

DON'T HAVE

- access to the information... or they do but...
- any money to go away from his home... or they do but...
- information that they can do an international project... or they do but...
- any diploma... or they do but...

BUT DO HAVE

- a lot of motivation
- special skills
- great ideas to do some projects
- the will to learn and give

Youth with fewer opportunities are those youth that could FULLY participate and contribute to society but because of many obstacles they actually can't:

- The young person in wheelchair can go to the movies but he/she can't because of architectural barriers.
- A young person is capable to go to the faculty but his/her parents do not have the money for it.
- A young person from a small island is willing to participate in free time activities but he/she doesn't because those activities do not exist on that island.



**So, to all of them this
applies:
„I CAN'T, EVEN IF I CAN“**

Main Topics

Of The Training Course

By Tihana & Elina

| | Day 1 Arrival and welcome | Day 2 DAY ON LEARNING | Day 3 DAY ON YOUTH WITH FEWER OPPORTUNITIES | Day 4 DAY ON HOW TO APPROACH YOUTH WITH FO | Day 5 DAY ON INDIVIDUAL APPROACH TO YOUTH WITH FO | Day 6 DAY ON CHALLENGES OF WORKING WITH YOUTH WITH FO | Day 7 DAY ON LOOKING FORWARD | Day 8 Departure |
|-------------|--|--|--|---|--|---|---|----------------------------------|
| 9.00 | Breakfast | | | | | | | |
| 9.30-11.00 | Arrival | Introduction to the training course. | Youth as a social group sociological and historical perspective | Interpersonal relationship | Individual youth work | Conflict resolution and transformation practice working with youth with fewer opportunities | Youth in Action programme as a tool for working with youth with fewer opportunities | |
| 11.00-11.30 | Intercultural Coffee break | | | | | | | |
| 11.30-13.00 | | Youth with fewer opportunities - 1 | Theories of youth psychology - Practice and theory | Good and bad practice sharing and learning from experience | Individual youth work | Conflict resolution theories | Open space for question; planning future individual learning | |
| 13.00-15.00 | Lunch break | | | | | | | |
| 15.00-16.30 | | Youth with fewer opportunities - 2 | Self-directed learning as a tool for youth worker's development | Good and bad practice sharing and learning from experience | Free afternoon | Mental health of youth workers | Transfer of knowledge gained to local reality | |
| 16.30-17.00 | Intercultural Coffee break | | | | | | | |
| 17.00-18.30 | | Youth with fewer opportunities - 3 | Youth worker competence self-evaluation | My methodological preferences and approaches in individual youth work | Free afternoon | Visit of local organizations that work with youth | Evaluation of the course. Youth pass | |
| 18.30-19.00 | Reflection groups | | | | | | | |
| 19.00-20.00 | Dinner | | | | | | | |
| 21.00-22.00 | Welcome evening | Free evening | Free evening | Organization market | Free evening | Ideas for follow-up | Farewell evening | |

Who are youth?

Youth, often called “adolescent”, “teenager”, “kid” and “young person”, is a term that refers to people between 15 and 30 years of age (EU and EC use this definition when discussing about youth and developing youth policies). National standards can differ from various countries. In EU¹, per example, young people are defined as a population aged between 15 and 29 years. The UN², for statistical consistency across regions, defines ‘youth’, as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States

There is a dichotomy in most of societies while talking about youth as a resource, on one hand, and as a problem, on the other. The result of this situation is youth that are

1 http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Youth_in_Europe, 15/01/2013

2 <http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-definition/>, 15/01/2013



privileging one (youth) subculture and discriminate another. That is how marginalized youth groups develop and become number one society's topic.

Debating youth on academically level, we can't avoid sociologists (Functionalists, Marxists at the Frankfurt School, Internationalists and Chicago School) who have developed theories on youth as a 'youth subculture' in the middle of 20th century. Youth subculture is a youth-based subculture with distinct styles, behaviors and interests. It offers participants an identity outside the ascribed one by social institutions such as family, work, home and school. As mentioned above, socio-economic class, gender, intelligence, conformity, morality and ethnicity can be important in relation to youth subcultures. Youth subcultures³ can be defined as meaning systems, modes of expression or

³ http://en.wikipedia.org/wiki/Youth_subculture, 15/01/2013

lifestyles developed by groups in subordinate structural positions in response to dominant systems — and which reflect their attempt to solve structural contradictions rising from the wider societal context.

At the training course "More Opportunities", a group of young people, coming from various countries and socio-cultural backgrounds, have discussed questions such as: "Who are youth?", "Is there any difference among youth population?", "Are youth a problem or a resource?", etc. There were a lot of disagreements, different opinions and attitudes, as well as interesting conclusions on how to work with youth. Thesis that was put out was formed on interpersonal relationships among the youth, based on age, sex and socio-demographic characteristics. At the end of intensive discussion, participants came to an agreement that youth are definitely not a problem but a huge resource



More information on youth in Europe:
http://eacea.ec.europa.eu/youth/index_en.php
<http://www.salto-youth.net/>
http://ec.europa.eu/youth/index_en.htm

for building more progressive society and diminishing discrimination.

To sum it up, there is no universal definition of youth. Youth can be viewed from different angles – sociological, historical, psychological, geographical, economical, etc. Regarding these characteristics, experts can get very confused and frustrated when creating youth policies because all of the mentioned above has to be included in strategy, concerning every young person's need.



Youth - behavior, feelings, thought, values

Every period of life brings the characteristic behaviors, thoughts, values, feelings. We can't say that they are the same for all young people, but generally we can find common points in each period. Group as such shares some characteristic behaviors, thoughts, values, emotions and needs. Participants of training "More opportunities" offered their vision of what those characteristics are.

- **SEEKING FOR FREEDOM** (Escaping from parents, Imitate adults, Wish to do things at night, Own space)
 - **DELINQUENT BEHAVIOUR** (Need for attention, Experiment, Trying the limits)
 - **SELFREALIZATION** (Social and personal competence, Sports, Culture, Career)
 - **SEX/FRIENDSHIP/LOVE** (Sex and sexuality, Importance of physical contact, Being with friends and doing nothing, First relationship, Collecting friends (facebook))
 - **NEED 4 BELONGING** (Young people staying in groups, Subcultures, Friends are very important)
 - **EMPHASING INDIVIDUALITY** (Strong "I", Search for yourself, Wish to be different)
- **13-14 years:** friends are important – in group – peer pressure, experimenting, separation from parents, trying to be adults, important what parents think, liking other, attraction
 - Computer is important
 - **15-16 years:** individualistic – independence, fighting against system, conflict with parents, first love, high or low selfperception, searching self
 - **17-18 years:** school exams become important stress and pressure, relationship became complicated, responsibility, important to belong to a group, opinions is becoming more important, more consequence aboard life, stress about future, alcohol and cigarettes, more thoughts and responsibility
 - **19-22 years:** responsible vs. irresponsible, study and work – multitask, stress in life, less free time – party, responsibility – finding a job and priorities
 - **23-30 years** not any more experimenting, different direction in life, freedom, social level, family (responsibility), social works, mobility, it will last for ever, different values – direction in life, job, unsatisfaction, cv, friends always busy, reflecting on past, accommodation, experience, you know your field

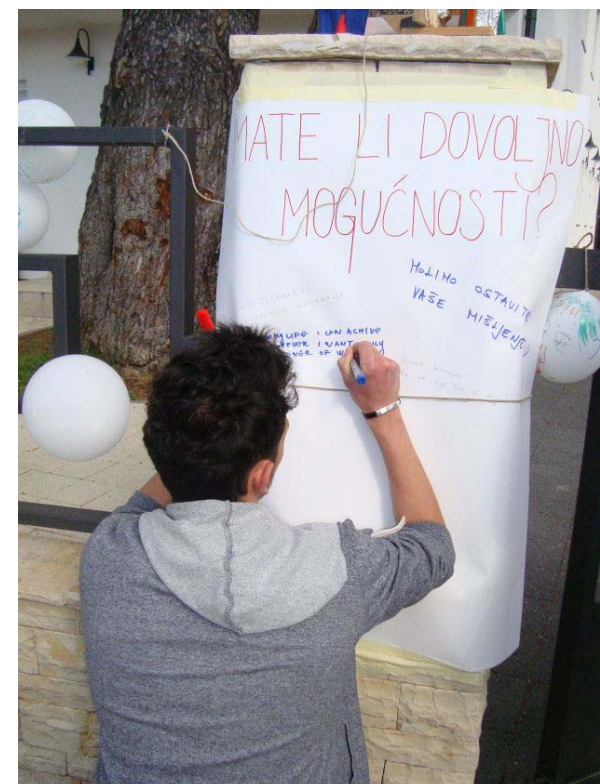
Youth is as already mentioned a wide period of almost twenty years. We can't say that a young person of 15 years and that of about 30 years all share the same characteristics. The period of youth is a very active and turbulent period and can only be divided into shorter age periods with more specific characteristics.

In youth work is very important to know about what is happening in each period of life to be better prepared and to have better approach to youth work. We also need to be aware that we can't generalize these characteristics to all young people. We have to approach them individualized and put emphasis on them as people who will know what is happening to them and what their priorities are.

Youth participation and their position in the society

Position of youth in society can be viewed from many angles. Youth as a group has developed through history according to cultural, economical and social changes. In that sense, we can discuss about young people as a conformist and doing whatever government tells or as revolting subculture who is organizing aggressive protest against the same subject. The best way to describe how youth have developed as a group and what their position in society is, would be through analysis of Roger Hart's theory of youth participation.

Sociologist Roger Hart wrote a book called *Children's Participation: the Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*, in which he developed a significant theory called "Ladder of Youth Participation". This groundbreaking work put the work of young people and adult allies around the world in the context of a global movement for participation, offering needed guidance and criticism of many efforts. Ladder of youth participation gives a clear overview of how society managed young people in the past and how it does it today. The Ladder shows young people-initiated, shared decisions with adults as the top form of young people's participation, followed immediately by young people-initiated and directed. On the bottom of the Ladder young people are manipulated and using as a decoration. Many believe that shared decision making is most beneficial to both



young people and adults. Others believe that young people are most empowered when they are making decisions without the influence of adults. Most often, this doesn't exclude adults but reduces their role to that of support. Both arguments have merit. Ultimately, it is up to each group to determine which form of decision-making best fits with the groups' needs.

Short description of each threads (starting from the top of the Ladder):

More information on youth participation:
<http://www.freechild.org/PAR.htm>

8 Young people-initiated, shared decisions with adults. This happens when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults;

7 Young people-initiated and directed. This step is when young people initiate and direct a project or program. Adults are involved only in a supportive role;

6 Adult-initiated, shared decisions with young people. Occurs when projects or programs are initiated by adults but the decision-making is shared with the young people;

5 Consulted and informed. Happens when young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults;

4 Assigned but informed. This is where young people are assigned a specific role and informed about how and why they are being involved;

3 Tokenism. When young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate;

2 Decoration. Happens when young people are used to help or “bolster” a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people;

1 Manipulation. Happens where adults use young people to support causes and pretend that the causes are inspired by young people.

Youth with fewer opportunities

Youth with fewer opportunities are youth that are in more difficult situation than their peers due to the obstacles they face. In certain contexts obstacles are making an access to education, international mobility and active citizenship impossible. Participants on training agreed on the causes that could lead to exclusion:

- Money
- (Broken) family
- Race
- Ignorance in society (adaptation)
- School system- lack of adaptive approaches
- Health-mental-physical-learning disability
- Culture heritage, religion
- Media

Obstacles to the inclusion of youth with fewer opportunities are listed in *The European Commission, Strategy for Inclusion, CJ/04/2003-EN*:

- **Educational:** young people with learning difficulties, early school-leavers and school dropouts.
- **Social:** (ex-) offenders, (ex-) drug addicts, young and/or single parents; orphans, youngsters in a precarious or unsatisfactory and frustrating private/educational/professional situation;; young people who are discriminated for certain reasons, etc.
- **Economic:** low standard of living, low income, dependence on social welfare system; long-term unemployed, etc.
- **Mental:** mentally disabled young people.
- **Physical:** physically disabled young people or with a chronic health problem/illness.
- **Cultural:** young immigrants /refugees/descendants from immigrant or refugee families; youngsters belonging to a

national or ethnic minority; young people with linguistic adaptation problems, etc.

- **Geographical:** young people from remote rural/hilly areas, small islands and urban problem zones.

The consequences of the lack of opportunities can be various:

Crime, violence, deposition, suicide, addiction, poverty, gangs, prostitution, prison, pregnancy, lack of support, less opportunities, puberty, less motivation, death, powerless, hunger, broken families.



As we can see some of the causes are the same as the consequences and we can conclude that the lack of opportunity creates a vicious circle from which it is difficult to get out. If we don't respond on the lack of opportunities it is very probable for young person to become socially excluded.

That means that certain individuals are pushed to the edge of society and prevented from participating fully by virtue of their poverty, lack of basic competencies and lifelong learning opportunities or as a result of discrimination. This distances them from job, income and education opportunities as well as social and community networks and activities. They have sufficient access to power and decision-making bodies and thus often feel powerless and unable to take control over the decisions that affect their day-to-day lives (UNDP Unplugged: Faces of social exclusion in Croatia, 2006 <http://www.undp.hr/show.jsp?page=51978>).



Youth work

Youth work is not legislatively regulated in each country. The NYA Guide to Youth Work in England stated: “Youth work helps young people learn about themselves, others and society through activities that combine enjoyment, challenge, learning and achievement. It is a developmental process that starts in places and at times when young people themselves are ready to engage, learn and make use of it. The relationship between youth worker and young person is central to this process. Youth work happens in youth centers, schools and colleges, parks, streets and shopping precincts – wherever young people gather. Youth work methods include support for individuals, work with small groups and learning through experience. Youth work offers young people safe spaces to explore their identity, experience decision-making, increase their confidence, develop inter-personal skills and think through the consequences of their actions. This leads to better informed choices, changes in activity and improved outcomes for young people”.

Key areas of youth work are: extracurricular youth education, international youth work, open youth work (spaces open for all young people), participation and peer education, prevention of social exclusion/youth social work, recreation youth counseling, youth information and youth work in sports (Youth work key areas).

Participations of training “More opportunities” concluded that youth work doesn’t happen in school, family or work. Also they agreed about important aspects of youth work:

- based on relationship between youth worker and young person - they build a professional relationship that is a motivation to change;
- youth worker knows when to stop to work with youth;
- youth work is not self-realization of youth workers;
- works with groups, subcultures, gangs etc.;
- youth worker “walks what he talks”;
- youth worker is the advocate of young person;
- integrally posture, attitude;
- youth worker does not manipulate with young person;
- main result of youth worker’s work is competences of young person.

Youth work should start with young person and his/her life and youth worker should have that always on his/her mind during the work.

As we said youth work is based on relationship between youth worker and young person. Relationship should be professional and clear from misunderstanding. It is very important to respect a young person and all their thought and needs. Good and healthy relationship is a motivation to a young person to make a change in his life. Youth worker is a connection between young person and community, other institution and other adults and he needs to know how to balance between giving and helping young person and giving space for mistakes and learning from them.

Some very important guidelines are mentioned in T-kit on Social inclusion (<http://www.salto-youth.net/tkitinclusion>):

- The young people should be taken seriously;
- Both parties should share responsibilities fairly;
- There should be enough diversity;
- Enough time and money should be dedicated;
- Experiences should be evaluated and the results effectively used;
- Activities should not be isolated events;
- Youth work is not an island.

Methodology preferences

There are as many methods in the field of youth work as there are youth workers. Meaning that each youth worker uses specific methods that respond to their competences – knowledge, attitudes and skills. That's why we cannot offer general methodology that youth workers must use. The important thing is that youth worker respects ethic agreement and becomes aware of his methodological preferences.

There are several styles that youth workers use and some of them are described below.

1. Directive – This style and method of coaching is very much based on the coach offering direction and sometimes steering the group in a certain or desired way. The coach acts as a sign post through identifying possible routes and opportunities and occasionally will try and persuade the group to choose a particular route. The coach clearly and fully understands that this slightly manipulative approach is necessary at that particular time.

2. Involved – This style and method is where the coach feels being a member and part of the group. This is more aligned to a peer approach. The coach will usually feel he or she has the same amount of investment as the group and therefore deserves the same amount of the reward. This is where the coach is immersed in the whole group process; he/she is involved yet at the same time he/she is the coach. The coach here may only be identified by having more skills in, experience and understanding of, the topic area.



3. Guiding – This style and method is where the coach focuses on supporting the group or individuals. The coach is there to ensure the participants' well being by ensuring a safe learning environment and that the group process is well managed. This is where the coach supports group at every level, almost handholding the group and making sure they don't experience potential hazards.

4. Participative – This style and method is where the coach allows the group to find its own way and individuals are self directive. The coach will ensure the group has ownership and autonomy of the projects and activities. The coach here acts more as sounding board and can offer suggestions but the participants ultimately make the final decision and choose their own direction.

More information on methodology in youth work:
http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/6/Tkit_6_EN
<http://youth-partnership-eu.coe.int/youth-partnership/publications/Coyote/Coyote>

What to Have in Mind

While Working with Youth With Fewer Opportunities By Ljubica & Anamarija

It is crucial that youth worker that works with youth with fewer opportunities has in mind these few things:

It is important that the youth workers, while working with young people with fewer opportunities are authentic.

My behavior and thoughts reveal who I am. My behavior or speech coincides with the „inner“ me.

Know your limits!

Never put yourself and those you work with in any kind of danger. To know when and how to say NO or to say YES is a well needed skill.

The relationship between youth worker and young person plays a central part in youth work.

Through a sensitive, non-judgmental and open exchange, a relationship of **trust** can start to develop. If I respect and accept another person, then I am interested in their world, attitude, and life. I am aware that their life differs from mine; therefore I am interested to learn about it and learn from it. Youth with fewer opportunities sometimes do not trust people. Without a good relationship whatever we say will have no value and it will not be heard and felt.

Work with young people with fewer opportunities should not be forced upon them.

A skill to gather information and make a choice is very important one. Involving youth in the process of making choices for their future is essential. It is good that youth practice making choices even if that means that they will refuse the youth work. Doing nothing and just being there (in a case of a need) can do more than all the actions we do.



Youth work starts where young people's expectations and needs are.

The trouble is that youth very often do not know how to say what they need or expect. For so many years in schools and families they were thought that it is important what others think and that it is better to be quiet. We cannot expect them to know and trust us with their thoughts all at once. Patience and questions asked with a sense of curiosity will help them to recognize and express their needs, expectations, opinions...

Avoid creating dependency-based relationships,

as these create obstacles to young people's empowerment and personal autonomy. It is important that they learn how to life without us.

Listen to their stories, show that you care, create a safe place, use active listening.

Some young people, particularly those with fewer opportunities, lack the security. To feel safe to think, to speak, to act, to make a mistake... A safe environment where judgment does not live is often a place where youth with fewer opportunities have never been in.

To sum up, youth need access to safe places, challenging experiences and people that care by their side, on a daily basis. Do not work instead of youth, but with the youth, or even better - let them do things by themselves.

Do not offer solutions;

offer a safe space for reaching their own solution. The young people with fewer opportunities should be encouraged to use her/his own ideas; creativity and experience to develop his/her own projects or activities. They are used that people do not see their potential and that they are not challenged to do more. Choose activities wisely. Make them challenging enough so that they have to use their brains and make an effort but do not make them too impossible to reach. And do not forget.... Involve young people in planning, delivery and evaluation of activities. They know the best how to resolve some issues or how to approach something.

Workshops

By All

I. YOUTH IN ACTION FOR ALL YOUNG PEOPLE

This is a workshop for youth with fewer opportunities with whom we work as a youth workers in SOS Children's Village Lekenik in Youth facility. We have chosen this topic because we want to raise young people's awareness about their possibilities in EU programs. Our target group were youngsters between 15 and 28 years of age. We believe that it is very important that youth is informed about and that they participate in Youth in Action Programme.

This program is also a tool for reaching social inclusion, active citizenship and employability of young people with fewer opportunities.

MAIN AIM: to reduce the impact of obstacles that youth with fewer opportunities face.

GOALS:

- to inform youngsters about Youth in Action Programmed, particularly about European Voluntary Service (EVS) and Youth Initiatives;
- to increase awareness about benefits of EVS and Youth Initiatives;
- to promote active participation of our youngsters in EVS and Youth Initiatives (particularly youngsters who have finished high school, students and unemployed youngsters);
- to promote active participation of youngsters, mobility, non-formal learning, intercultural learning.

TIME: 3 hours

Needed material: ball, papers, pens and pencils, YIA brochures, poster (made in advance) envelope, newspapers, scissors, glue, different material for making sculpture (bottles, roaps, buttons, textile material...), questionnaire (not necessary)



ACTIVITIES:***Hot Pepper, 10 min***

- Participants sit in a circle away from the tables and close their eyes. The trainer gives a small ball to one participant who is instructed to pass the ball quickly to the next person saying "Hot!" Participants continue to pass the ball around the group. As the ball is passed from participant to participant, the trainer turns her/his back, closes eyes and calls out "Pepper!" The person who is holding the ball when "Pepper!" is called and removed from the circle. The ball continues to be passed until only one person is left.

Definition of terms "Youth" and "Youth in Action", 40 min.

- Brainstorming - Divide the youngsters into small groups (of three). Ask the groups to list things associated with the term "youth" and "youth in action" (on the papers). The teams are not allowed to discuss, just list items! Then tell each group to present what they have written. **(10 min)**
- Group discussion – ask each group to discuss into their group about terms and to write their own definitions of youth and youth in action. The goal is to answer the question "What does youth in action feel, think and how do they behave?" (15 min). Then each group must make a presentation about their group opinion (15 min). Presentation of each group should last about 3-5 min (they choose one member in group for presentation). **(30 min)**

Presentation about Youth in Action Programme, 40 min

- Short presentation about Youth in Action Programme

and its activities. We will emphasize next actions: Youth Initiatives and European Voluntary Service because we think they are most useful to our youngsters. **(20 min)**

- After presentation, stimulate group discussion about this programme – what are the benefits and what are things that they see as obstacles. **(20 min)**

The Post Office, 10 min

- The participants should sit in a circle, each having her/his own chair. The facilitator takes one chair away and the participant who is left standing stands in the centre of the circle and begins the activity. The participant in the centre of the circle says something like: "I bring a letter for all of my colleagues who have brown hair."
- All of the participants who have the characteristic stated (e.g. brown hair) and the person in the centre of the circle changes places. Whoever ends up without a chair to sit on, stands in the center of the circle and states again that s/he is bringing a letter, but for people with a different characteristic, such as: „I bring a letter for all of my colleagues who are wearing black shoes."
- The activity can continue as long as the group is interested and enthusiastic but no longer than 10 minutes.

Poster and sculpture "Youth in Action" 40 min

- Divide the youngsters into small groups and ask them to make a sculpture and poster that will represent Youth in Action (as they understand and feel that term, what is that for them, each group); put all materials in the center of the room, youngsters choose material according the

group idea of poster and sculpture. **(20 min)**

- Each group will present their poster and sculpture without words. Members of the groups will stand up and put the sculpture and poster in front of the others. The other groups will comment what they see, their impressions about poster and sculpture. After that, the presenting group should explain their work. **(20 min)**

Evaluation of workshop, 20 min

- First there will be group discussion about workshop - each young person should share their opinion **(10 min)**
- Youngsters will evaluate workshop with questionnaire **(10 min)**

WHILE YOU IMPLEMENT THIS WORKSHOP HAVE IN**MIND:**

It is very useful to inform youngsters about workshop before arranging the date and time. Make a short meeting with them (5 min) and together make an agreement about time, date, topic... This way we include youngsters in decision-making process and, what is important, this decrease resistance toward the workshop. Also it is a way of non-formal education which is not obligatory or imposed.

This workshop was implemented on 25th of November 2012 in SOS Youth Facility Velika Gorica, Croatia with 12 youngsters (15 to 18 years old, youngsters without adequate parental care, two of them are youngsters with health disabilities).

Youth workers that created this workshop are: Anamarija Adamić and Ljubica Koščak

II. YOUTH FOR YOUTH

MAIN AIM: To improve competence of students to work with youth with fewer opportunities

GOALS:

- to introduce students with the term „youth with fewer opportunities“
- to become aware of the competences needed for working with youth with fewer opportunities

TIME: 7 hours

Needed material: flip charts, pencils, felt pens, scissors, papers, associative cards, post-it, blindfolds and ball

ACTIVITIES:

Introduction, 20 min

- Introduction game: Participants sit in a circle and one by one tell their name and an adjective that starts with the first letter of their name (e.g. ambitious Ana). After that, the ball is thrown in a circle and everyone has to say their name, the adjective related to their name and the name and adjective of the person who they throw the ball to.

Expectations, 20 min

- Participants will draw a tree on a flip chart, cut it and hang it on the wall.
- After that, on the red post-it participants will write what they expect from their selves and stick it on the tree top. On the green post-it they will write what they expect



from the others and stick it to the tree trunk. On the yellow post-it participants will write what they expect from the workshop and stick it to the tree bottom.

- This will be used in the end before feedback – participants will be asked to take the post-it with the expectations that were met. The remaining ones will be discussed.

Content of the workshop, 5 min

- Trainers will give short introduction of the content written on the flipchart.

SHORT BREAK – 5 min

Who are Youth? 70 min

- Participant will be split into 4 groups through interactive game. Each participant will get paper with song name written on it. There will be 4 songs. Participants will have to sing their song and find the others who are singing the same. That's how they will be divided into 4 groups. **(5 min)**
- Trainers will give a task to each group. Each group will have to make a poster named "Society Perspectives about Youth" with the materials they gathered in the pre-stage and brought to the workshop. **(15 min)**
- Each group will present their work to the others. **(20 min)**
- Discussion – possible questions: **(20 min)**
 - How did the pre-stage task go? Did they have difficulties?

- How does the media present the youth?
- Do they agree with the media image of the youth?
- How does that mean image affect the youth? How does it affect youth who are categorized as problematic?
- In the end participants will try to define who youth are. **(10 min)**

SHORT BREAK – 10 min

Social exclusion and youth with fewer opportunities, 70 min

- Participants will take part in the game called „One Step Forward“. Each of the participants will get a piece of paper with identity of a young person with fewer opportunities that lives in their local community. Trainers will lead them with questions concerning their rights and possibilities. For each possibility they have they will take one step forward, and if they don't they will stay in place. **(30 min)**
- Discussion – possible questions: **(30 min)**
 - What did you think when you first saw your paper?
 - How was it for you in your role?
 - Did you compare your position with the others?
 - What obstacles did you predict? Did you become aware of some of the obstacles you neglected before or reached some new conclusions?
- Trainers will write down answers to the last question. Participants will be asked to think is there anything else that could be an obstacle? Definition of youth with fewer

opportunities will be given in the end by the trainers. **(10 min)**

LUNCH BREAK – 45min

Youth worker, 20 min

- Each participant will take one card that represents strengths and one that represent weakness of a youth worker who works with youth with fewer opportunities. After that participants will be split in pair and they will discuss their cards.

Youth work, 40 min

- Participants will be split into pairs. One person will be leader and the other one will be lead. The lead participant will be blindfolded. The leader will have to navigate the blindfolded one through the obstacles around the room to the papers with cube scheme, scissors and glue. Leader will have to explain to the blindfolded participant what and how to cut to make a cube. **(20 min)**
- Discussion – possible questions: **(30 min)**
 - How was it for them in their roles?
 - Do they think they would do better in the other role? Which role do they prefer?
 - How was the communication? Was it difficult to explain? Was the explanation clear? What would help you?
 - Do you always send a clear message?
 - How can you connect that to the work you will do? Can you connect youth with fewer opportunities with

the blindfolded person – do they always know what is asked of them, do we give them clear and useful instructions and help? How can we as youth worker make it easier for them, without underestimating them? When do we ask too much but also when do we ask too little of them? What does it mean for them?

SHORT BREAK – 10 min

Youth in Action Programme, 20 min

- Trainers will shortly explain “Youth in Action Programme” – the background of the workshop, possibilities within the year and give handouts with useful information.

Feedback, 60 min

- Participants will be asked to think about their expectations from the beginning of the workshop and take post-it with the expectation that was fulfilled. **(10 min)**
- Post-its that weren't met will be discussed in a group. This will also be time for remaining questions. **(max 40 min)**
- After the discussion, participants will fill out evaluation form consisted of questions related to the content of the workshop and trainers. **(10 min)**

WHILE YOU IMPLEMENT THIS WORKSHORP HAVE IN**MIND:**

A week before the workshop, selected participants will get an assignment to pay attention to the media representation of youth (web sites, newspapers, TV, etc.) and in everyday life conversations they're engaged in or that others are engaged in (e.g. in tram, bus, school). While observing, they will have to gather and note relevant information (using their own method) and bring them on the workshop. This will be used during one session.

This workshop was implemented on 23rd of November 2012 in organization „Play“, with 10 participants (future youth leaders who will work with youth with fewer opportunities).

Youth workers that created and implemented this workshop: Iva

Buconjić, Elina Petričec, Tihana Radojčić

III. HEALTHY LIFESTYLE WORKSHOP

MAIN AIM: To promote a healthy lifestyle through physical activity and active intercultural learning.

GOALS:

- Learn about and explore the topic of healthy lifestyles in order to be able to make informed choices about their own lifestyles (Being Healthy)
- Learn and practice group work skills such as communicating and making decisions.

TIME: 7 hours

Needed material: Colored pens and pencils, plain or colored paper, scissors, glue, sticky tape, ball, projector, magazines for a collage, yoga mats.

ACTIVITIES:

Introduction activity (20 min)

- Ask the group what they think a healthy lifestyle is. Sum up the result of the discussion.
- Ask participants to think and share personal goals and expectations from this workshop

Presentation: "Healthy lifestyle from the Indian yogi's point of view" (15 min)

Brainstorming: "What does healthy lifestyle means to me?" (10 min)

- Participants are asked the following question: "What does healthy lifestyle means to me?". Invite them to share ideas and thoughts. Write all the answers on flipchart and make them look thoroughly into the main topic.

SHORT BREAK – 10 min

Breaking into groups (5 min)

- Choose 4 (or more, depending on a number of groups you want to have) animals and write them down on a small pieces of paper. There should be as many papers as participants and as many different animals as the number of groups you want. Ask participants to take one paper and to find their group with closed eyes and making sound like that animal.

Collage about healthy lifestyle (35min)

- Participants are divided into groups that were formed. They are given a task to make a collage - visual message about being healthy. Each group should make it from various materials. Invite them to be creative.
- Groups present theirs collages.
- Reflection. All participants are in one big circle. Ask them to count until 5 and after that make a statue that represents their emotion. If they want they can share their ideas and thoughts with the entire group.

LUNCH BREAK – 60min



Yoga class session (60 min)

- Youth is invited to experience the yoga.

Evaluation (15min)

- The group is divided into smaller groups. Each of them has a leader, which helps the participants to talk about gained knowledge and experience of workshop. Participants have to answer following questions:
 - "What?" (Objectively report facts and events of the experience),
 - "So what?" (Analyze the experience)
 - "Now what?" (Consider the future impact of the experience on you and the community).

This workshop was implemented on 21st of August, in Jamaal, Latvia, with 39 participants from different countries: Turkey, Lithuania, Czech, Poland, Estonia and also Latvia.

Youth worker that created and implemented this workshop: Tamara Gaivoronskaja

IV. THE WALKING MARATHON - "WALK AS MUCH AS YOU WANT"

MAIN AIM: To reduce the impact of obstacles that youth with fewer opportunities face.

GOALS:

- To test and improve the endurance and patience of youth
- To improve the self-confidence
- To take the responsibility for oneself and for the team mates

TIME: 2 days of walking.

The main idea of this activity is to have a 2 day marathon. The main goal is to walk 18 kilometres. The kilometres that one participant walks will be added to the total amount of the kilometres walked by the team. There were 3 teams from different towns.

STEP BY STEP DESCRIPTION:

Step 1: Predicting the need and expectation not only of the young people, but also of other directly and indirectly involved participants – youth workers, peers and parents. At the meetings we asked all of them the same questions:

- What form of leisure do you prefer – active or passive?
- Is the opinion of your fellow walkers important to you?
- How would you react to failures?
- Would you offer and accept help from your friends?
- What rules should be followed in this activity?
- What do you expect from this marathon?

The main doubt of youth workers was whether the staff will be able to complete the marathon as youth is just physically stronger than they are.

Step 2: Defining the goals of the activity and **motivating** youth for participation.

A few group discussions and individual talks were organised promoting the idea of the workshop and making the youth understand how fun it will be to participate in the marathon. Every parent was informed by phone about the marathon and the fun and risks involved in it. There were some individual talks with parents who wanted to talk about that in person.

Step 3: Forecasting all the possible accidents, mistakes and misunderstandings during the marathon. The youth workers came across a few dilemmas before the marathon:

- As there are 2 days of walking, there is a chance that the first day youth will not walk as much as it is planned. As the youth workers are responsible for the physical fitness of the youth, the question was: "What to do if youth wants to continue walking for the night?"
- What if, during the sleep time, some youth want to have a rest while others want to have fun? How to make them quiet avoiding ultimatum or threatening?

To prevent these problems we made an agreement with youth about common rules and responsibilities. We talked about safety issues. We agreed that the individual talks will be organized if necessary.

Step 4: Running the activity and **keeping** the youth group together.

The marathon was organized in a way that there were some parts where youth just walked through the fields and forests but there were also some points where they had to climb the trees, go through belt of obstacles, manage their injuries.

Step 5: Reflecting on the activity and **learning** from our experience.

Two days after coming back from the marathon all the participants gathered together again and had a discussion. We asked these questions:

- What did you like or/and disliked about the activity?
- What did you learn about yourself and about the group?

Within discussion youth and youth workers stated that they enjoyed their contribution to the overall team score but as well some were disappointment because of the short distance being walked. The grate result was that every young person felt like part of the team and that they tested and improved their endurance and patience. Also, they became more self-confident and took responsibility for themselves and their team mates.

This workshop was implemented at 15-16 June 2012 in Telšiai Youth Centre with 20 children who are street children; from families that get social support from the state; come from incomplete families; are well experienced in smoking and drinking; continually break the rules or follow none of them.

Youth workers that created and implemented this workshop: Marija Larionova and Sandra Kavalevskyte.

V. IMAGINATION VS. WILL

MAIN AIM: Give a tools for young people to use imagination and will in most accurate way (to build self-confidence feeling).

GOALS:

- To build self-confidence feelings.
- To open creativeness and imagination
- Fighting fear
- Building openness
- Developing ideas for activities.

TIME: Depends on size of group and the workshop leader(s).

Needed material: wooden board to stand on it, a scarf, chair and a paper for each participant, a small object for each participant.

The thing what stops young people from being brave and active citizens usually are not lack of will but something what we can describe as fear, caused by imagination. This workshop is created to realize the danger and the benefits of that magical word „imagination“. In theatre, there is a rule that says: Where imagination and will crosses each other's way, will always loses". That's why young person must prepare to accept this challenge and be able to test himself/herself if she/he is capable to cope with these phenomena.

ACTIVITIES:

Name game

- Participants are asked to present themselves to their neighbor on the left.

Board and church - Introduction to the Imagination

- The story about actor crossing a board:
Well trained actor (with very high skill of imagination) is asked to walk through the long board, which is situated on the floor. There's no problem for actor to do this action. Later, story teller tells a story that the board is connecting towers of two churches, it's very thin and outside is windy, and actor is 30 meters above ground. After that kind of story, it is impossible (or hardly possible) to walk through the board without shaking or falling down. It's not acting – its fear, caused by imagination, and the will is too weak to solve that problem.

Flying on a board

- Put a board on the middle of the room and ask for 4 volunteers. One will be blinded person (rap a scarf around their eyes) who will step on the board. Two other person will stand at the each side of the board and will be asked to lift that person with a board. The last volunteer is asked to stand in front of blinded person. Ask blind person to put his/her hands on third person's head. After a signal, the board is lifted together with a blinded person. The board is held at 5 cm height. The person in front of the blinded person starts to sit down really slowly. After a while he/she is so low and blinded person can't reach



him/her. What happens usually is that blinded person, at that point, falls on the ground from 5 cm height. The youth worker asks blinded person to describe what he/she thinks that happened. Blinded person usually feels like he/she was 10 meters above the ground. Person is scared, confused, laughing and can hardly understand what happened. Everybody in the group saw that blinded person was lifted into 5 cm height but that poor person claims absolutely different story.

- After that, another person is chosen to do the same thing all over again.
- The group is asked what they can conclude from this activity. The idea of that game is to help young people to realize what fear and imagination of failure might do to them.

Lifting the BIG guy

- 5 people from the group are chosen. You could choose 4 very weak and thin girls and one BIG guy. The guy is relaxed and sitting on a chair.
- The girls are asked to make guns out of their fists, pointing with two fingers. Then, two girls put these 'guns' into the armpit of a BIG guy while other two girls put their fingers beneath the guy's knees. They are trying to lift that guy only with fingers. It seems impossible and it is impossible.
- Then the girls are asked to put their fists above the guy's head and repeat (and believe) in the words the leader says: „You are as light as the feather and I am going to lift you“. It should be repeated five to six times and counted „one, two, three, and four“. After that, girls are lifting that big guy again. Magic happens – it seems that guy is weightless. It works 100 percent, even though it looks impossible at the beginning.
- After the activity, ask the group to explain what happened and how can that be related to their lives. This is very good exercises for young people who feel sorry for themselves and think they are worthless.

If I had million dollars

- Tell the participants that this exercise is to free their mind. Imagine that there are no limitations. Nothing is forbidden. There are no rules, no lack of money – you can do whatever you want. Please write what you would do. It can be anything – to buy an island, to become a president. To create robot dinosaurs – whatever.
- All the ideas are written and then brought to another room.

Walt Disney method

- A youth worker creates three different rooms.
- First one is 'room of imagination'. The idea which is developed in the game „if I had million dollars„ is taken into that room and developed further. There are no obstacles – only positive things. People are trying to find as many good things about that idea as they can.
- Then later, an idea is taken into 'room of critics'. You are (young person) really rude and you are trying to destroy that great idea. Providing lots of critics and trying to find reasons why it is going to fail.
- Then – the last one is the 'room of reality'. Young people are analyzing what they found in the room of imagination and room of critics and trying to evaluate real idea.
- Youth workers start the discussion with questions: What happened? How was it? What can you conclude from it? How does that connect to your real life? This method is a good way to open young people and to get information on what they want, even though they don't know what they want.

Mission impossible

- Multitasking exercise, with limited time. 20 tasks in 30 minutes, the tasks are generated in a way that everybody must take place in the activity, otherwise it will not be accepted. By the way, there's necessary to give a proof for every task. It might be photo or live demonstration.
- Examples of tasks:
 - To get a picture with a cat.
 - To get 50 pairs of socks.
 - To bring 5 boiled eggs

- To bring Spiderman
- To write with dry marker
- To make group photo where everybody is laughing with teeth.
- To make a group dance
- ...

Fear/joy game

- Youth workers put objects in the room. It might be anything – small toys, gifts, stones, etc. The youngsters are asked to pick an object.
- The youth worker asks participants to find their pair and to share fear with that person. Fear must be connected and explained through the object. It doesn't have to be a real story, it might be a feeling caused by something else. It might be expressed through color, shape etc.
- Two or three more pairs.
- Then the leader asks to look at that object again, carefully, and say as many as possible positive things. Few minutes ago it was a medium amount of fear and now it is most powerful and most wonderful thing. That way young people will find out how to use imagination, not to cause fear but to build self-confidence.

This workshop was implemented on 27th of November 2012 in Stanislovo Biržškio Pajūrio gimnazija (secondary school, 9th class) with 25 pupils

Youth worker that created and implemented this workshop: Audrius Laurutis

VI. YOUTH IN ACTION- INFORMATION AND EXPERIENCE

MAIN AIM: To reduce the impact of obstacles that youth with fewer opportunities face

GOALS:

- To inform participants about Youth in Action program
- To promote active participation.
- To share experiences and to get different point of views on YiA

TIME: 1 hour

Needed material: Board or paper, markers, ball

ACTIVITIES:

Brainstorming: What is Youth in Action? (10 min)

- Youth workers ask participants to answer the question „What is Youth in Action?“. All associations and answers are put on the board, to keep eye on it.

Presentation: Youth in Action program (25 min)

- Youth worker gives general information:
 - For who and what is Youth in Action
 - YiA opportunities: Youth exchange, EVS, Trainings, Youth initiatives, Democracy projects, co-operations and meetings with young people.
- Main points are added to the board.



- Youth worker gives links to web-pages, where they can find more information about application and specific information.

Discussion: Experiences (10-15 min)

- Youth worker asks participants if they had participated in any YIA program and asks them to share their experience.
- The discussion on benefits, pros and cons of this program is facilitated

What did you learn from today? (10 min)

- A ball is thrown to every participant and they are asked to say at least one thing what they learnt this day.

This workshop was implemented on 23rd of November 2012 with 9 Social Work students from BA, I-III year of Tallinn University, Estonia

Youth workers that created and implemented this workshop: Maarika Masikas & Kärilyn Sulbi

VII. NEW METHODS OF WORKING WITH YOUTH WITH FEWER OPPORTUNITIES

MAIN AIM: To present new methods of goal setting when working with youth with fewer opportunities.

GOALS:

- To share knowledge gained at the "More Opportunities" project
- To introduce new ways of methods and approaches in working with youth with fewer opportunities, particularly in connection with the problem of youth unemployment.

TIME: 30-45 minutes

Needed material: pebbles, crayons, A4 paper, A3 paper, OH cards/random images

ACTIVITIES:

Presentation

In introduction main elements of the training are introduced:

- During the workshop, particular attention was paid to the metaphoric planning with the help of the images or OH-cards, as well as learning to visualize the obstacles on the way to achieving a goal.
- During the workshop, the youth workers were able to try these new methods on themselves, prior to successfully introduce them into the everyday work of the career centre.
- The workshop focused on three main methods of goal setting and dealing with obstacles.

- Participants are asked to experience some of the learned and transformed methods.

A tree of my goals

Participants are asked to:

- draw a tree with its roots.
- to think of some „current situation“ which needs to be changed
- to place it the on the roots of the tree.
- to write one's goals on fruits and branches of the tree
- to write his/her own plan that consists of the tasks one should do to change the current situation into the desirable one on the trunk of the tree.

Pebbles in the shoe

This method can be used as a visualization tool for understanding the obstacles on the way to achieving a goal. The youngster should choose a certain number of pebbles that would represent various obstacles on his way of achieving a certain goal. One should then place these pebbles on a sheet of A3 paper in relation to some "Me"-point, taking into account the importance of the obstacles and the power of its impact on oneself. After finishing and seeing the image in its whole perspective, one should replace the pebbles to create the ideal situation, but to replace a pebble one should say at loud the possible way of coping with this problem.



Metaphoric planning

Ask a young person to choose an OH-card (other associative card deck can be used or even a set of random pictures from the magazines) that represents the situation he tries to achieve. If a young person does not know what does he/she wants you can ask to choose a card that attracts him. In both cases, one should explain, what he/she sees in the picture, in which way it represents the place he/she wants to be one day and why.

Then the youngster chooses a card/image that represents his/her current situation. Again, the youngster should say what he/she sees in the picture, how he feels about it. Finally, the youngster chooses the third card/image, which is the connecting chain between the first and the second image. It should give an idea on how to achieve the person's ideal situation starting from the point where the person is at the moment. Through all activity it is important to give young person a freedom to explain a card and not to push our metaphors and impressions of that card.

This workshop was implemented on 26th of June 2012 in VitaTiim career center in Narva, Estonia for the 5 youth workers of the organisation.

Youth workers that created and implemented this workshop: Ksenia Kanareva

YiA (Youth in Action)



From http://eacea.ec.europa.eu/youth/programme/about_youth_en.php


Youth in Action is the Programme the European Union has set up for young people. It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future. It promotes mobility within and beyond the EU's borders, non-formal learning and intercultural dialogue, and encourages the inclusion of all young people, regardless of their educational, social and cultural background: Youth in Action is a Programme for all.

The YOUTH IN ACTION programme is the EU's mobility and non-formal education programme targeting young people aged between 13 and 30 years. Its general objectives are the following:

- *Promote young people's active citizenship in general and their European citizenship in particular;*
- *Develop solidarity and promote tolerance among young people, in particular in order to foster social cohesion in the European Union;*

- *Foster mutual understanding between young people in different countries;*
- *Contribute to developing the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field;*
- *Promote European cooperation in the youth field.*

An important priority for the European Union is to give access to all young people, including young people with fewer opportunities, to the Youth in Action Programme.



Within YIA special attention is given to project that support inclusion. Project can directly involve youth with fewer opportunities, can ease the obstacles youth faces or can educate youth workers on how to support youth with fewer opportunities.

**More inclusion publications that support YIA and inclusion can be found on SALTO:
<http://www.salto-youth.net/rc/inclusion/inclusionpublications/>**

Photos from TC and Workshops







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