Methods Handbook for Youth Social Work

A collection of games, exercises and techniques for the moderation
of training and planning events with young people

Index of methods

Methods Key
Matching methods with tasks

A = MODERATING DISCUSSIONS
B = PLANNING
C = MONITORING & EVALUATION
D = PARTICIPATORY YOUTH APPRAISAL
E = INCOME GENERATION & ENTREPRENEURSHIP
F = HIV/AIDS SENSITISING
G = CONFLICT RESOLUTION

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This book is intended for use by youth trainers, community workers and youth group leaders, as well as project managers in government institutions and civil society organisations. As a handbook, it should be of value to anybody trying to reach and impart knowledge to young people. Many manuals already exist that are important sources for the education and training of youth in development themes such as project management, income generation, HIV/AIDS and reproductive health, gender, peace building and conflict resolution. However, this handbook attempts to go further than others by providing a modern, participatory and entertaining teaching approach.

The manual includes methods which have been successfully employed in numerous youth projects, in South Africa, Zambia, Kenya, Rwanda and Uganda. In particular, many of them have been collected and developed by the Promotion of Children and Youth (PCY) project of the Ugandan Ministry of Gender, Labour and Social Development and the German Technical Cooperation. In its "TWIGA" training system, PCY has combined a participatory approach to youth social work, with modules of important information for the development of young people in the African context. This manual borrows from this experience and approach. As such, it is a useful aid to those who use the TWIGA modules, and at the same time it is a valuable tool for anyone else intending to work with children and youth in this challenging region. The book provides the reader with practical and participatory tools to make workshops, meetings or training sessions more effective. It should also assist the youth themselves, enhancing the wider dissemination of practical skills for managing community-based projects and income generation, as well as important knowledge of health, gender and environmental issues. The book is a result of the drive by the German Federal Ministry of Economic Cooperation and Development to collate different methods for use in youth social work.

Participation

It is usually easier to talk of participation than to practise it successfully. If youth representatives are selected to take part in a planning workshop of a district administration, is that participation? Or can we call it participation when a local councillor invites school children to paint their ideas of "how my new school should look"? Is it a participatory project if the community members take part in the building of a new borehole? Are participants really participating at a workshop, if the facilitator calls on them to discuss a topic? The answer in each case may seem to be "yes", but we have to look critically at the situation to be sure: have the young people been chosen by the whole community to represent their interests at the planning workshop? Have the issues of the new school building been properly discussed by the pupils before the painting competition, and will their ideas be channelled into the actual design of it? Were the villagers consulted about the need for a new borehole? and is the topic of debate at the workshop of real interest to the participants?

Participation for an individual means taking part in processes which affect him or her personally. Full participation starts with the voicing of one's concerns or opinions, it includes involvement in the ensuing discussion, and it ends with participation in the enactment of the decisions. It is a principle of youth and community work which should be ever-present. It means identifying all affected people and allowing everyone full and democratic collaboration in a process. The approaches outlined in this handbook, and the methods suggested along the way, are all intended to increase the understanding of participation, and to foster the actual practice of it amongst the people being trained. Therefore the training itself must be participatory, as well as the putting into effect of the things learned.

CROSS REFERENCING
The Methods Key and its Uses

Inside the front cover, you can find an index of all the methods contained in the methods section of this book. In addition to the six categories or sub-sections, many of the methods have been separately cross-referenced to highlight their usefulness for specific tasks.

The Methods Key

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The Tasks Section

In Part Three of the book, some important areas of youth social work for the African situation are described. For each of these, important content is included, and a procedural approach suggested, based on the participatory principles which are at the heart of this methods handbook. The cross-referencing also refers to these sections, and should serve as a guide to help you make the most of the methods handbook.

Contents

Moderating

Introduction to Methods

Working with People as a Trainer

Encouraging People with Games

Helping the Flow of Ideas

As the facilitator of a participatory process, you are there to enable all the people involved to cooperate productively. This means using your specific skills to help them discover their own resources and to use them for the good of the whole group. The skills you have are your knowledge of an approach to social work, and the methods available to you to pursue your approach. Of course, to achieve success you need more than just a list of methods. You must have a positive attitude toward your group and the training session, and you have to ensure the participants also feel comfortable with you. Above all, you need to be sure the methods you use are the right ones.

Methods are planned activities which provide a structure for your work. They can be energisers or games, short talks or longer discussions. The methods you choose should relate to all aspects of your training - to the group, the subject at hand, the context, and to yourself as the facilitator.

The right method for the group?

- Does it address the group's needs and responsibilities at a particular point in the programme?
- Does it consider individual, personal background information that may be important (age, education, language, cultural background, previous experiences)?
- What prior knowledge and ability does the method assume (intellectual, emotional and physical)?
- What level of trust and familiarity are necessary in the group? Will the method cause reactions and emotions that can be dealt with in the context?
- Do the participants understand that they are responsible for their actions, learning and personal development?

The right method for the subject?

- How does it relate to what has gone before and what will come after?
- Which elements of the topic does the method highlight at this point, and why?
- How much input does the method require from the group?
- What information will be provided by you, and what must the participants work out for themselves?

The right method for the context?

- How does the physical environment (the venue, the furniture etc.) affect the use of the method?
- Is it the proper moment to use this method at a particular point in your training process?
- Are the necessary materials available?
- Is there enough time to complete the activity and fulfil the objectives?

The right method for you?

- Can you anticipate the outcome and deal with any unexpected results?
- Are you aware that learning means change, and that this may sometimes be uncomfortable for the participants?

Turning pupils into participants

This is a book for leaders of youth groups, workshop facilitators, peer educators, trainers and trainers of trainers. Whomever you deal with, you are using this book because you want to impart new knowledge, ideas and attitudes to a group of young people. Whether you are a member of a youth group, amongst your friends, or a professional social worker who may be approaching a group of people for the very first time, you are faced with the same basic challenge.

How do you achieve success in your training?

There are many methods for use in diverse situations to achieve differing results, but most of them have one thing in common: they all help the members of a group to find their own way inside a learning situation. If people discover information for themselves, or as part of a team effort, it is much more likely that they will remember what they have learned.

Before that can happen, you need to encourage the active involvement of all the people in the group; you need to turn them into "participants" rather than mere "pupils". This is the real challenge.

In the main section of this handbook, you will find a large number methods to motivate the people you are working with. In different ways, all of these methods support creativity, communication and mutual understanding. These are your tools to help a group find its way. But for these methods to have any chance of success, you must first meet the challenge of ensuring participation.

Atmosphere

From the start, you should establish a friendly, informal atmosphere. Remember you are dealing with young people, so always bear in mind the characteristics of youth. Most young people are naturally curious, energetic and creative, but they can also be quiet and uncertain. If you can overcome the shyness and bring out the enthusiastic qualities, right from the start, the rest of your work should be enjoyable and much easier.

It is important that everyone feels relaxed, and your group should get to know each other as well - and as quickly - as possible. Once people start feeling they are amongst friends, there will be more space for the energy and creativity to come out.

Style

Your own personal style will be a deciding factor in establishing the atmosphere. Keep a sense of humour, and build a relationship with your participants on a friendly basis from the very start. Be self-critical and share your mistakes. Trying to hide errors is a weakness, and it rarely succeeds. Something always goes wrong, so when it does, talk about it without being defensive. ("That was a mistake. Sorry. But never mind, it's an opportunity to learn.") This will earn you more respect in the group, and it will make it easier for the others to behave the same way.

You are a role model as well as a "leader". This means you have to lead by example. You must appear self confident and you must be confident in the materials and methods you are using. Your explanations should always be short and clear; your self assurance will help persuade the group that what you are saying is actually sensible and true, even if it is new and strange to them. The key to feeling confident in yourself is easy: Preparation!

Group Agreements ("Rules")

At the beginning of an event, it is very important for the participants to agree on rules or norms that will be observed throughout. This will ensure that the participants know how to conduct themselves. Some of your activities may involve exposing personal experiences that people would not ordinarily tell to others. Therefore the young people need an assurance that their confidence will not be betrayed. One of your first actions at the first session should therefore be to assist the group in formulating a set of rules. It is important they do this for themselves, and that they agree to abide by the rules. Some examples might be:

> All answers are correct. • Respect one another. • Listening to each other. • All mobile phones should be turned off. • Participants and trainers have to keep time. • Everyone should participate.

Preparation

Whatever you undertake has to be very well prepared. This includes the actual information you are trying to teach your participants - you will soon fail if you are not in command of the subject; and it includes the methods you decide to use along the way. If a game needs specific equipment, you must have it ready; if you are using an exercise for the first time, you must think in advance about how it will affect your group and if it will really work in your particular context. Your preparation for an event such as a meeting or workshop should also include:

- identifying the participants
- assessing their needs and the current levelknowledge/skills level and their
- selecting and preparing a venue
- planning the contents, structure, schedule and individual sessions
- selecting and preparing a facilitation team and resource people
- planning for documentation and evaluation.

Motivation

The facilitator's work involves bringing people together, encouraging them to think and work as a team, motivating them and keeping them focussed. In the following pages you will find numerous games and exercises to inspire and maintain the participants' enthusiasm.

Ice breakers are methods that help people get to know each other, and overcome the distance they usually feel when they first meet. You should always include one or two of these methods for meeting and mixing. Even if the participants already do know each other, it is still helpful to break the ice at a meeting, and they might even learn something new about themselves Other methods are called Energisers. As a good facilitator, you should notice if the participants get drowsy or lose their concentration during a long session. When this happens, you should use an energiser to wake them up and get them active (both physically and mentally). Numerous games and exercises described here are also designed to train problem solving skills and enhance cooperation between group members, and there are games to help people build their confidence and self-confidence.

These methods all have one valuable thing in common: they are enjoyable to everyone, including you, the facilitator. This enhances everyone's ability to learn and to remember things, because the variety of experiences the methods involve widens people's powers of perception and understanding. Associations are created, which assist later recall. Games and exercises can also help people think through particular issues, or address problems they encounter while working together. As facilitator, you can also learn a lot about the personalities of the participants and their social behaviour, which can be useful for planning other activities with the group.

Some tips for choosing and using games

- Select appropriate methods for the whole group. This means you should be sensitive to the needs and circumstances of all the participants; for example, some games exclude people with disabilities, or people with different levels of literacy.

- Choose games and exercises that are appropriate for the local context. For example, you should thinking carefully before using games that involve touch and close physical contact as this might compromise some people's religious or social convictions.

- Try to use energisers frequently during a meeting or workshop. Do so whenever people look sleepy, or simply to create a natural break between activities.

- Be aware of the basic safety of the group, particularly with energetic games or those where participants are blindfolded. In such cases, always make sure that there is enough space and that there are no unnecessary obstacles.

- Do not take too long with your energisers. Keep them short and move on to the next planned activity as soon as everyone has had a chance to move around and wake up.

- Always prepare well: if the methods you intend to use require certain materials, a list of questions or such like, you must be ready in advance.

The importance of structure in your training

If you have organised or taken part in any meetings before, you probably already know that they have to be well planned to be a success. It does not matter if it is a short meeting or a long workshop, a programme of information and activities is needed (duties and tasks for the facilitator). This means a meeting should be arranged in stages that develop the event as a whole. The aim of a training workshop is always to introduce new knowledge and create possibilities for new experiences. So for you as a trainer of youth, these are the essential parts of your programme which will help you to structure how your training sessions progress. This will be true, whatever it is you are actually trying to teach.

The other important, general factor for a successful meeting is that the facilitator must work with the resources available in the group. That means, you need to know things like the level of learning of your participants, and the dynamics of the group and individuals. You should also use this to help you structure your training. Take a look at the diagram below.

PROGRESS OF A SUCCESSFUL MEETING, WORKSHOP OR TRAINING SESSION

CLOSING
PHASE

CENTRAL PHASE

E
X
P
E
R
I
E
N
C
E

OPENING
PHASE

Evaluation

CLOSING
Conclusions

experiences
& creation

New knowledge &
information

Analysis
& reflection

Building a group

Sharing
experiences

Transfer

OPENING
Introduction & getting to
know each other

TIME
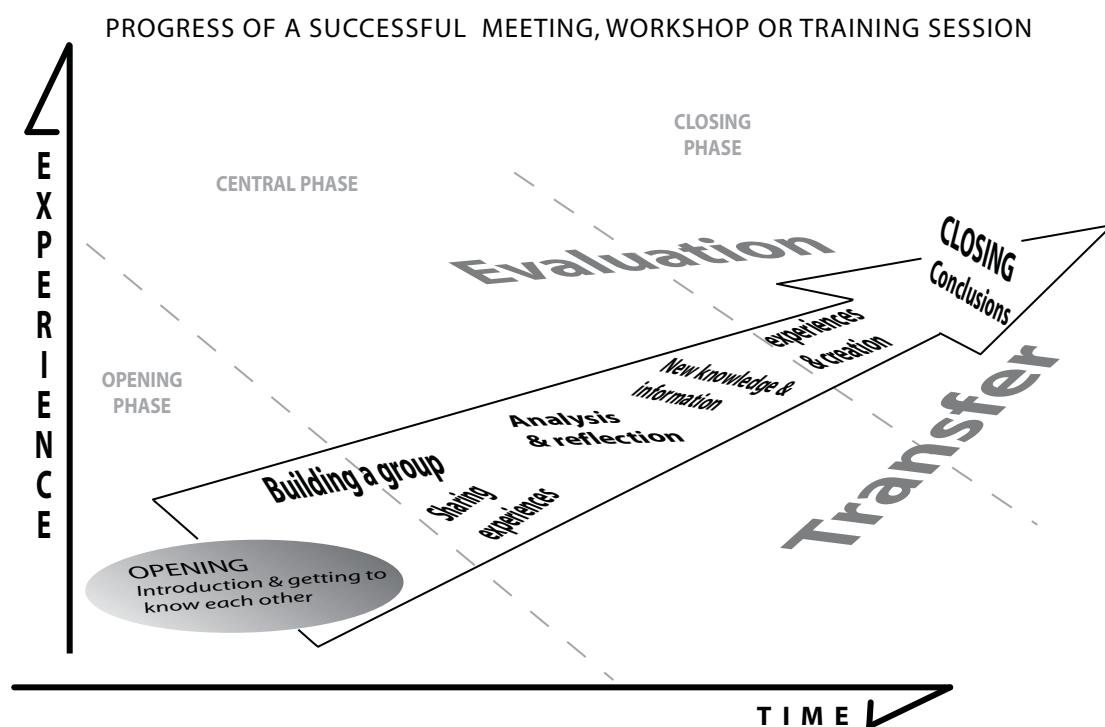
This shows the "essential parts" of a training process, and how they fit into an event. None of these parts should be missing from your activities, but as you can see, some parts can be arranged quite flexibly throughout the entire programme (indeed, it may be difficult to organise them). Others occur logically near the beginning or end of the process. Whatever the order, it is important for a programme to allow all these component parts to build on, and interact with each other.

To help you structure your work, it is nevertheless useful to think in terms of an opening phase, central phase and a closing phase.

Opening phase

The "opening" phase obviously comes at the start; welcoming and getting to know each other is vital. Making participants welcome at an event, and introducing yourself as the facilitator is the first task of every opening session. How you do this depends on the situation and your own personality. It is up to you and you hardly need tips from a book!

The opening phase also involves the beginning of "group building" which, however, may go on for the whole event. How you start relating to a group will lay the foundations for all integration, trust and participation to come. For the facilitator, the early phases are doubly important as they are also your chance to find out who your participants are - in other words, for you to learn about the different personalties and resources present in the group. This will help you to shape what you do. The "sharing experiences" stage is already a part of this, but it is also a part of participation and learning throughout the programme.

Another important step at the beginning is to give an introduction on technical and thematic aspects of the planned programme. Important as this is, it is also equally important to wait a little before you do it. The reason for this is simple: at the very beginning, participants are usually excited at finding themselves in a new environment with unknown people around them. They will spend some time adapting to the new situation. They are unlikely to concentrate on a technical introduction, or to learn of, or decide about important thematic problems.

Instead you should use the introductory session to loosen up the atmosphere, remove insecurities and encourage the group. To do this you could start by using an "icebreaker", one of the methods in the section of motivation methods of this book. All of these games are suitable tools for breaking the ice and encouraging people.
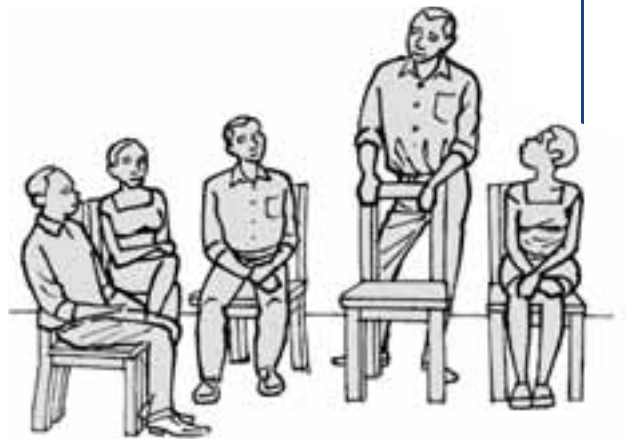
Central phase

The main aim of a training programme is for the participants to learn things; planning workshops are usually organised so that a group of people can address issues or find solutions together. Meetings of this kind involve analysing problems, receiving new knowledge and generating new ideas. This will happen throughout the whole programme, but it will be more intensive after the excitement and shyness of the introductions, and before the tiredness which arises as your event draws to a close. In other words: learning and working happen best in the middle of an event.

Whatever your actual content involves, this will always be true: you will achieve most results during the central phase. (Your event could be an information session about HIV/AIDS, or it might be an appraisal of a situation prior to planning future activities in a youth club; it might be a workshop on microfinance for a small cooperative, or it might be a monitoring and evaluation session to assess the success of an ongoing peace initiative. It doesn't matter)

So, as the central phase is the period when most learning is likely to take place, or the most content-based activity is to be expected, methods which focus on knowledge and ideas are best used during this phase. Look again at the diagram on page 14, and think of the "essential parts" of the training that are likely to arise. That is, think of the actual content of

your session - what you are trying to impart, or hoping to achieve. If you look through the methods chapter of this book, you will find that they have been arranged into sections according the applications for which they are suited. You can use these categories to help you choose appropriate methods. You can also use the "Methods Key" inside the front cover to help you find good methods for the particular tasks you are addressing.

Introducing and dealing with information

Finding the right way to introduce and begin work on a new subject can make the difference between good and bad learning. You must arouse participants' curiosity and motivation for a new session. Your introduction should prepare them for the subject at hand, possibly on an emotional level as well as intellectual, and it should set the context for what is to come. The methods chapter includes sections on communication and visualisation where you will find useful ways to increase people's understanding and their ability to participate. Some of these methods, such as "Let's Build Together" exercise their own skills, while other methods, like the "Creative Lecture" and "Spider's Web Analysis", are designed to illustrate and enhance the actual content.
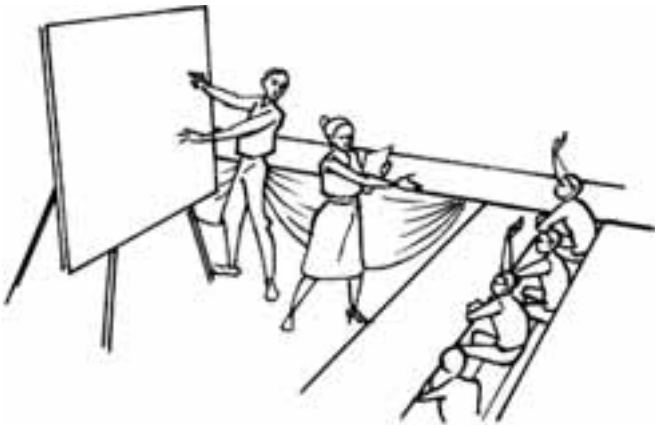
Any sustained development of a topic, whether it is in a teaching context or a group planning process, will need a generous input of both factual information and individual experiences. For this reason, the "Collecting data" section contains many important tools to achieve this. You will find methods here for encouraging group members to contribute to a meeting, as well as methods for conducting research in the field, and presenting the data collected.

Especially in a planning process, when a lot of information has been gathered, objectives may still be unclear or priorities are difficult to establish. To help with this, the sections entitled "Generating ideas" and "Decision Making" contain techniques to foster creativity in problem solving, helping you and your group to find the most solutions possible to an unsolved problem, and then sort out the good solutions from the bad. The methods make it easier to select a single course of action from a wide range of options, and they can help you to assess the potential effects of the alternatives chosen.

Keeping up the momentum

Remember: new knowledge and experiences can be difficult to digest. For this reason, always make sure there is time for reflection and debriefing, even during the central phase. For the same reason, continue to use "energisers" and other games from the "Motivation" section. These are designed to make the sessions lively, to hold your participants' attention and to keep them alert. For particular situations, there are specialised games such as those designed to build confidence or enhance cooperation. These are very useful as they can illustrate and enforce the material you are actually discussing. Aim for variety and relevance in your choice of methods.

Closing phase

Reflection and debriefing are related to "transfer" and "evaluation". These are important concepts, so we will define them here: transfer means connecting the participants' experience of the meeting or workshop to their real lives, adapting the newly acquired ideas and skills to their own situation. Evaluation is when you compare your achievements with the targets you originally set, measure the success or failure, and perhaps determine any changes necessary.

Reflection and debriefing sessions already involve elements of this, when new information is processed by the participants along the way. So transfer and evaluation phases are not limited purely to the end of your programme. However, It is especially important to finish any meeting or workshop by taking stock: look back at what has been covered, draw conclusions and record the results. There are methods included in each of the later sections which can help you to do this. For example, most data collection techniques, and those for generating ideas can be used to collect opinions for an evaluation, and role playing exercises are well suited to the transfer of experiences into the participants' every day lives.

Important!

You must always bear in mind, that some methods can be used in various contexts. The divisions of this book should not prevent you mixing methods in your own way as you find an appropriate structure for your workshop or meeting. Please use the Methods Key inside the front cover as an extra guide to choosing the right techniques for your needs.

Methods

MOTIVATION

COMMUNICATION

VISUALISATION

COLLECTING DATA

GENERATING IDEAS

DECISION MAKING

	ICE BREAKERS	ENERGISERS	PROBLEM SOLVING & COOPERATION	CONFIDENCE
MOTIVATION				
COMMUNICATION	Sandwich technique	Following descriptions	What the body tells us	
	The large meeting	Let's build together	Listening in a fish bowl	
	Leading discussions	Rebuilding a structure	Muddling messages	
	Using visual information	The creative lecture	Name bench	
VISUALISATION	Welcome diversity	Using pictures	The spider's web analysis	
	Shields	Opinion scale	Conflict resolution triangle	
	Bingo	Case work	The role shift game	
	Market place	Role play	Mind mapping	
COLLECTING DATA	Activity strips	Seasonal calendar	Focus Group Discussion	
	Paper slip method	Gender Analysis	Venn Diagram	
	Social Resource Map	Communication Skills	Market survey	
	Daily Routine	Semi-structured Interviews		
GENERATING IDEAS	Brainstorming			
	6-3-5			
	Headstand			
DECISION MAKING	Pro and Contra	Paired comparison		
	Criticism of Ideas	Plus-Minus		
	Awarding points	Cost-Benefit Analysi		

BICYCLE CHAIN

Form the group into two facing lines and ask them to pair off with the person opposite. Each pair greets, says or asks whatever they wish. They then move off in opposite directions, like a bicycle chain, and greet whoever is next, continuing round at the ends. Keep going until all have met, when the chain has gone half way around.

➡ This is a good way of getting everyone to meet each other quickly and informally.

TAXI PARK

You need space to move around in, so it is good outdoors. If indoors, clear an open area.

Tell the group that they are now all moving around a large taxi park. First, they need to find their taxi and then they talk to the other passengers a bit. Then, for every following round the taxi park is to be organised according to a new order.

You must give them a category, for example "profession". Now the participants have to shout out their profession loudly, like the conductor of a taxi trying to find fitting passengers. (It usually begins with a real chaos!)

When the groups have gathered, they should talk for some minutes to exchange special information, for example when, where, and at what age they did their vocational training or study.

Then you start the next round. Options for clusters include:

- mother tongue, or local language spoken at the birth place
- type of organisation the participants come from
- hobbies or interests
- any other important issues, according to the purpose of the meeting, workshop or training.

➡ A game for exploring the make up of a group, for example to find sub-groups with things in common, discovering each other's interests and making friends.

BALL NAME GAME

Standing in a circle, each person throws the ball to someone else and says his or her own name as the ball is thrown. When you have done this a few times, get the participants to say the name of the person whom they are throwing to. If they forget, they can just ask, "What's your name?" before they throw.

➡ A simple but effective way for members of a group to learn the names of their fellows.

MEMORY NAME GAME

Participants sit in a circle. One person starts by telling his or her name and answering a simple question, e.g. "What is your hobby?" Then the next members of the group take turns to say the name and the hobby of the first person, second person, etc., before introducing themselves in the same way. So it goes around.

➡ An amusing and more challenging way to learn the names in a group. This is more difficult than the ball name game, but very funny. The high number of repetitions makes it easy for the whole group to get to know each other.

MR. INVISIBLE

One after the other, the group members get up, stand behind their chairs and introduce an "invisible person" who is sitting on the chair. In fact, they speak about themselves in the third person (he/she), just like a narrator.

Example: participant Tom stands up, moves behind his chair and tells the group: "Now I'm going to introduce Tom to you. He practises a lot of sport, as you can see for yourselves - he is still out of breath."

It is best if you as the facilitator give the first example by introducing yourself.

➡ An introduction round for groups of around twelve people. Speaking indirectly often helps people talk of themselves, and about their feelings or interests.

MY GESTURE

Instead of answering a prepared question, each participant says his or her name and makes a personal gesture at the same time, e.g. winking, waving the hand, shaking the hips etc. The others have to follow by copying the gestures and listing the names, before adding their own name and gesture.

➡ An amusing variation of the Memory name game. This can be very funny, as some people are very creative with their gestures.

TALK SHOW

Each participant improvises a small "talk show". He or she sits down on a chair next to "Mr. Invisible's" empty chair. He or she should ask the questions and then change over to the other chair to answer them.

➡ This is a creative variation on "Mr. Invisible" which is good for groups of up to twelve people. You should give participants five minutes to prepare their interviews.

LABELLING ONESELF

Make sure you have enough sticky labels. After giving them to the people, ask them to write down certain information about themselves. This should at least include their names. The rest of the information depends on the purpose and content of the event. Don't be too demanding - people should enjoy the game.

Examples

• draw a picture of something one likes doing
• draw a picture of an animal one feels similar to
• mention a nick-name one would like to be called,
• mention a certain number of one's own positive qualities or abilities,
• mention the thing one would most like to contribute to the event.

Participants should fix their label to themselves, then have a walk around. They should all be given enough time to look at all the labels the others are wearing.

➡ This is a deeper introduction exercise, which challenges people to give information about themselves and develops awareness of differences and things in common between the people.

MY NAME - MY PROGRAMME

Another version of the previous game, participants think of an adjective to describe how they are feeling, or how they are. The adjective must start with the same letter as their name, for instance, "I'm Henry and I'm happy". Or, "I'm Arun and I'm amazing". As they say this, they can also mime an action that fits with the adjective.

➡ An easy introduction round, similar to "Labelling oneself".

PICTURE INTRODUCTION

Every participant is given a sheet of paper and a pencil. Allow at least 15 to 20 minutes for them to draw a picture of themselves. The pictures are then displayed to the group (or presented in smaller sub-groups if there are too many participants).

➡ A creative introduction which is good for learning about oneself as well as about others.

MAPPING

Draw - or imagine - a map of your country or district on the ground, using chalk, a rope or any suitable material.

Ask the participants to stand where they were born, and then move progressively to where they went to school (primary and secondary) and went to college. Then ask where they had their first job, and so on. You can ask any questions you want, but they should relate to the group and to your topic.

➡ This is a variation of the "Taxipark" game, with similar uses. It is a good introduction, which also underlines participation.

CIRCLE INTERVIEW

The group sits in a circle and each member interviews the person to the left or the right, to find out the name and some information about that person. Then, one at a time, each participant introduces his or her neighbour to the rest of the group.

For example: "This is Martha. She is eighteen years old and still single. At the moment Martha is attending vocational training because she wants to become a tailor for menswear. She likes dancing, reading and discussing. If you should come and visit her she would prepare for you the best matooke in town and a lovely beef stew."

➡ A detailed introduction round, which is also a good way to build a rapport in the group.

THREE QUESTION INTERVIEW

Give participants paper and pens, then make them all get up and wander around the room. They should then pair off with someone else, and find out the answer to three questions

e.g. Name a place you like to visit? - What film or book have you enjoyed recently? - What is your name? or: What famous person do you admire most? What is your nickname? What would you call yourself if you were allowed to rename yourself?

The interviewer may jot down notes as he or she "interviews". When both partners have asked and answered the three questions, they walk on again, to find other partners and repeat the process.

When each person has had a chance to interview several others, they return to their places. You, the facilitator, go around the circle and ask: "What do you know about him or her?" People who interviewed that person share what they have learned, either from memory or by looking at their notes.

➡ Another detailed introduction exercise, which challenges people to give information about themselves and develops awareness of differences and similarities.

RIVER OF LIFE

This is like an autobiography in picture form. Ask each person to draw a "river of their life" on a flip chart, showing some of their important moments. They should show the events that have mattered most, and perhaps have caused a change of direction. The choice is up to the participants; they should draw whatever they wish.

➡ This is a variation of the "Picture Introduction", and can be quite revealing.

WELCOME DIVERSITY

With everyone standing in a circle, you tell the members of the group that all those born in a particular season, for example, or in a particular month, or on a particular day, should step into the middle. Make everyone else applaud them.

They then return to the circle and you then repeat this with other characteristics such as various interests, skills and handicaps etc. As you go along, the characteristics you choose should have some connection to the group, or to the subject of your training session. Soon the participants will also make suggestions of things they would like to know about the others.

Watch out!! It is very important that everybody has the chance to step in to the middle at least once. If necessary, ask for characteristics specially for those who are otherwise being left out.

➡ This method is valuable for discovering what assets and potential a group possesses. It is also a good preparation for working in a team.

FORMING ROWS / NAME BENCH

The group must form itself into a row in the alphabetical order of their first names. This is a simple game but it can be varied to make it more difficult:

Make the participants stand on a bench in any order, with all of them looking in your direction. You tell them to change the order of the line according to their names, alphabetically, or their birthdays or their heights. They should do this without jumping or falling off the bench.

Further variations might include:
• Doing the exercise without speaking
• Doing the exercise blindfolded

➡ Useful as a simple introduction or it can be used to illustrate specific fields such as cooperation, communication and confidence building.

BALLOON GAME

This game is best carried out indoors. All the equipment needed are a few inflated party balloons.

The group forms a circle and has to keep a balloon in the air by hitting it. To prevent the balloon from touching the ground, a person can leave his or her place for a moment, but each player may not touch the balloon more than once at a time.

The game can be developed and made more interesting with the following variations:

• Only touch the balloon with a specific part of the body (elbow, tip of the nose, knee, shoulder, etc.).
• The players are not allowed to leave their places.
• Use several balloons at the same time.
• Hit the balloon with objects such as sticks.

➡ This is a simple energiser which can be used in any context.

PASS THE ENERGY

Standing or sitting in a circle, participants hold hands, stay quiet and concentrate.

You send a series of "pulses" both ways round the group by squeezing the hands of those sitting next to you. Participants pass the pulses round the circle, like an electric current, by squeezing the hand of the person next to them.

➡ This is a gentle energiser that wakes people up without tiring them. It can be used in a confined space.

COUNT UP

Stand in a circle and start counting as a group, taking turns to speak the numbers 1, 2, 3 etc. Anyone with a multiple of five should clap his or her hands instead of saying the number. Anyone with a multiple of seven or a number with seven in it, must turn around once on the spot instead of saying the number. People who make mistakes drop out.

The numbers and the actions can be varied in many ways; for example, the game can be made less physically active if the participants say a word instead of clapping and turning around, or more active if they have to do something more strenuous.

➡ Wakes people up without tiring them, and it engages the brain so it will help them to concentrate.

BODY WRITING

Ask the participants to write their names in the air with parts of their body. For example, in sequence, they can use their right fingers, left fingers, right elbows and left elbows.

This can go on to include big toes, knees, shoulders, nose and finally belly button.

➡ This can be used in a confined space and participants have to concentrate to get it right.

MIRRORS

Get the participants to form pairs. One person is the actor, the other is the mirror. The mirror has to do whatever the actor does, mirroring the actions. Continue for a couple of minutes and then reverse the roles. It is good to demonstrate this yourself with a partner, to set an example of appropriate movements.

➡ Very entertaining, this game usually makes people laugh. At the same time, working in pairs helps build relationships in the group.

ORCHESTRA WITHOUT INSTRUMENTS

Explain to the group that they are going to create an "orchestra" without instruments. The orchestra will only use sounds that can be made by the human body. Players can use their hands and feet or any other part of their bodies. They can use their voices, but no words. For example, they can whistle, hum, sigh or stamp their feet.

Each player should select a sound and then stick to it. Now choose a well-known tune and ask everyone to play along, using the "instrument" that they have chosen.

Otherwise, without setting a tune, you could let the group surprise itself by creating a unique sound.

➡ This method is good for strengthening participation at the same time as energising. It is also creative.

A'S & B'S

Stand in a circle. Ask everyone to look around and pick another person, and to raise a hand when they have done so. This person is their "A". Then ask everyone to pick a second person and raise their hand. The second person is their "B".

When you say "Go!", everyone tries to get as close as they can to their A and as far away as they can from their B. After a while you can reverse things and make the participants get close to B and as far as possible from A. Stress the need for speed!

➡ This is a physically active game which will wake up bodies as well as minds. You will need plenty of space – it is best done outdoors.

ELEPHANT - GIRAFFE - PALM TREE

The group stands in a circle. First of all, you must demonstrate the three different positions - or rather body shapes - which are involved in the game. These will be made by three people working together:

The elephant: the middle person uses his or her arms for the trunk, by crossing them and holding the nose with the non-trunk arm, and those on either side raise their elbows to make the ears.

The giraffe: the middle person stretches one arm upwards, and those on either side put one leg forward.

The Palm Tree: all three stretch up and wave their arms like a palm tree in the wind.

Now stand in the centre of the circle. Turn around, point to someone and say either "elephant", "giraffe" or "palm tree". The person you point to is the middle person. This person, and his or her neighbours must immediately act the word in the way you have shown them. After each successful action, point to another person and say a shape. The first person who hesitates or gets an action wrong takes your place in the centre and you join the circle. The game can continue as long as you want.

> ➡ This game is well known and has many variations. Participants have to concentrate to get it right, and it always makes people laugh when they get it wrong.

NAME DUEL

You need a blanket or big cloth, and two chairs. As the facilitator, you choose someone as your assistant.

The participants split into two teams, while you and your assistant hold the blanket up between them. (If possible, you should stand on a chair and hold the blanket like a curtain). The groups gather on either side of the blanket, where they can not see each other.

Each team selects one member to sit or stand in front of them, directly facing the blanket. Then, after counting "One – Two – Start!", you and your assistant let go of the blanket. Two people are now facing each other, and each of them has to shout the other's name as quickly as possible. The one who is quickest takes the other person into his or her team. This process is repeated until the group has been united again

Variation

The two players sit with their backs towards each other and try to guess who is sitting behind them from descriptions given by the group (of course without mentioning the name).

> ➡ This is a good method for practising names which the group should already have learned. It builds teams within the group, which enhances cooperation and the effectiveness of the whole group. The competitive nature of the game often makes it more interesting for the participants.

DETECTIVE (WHO IS THE LEADER?)

One person volunteers to be the "detective" and leaves the group. The others choose someone to lead them in the first round of the game.

The detective then returns and the leader begins an action, e.g. hand clapping, which the others all copy imme-diately. From time to time, the leader changes the action, and the others always follow suit as quickly as possible.

It is the detective's job to guess who is leading the actions. Once he or she finds out, the leader becomes the detective and the group chooses the next leader.

➡ This usually proves to be a very popular game, so it makes good entertainment too. It tests people's powers of observation, as well as cleverness and secrecy.

SWATTING MOZZIES

Tell the participants the room is full of mosquitoes. They are all around us and landing and biting. The people have to swat them with their hands – in front of themselves, down at their ankles, behind their heads, on their face, to the left, to the right, near - or even on - their neighbours. You can also ask the participants to make mosquito nois-es, and shout "got it" (perhaps in their local language).
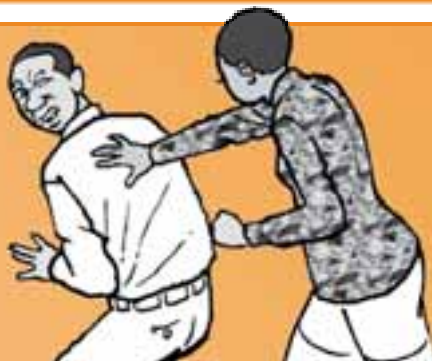
➡ This is an easy game to understand. It revives the group quickly and powerfully.

COUNT TO TWENTY

The group must count from one to twenty. The par-ticipants sit in a circle, and one of them is chosen to start the counting. They all close their eyes and the first person starts by saying "one". Taking turns, the others must count "two", "three" etc. up to twenty. However, people sitting next to each other may not say subsequent numbers, and no number may be pronounced by two or more persons at the same time. Of course, this will happen quite frequently. Whenever it does, the group must start from the beginning again. When the group succeeds in counting to 20 in this manner, it is "tuned".

If the group consists of more than twenty people, you may chose a larger number, but the exercise will prob-ably take too long if the numbers are much higher. Smaller groups, of course, can continue counting until they reach twenty.

➡ This is an energiser for the mind. The main benefits are to practise communication through understanding and concentration, and to unite (or "tune") the group.

NAME NET

You need a large roll or ball of string (at least 50 metres long).

The group forms a circle. You as the facilitator take hold of the end of the string and throw the ball to one of the participants, letting the string unwind. Say his or her name at the same time. That person catches the ball, keeps hold of the string and throws the it to another participant, saying his or her name. The group continues doing this and after a while the string will form a kind of net inside the circle. It does not matter if the ball is thrown two or three times to the same person.

If you are careful - and good at tying knots - the net can be hung up afterwards for display during the rest of your meeting or workshop.

➡ This is literally "networking". It helps to bond the group, while practising the names. At the end, the net is a kind of symbol of the group's identity.

SNAKEBITE

Preparation

"Snakebite" needs a very big piece of cloth. Some facilitators use what is called a "parachute" - a specially made, round sheet that looks like a small parachute. If you do not have one, then use the largest sheet or blanket you can find. You will also need ten to fifteen pieces of rope, about 60 cm long, knotted at each end. This is best done on a lawn or in a big room.

How it works

The participants stand around the spread out cloth and pick it up at the edges. The group divides into two teams, based on the middle line or fold in the cloth. You place the pieces of rope onto the middle of the cloth. Each team now tries to swing and shake the cloth so hard that players from the other side are hit by the pieces of rope (they are "bitten by the snake").
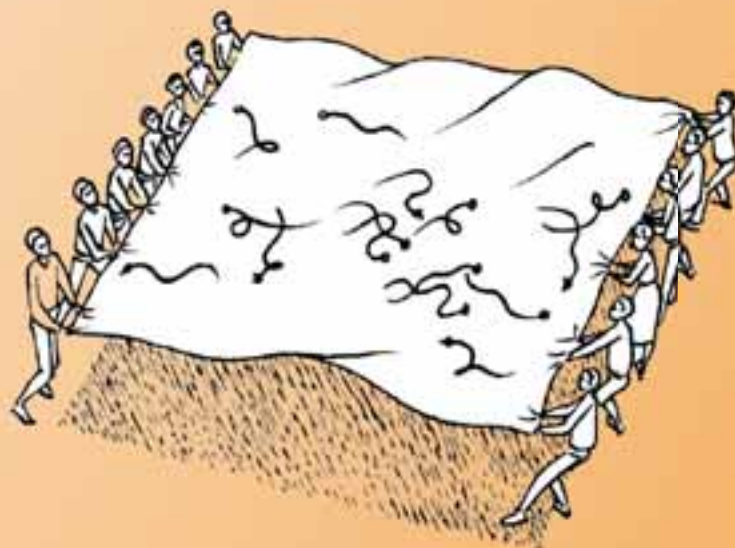
Variation

To make the game more competitive, those who were "bitten" leave the game, or they change sides.

➡ This needs more preparation than most energisers, and can only be played with 12 – 20 participants (depending on the size of your cloth). It is a very good team game and will help build a good atmosphere. If you have too many participants, you can form more than two teams and let each team play each other in turn (in a knock out contest).

FISHING

part of a big fish and crawls under the cloth. Another is the fisherman. He or she takes off his or her shoes and walks on top of the cloth.

The "sea" is rough - the other participants must shake the cloth to make big waves. Now the "fisherman" tries to catch the "fish", but the fish escapes quite easily because the big waves help him to move without being seen. When the fish is finally caught, two other participants become "fisherman" and "fish". The game lasts until all of the participants have been "fisherman" or "fish" once.

Similar to "Snakebite", you will need a very big cloth or "parachute" and a fairly large space.

All the participants sit on their knees around the cloth and hold it with their hands. One person plays the

Variation

You can try playing this game with two or more fish, depending on the size of your cloth

➡ Like "Snakebite", this game can be played with 12 – 20 participants (depending on the size of your cloth).

ELF, GIANT & WIZARD

This is an outside game, best played on a playing field. You should mark out an area of about 10x15 metres with a distinct line at each end.

How it works

This game involves three kinds of creature or fantasy characters: elves, giants and wizards. Each of the three types can be identified by specific gestures:

ELVES make themselves small, pull up their shoulders and make peeping sounds.

GIANTS make themselves big, stretch out their arms and roar.

WIZARDS hunch their backs, wave their hands about and make hissing sounds.

Also, the creatures have different powers and strengths: the giants are stronger than the elves; the elves are stronger than the wizards; the wizards are stronger than the giants. So each character can always beat one of the others, while it is overpowered itself by the other.

Before the game really starts, your group must rehearse the gestures and remember the order of powers. Then they split into two teams and occupy one half of the playing field each. The teams confer briefly and decide which creature they want to represent. Now both teams gather at the centre line and, when you give them a signal, they all start behaving as the creature they have chosen.

The team whose character is weaker has to hide behind their finishing line as quickly as possible, while the other team tries to catch as many of them as possible. The people they catch become part of the winning team.

➡ This is another very good team game, good for the general atmosphere. It is a very active game and may feel more like doing sport than a simple energiser. Therefore it may be better to use this between sessions rather than in the middle of one.

TURN THE PAGE

For this, you need a couple of blankets or large plastic sheets. It helps if they are patterned on one side as this makes it easier for the players.

The entire group stands on the blanket or sheet. They must work together to turn the blanket over, without any of the players leaving it. If a member of the group touches the ground with any part of their bodies, the game starts again. If a large group is divided into teams, they can compete to see who manages first.

Variation

Get the group to pick up items from under the blanket in the same manner, without touching the ground.

➡ This is similar to "Swimming islands", as it requires the same kind of cooperation and organisation, but it needs less space.

DOUBLE DOG
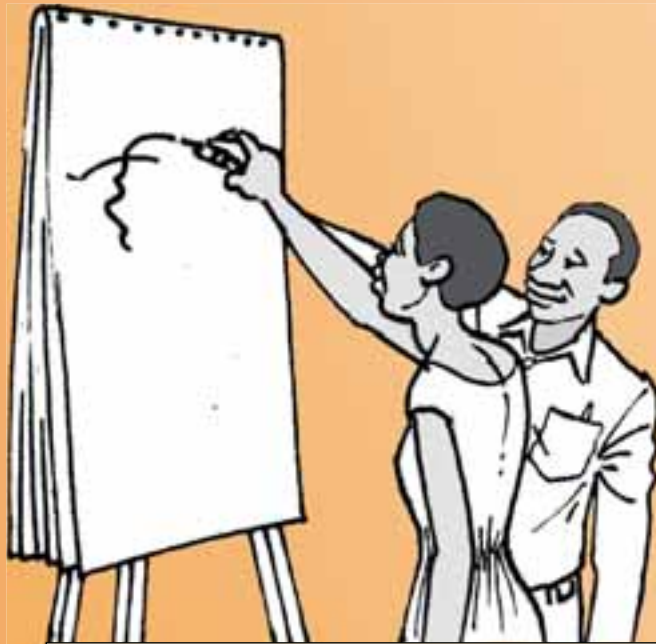
Preparation

You will need large sheets of paper and some marker pens.

How it works

First, place a white sheet of paper in the middle of the group, between two participants or fix it to a flip-chart or blackboard. Then explain the exercise to the group:

Two people must work together, but they are not allowed to talk. With their right hands, they jointly hold one thick marker pen or crayon. Their task is to draw a dog, a cat, a house or anything else that is quite simple. Then - still without talking! - they think of a name for their animal (or house etc.) and write it beneath the picture.

When they have finished, the pair should briefly discuss with each other their experiences and the problems faced during the exercise.

➡ This is a very good way to build empathy and understanding. The discussion afterward helps to develop listening and communication skills.

KNOT

Everybody huddles together and closes their eyes. They then stretch out their hands and find another two hands to join on to. It is important that no one joins both hands with the same person, and you as the facilitator should ensure this does not happen.

Now the participants open their eyes but do not let go of their hands. Collectively, they must try and unravel the knot, bending, stepping and moving however seems necessary.

➡ This is an enjoyable game which tests and improves cooperation skills, and certainly makes the members of a group feel closer. It works best in groups of twelve to fifteen people.

COOPERATIVE STAND UP

The participants sit on the ground in a circle, very close together, with arms linked and knees bent. Then they must try to stand up as a group.

Do it first of all facing into the circle. When they succeed, try doing it again facing outwards.

➡ A simple method for stressing cooperation and unity in a group.

CALCULATOR

Preparation

Before using this exercise, you must prepare 20 to 30 large number-cards (with the consecutive numbers 1 to 20 or 30 filling a card each). The playing area can be indoors or out.

How it works

First, you mark a round area with a rope circle or draw a circle on the ground. Then place the numbered cards face up inside the circle in no particular order. Now, give the group time to memorise the position of the cards. There should be a time limit agreed upon by all. It is up to the group to decide how they should remember the cards.

When the time is up, all the cards are turned upside down, without changing their position. The group must now turn the cards face up again, in their exact numerical order. Again, there should be an agreed time limit. The whole group stands behind a line drawn a few metres away from the card circle, and only one person is allowed to enter the circle at a time.

If at any point an incorrect card is turned over, all the cards have to be turned upside down again, and the group starts afresh.

➡ This problem exercises very specific skills of memory. It will be better for some situations than others.

TITANIC

You will need a board or piece of cardboard measuring about 60 x 60 cm or 90 x 90 cm, depending on the number of players.

Put the piece of cardboard on the ground. The whole group then has to stand on the cardboard. Nobody is permitted to touch the ground with their feet or with any other part of the body. When they have achieved this, the group has to stay in position for at least eight seconds.

Variations

• Reducing the size of the cardboard increases the difficulty.

• The game can be made competitive if two or more groups try to outlast each other.

➡ This exercise is another which stresses cooperation and makes the members of a group feel closer.

BLIND NUMBERS

For this, you need blindfolds for everyone. The exercise takes place on a large lawn or field outside, without obstacles.

The participants put on the blindfolds and remain silent. You start the exercise by whispering a number to each player, and you move them around the field so that those with consecutive numbers are not neighbours. Each participant forms his or her number with their fingers. They must now arrange themselves in a line according to their numbers. They must do so blind, and without speaking. You should give them a time limit to solve the task. When the group thinks that they have solved the problem, they take off their blindfolds and announce their numbers.

Variations

This exercise can be made more difficult if some numbers are assigned several times, or if the group is only given even or odd numbers.

BE CAREFUL!

As the participants are "blind" during this exercise, you as facilitator should make sure they do not get into any danger. Make sure the playing area is safe before you start!

➡ This is all about patience and concentration.

ROPE SALAD

You need a rope of about 20 metres in length. It is best to do this activity somewhere where you have plenty of space.

Several simple knots are tied in the rope, well spaced out along it. All the players hold the rope tightly, each using one hand. Their task is to undo the knots without letting go of the rope. They are allowed to let the rope slide through their holding-hands.

Variations

- Everyone holds the rope with both hands.
- The players try to tie simple knots in the rope, rather an undo them.

➡ This exercise requires a lot of thinking as well as cooperation skills.

SQUARE ROPE

For this you need a rope about 20 metres long, and blindfolds for everyone. It can be done in a large room or on a playing field.

How it works

The ends of the rope are tied together to form a large loop, the players stand in a circle, evenly spaced, holding the rope. You make sure their blindfolds are on (or that they are closing their eyes tightly). The group now has to form a different geometrical form, such as a square or a triangle. They are not allowed to let go of the rope, but they may talk.
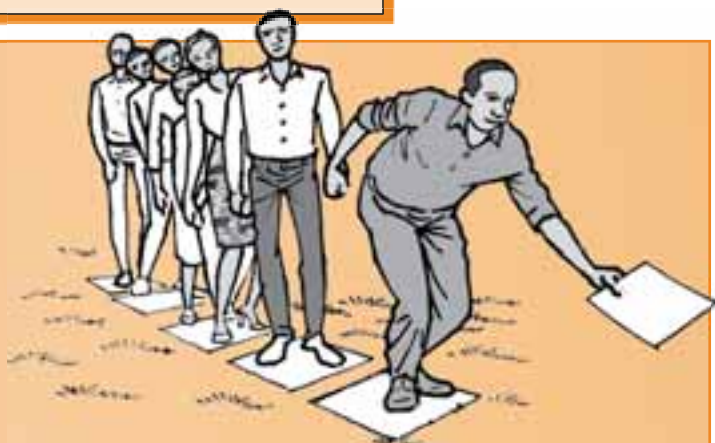
➡ For this, the participants must communicate well. Leadership and persuasion are important, if someone thinks he or she has a solution.

SWIMMING ISLANDS

For this game you need several wooden boards or something similar. Sheets of newspaper could work as well. These are the "islands" on which people can stand. The number of islands must be one less than the number of players.

Set a starting line and a finishing line approximately eight to ten metres apart. Now the whole group has to cross this space (the "water") using the swimming islands (the wooden boards or sheets of paper). They have to follow these rules: No one is allowed to touch the "water". The boards always have to be held tight, if not they float away, and the players have to maintain constant body contact for the same reason.

This means there must be an unbroken chain of human contact between the first island and the last. Somehow, the islands - and the people - must be moved forward, towards the finishing line. If one of the rules is broken, the game starts again or the next team tries.

➡ This game only works well with teams of at least six players; it needs a fairly large space, preferably outdoors. It is all about cooperation. If the team does not fully cooperate or trust one another, they will fail. It is also a test of leadership skills: who can get the others to cooperate in using his or her solution?

PENDULUM

You will need one blindfold for each group of participants.

The group forms a small circle and one person stands in the centre. The one in the middle is blindfolded. This person is the "pendulum". He or she makes his or her body tense and rigid, and lets himself of herself fall forward, backward or to the sides. The people in the circle catch the "pendulum-person" and push him or her gently in another direction.

At first, the circle should be very small so that the person in the centre does not fall very far, but later it can become larger. This is important for building up confidence. Change people every two minutes or whenever the "pendulum" wants it. No one should talk during this exercise.

Variations

You can also play the game with just three people: one player is gently pushed back and forth between two others.

BE CAREFUL! Make sure younger participants do not get over excited and start pushing wildly.

➡ This is a good way to start working on confidence building. It is relatively safe, and participants can move on from the Pendulum to other exercises.

THE WALKER

Preparation

You will need a set of strong wooden poles (about 1.2 m long and 8 cm thick). There should be half as many as there are participants.

How it works

The task is for one participant, the "walker", to walk a short distance, from start to finish, without touching the ground. The group stands in two rows facing each other, forming a corridor. Each pair of opposite people holds one of the poles level between them, at the height of their hips. They must hold them firmly with both hands. Together, all the pairs will form something like a horizontal ladder, which the walker must use to walk on.

As the walker progresses, poles from the back of the group can be move to the front to keep things moving. Depending on the size of the group, ten metres is usually a good distance for the whole course. Each participant should be the walker once. If you or the participants are worried about safety, the poles can also be held lower.

➡ This is very good for building confidence, as each "walker" will get a sense of achievement from succeeding. It works best with 10-15 people.

A MATTER OF CONFIDENCE

You can do this inside or outside, you just need a firm platform - such as a rock or table or anything else that has a height of more or less 1.2 m.

One participant stands on the platform with his back to at least eight "catchers" who stand directly in front of the platform. The catchers stand closely in two rows, shoulder to shoulder. Each row faces the other with a distance between them of about 70 cm.

Now the catchers take a steady stance, and stretch out their arms in an interlocking pattern with the people opposite them. This forms a kind of cradle of arms. After a signal, agreed upon beforehand, the person on the platform drops into the arms of the catchers. With folded arms and tensing his or her body, the "faller" shouts 'READY?' and the catchers answer 'READY'. The one falling then drops backwards into the arms of the group.

BE CAREFUL!

This activity needs close supervision. If the body of the falling person is not tense, the main weight lands in the centre of the cradle. It is therefore best for the stronger people to occupy those positions. Participants should remove all watches, jewellery and glasses.

The catchers must grip arms firmly!

➡ This exercise is significant for both the catchers, who carry responsibility, and for the faller, who must be able to trust his or her colleagues.

CONFIDENCE WALK

Preparation

This is an exercise for outdoors and it works best in a compound or park with a varied landscape, including trees, bushes, and uneven ground. As equipment you will need a rope between 50 – 100 m long, and blind-folds for all the participants.

How it works

The long rope is stretched out and tied between various points in the compound, in such a way that it hangs at about waist height and crosses a variety of ground. It could be tied to trees and fence posts and pass around obstacles.

The players are blindfolded and must walk along the course, holding the rope. They should keep a certain distance from each other. The game is more intense when the participants have not seen the ground or the course before starting, and if they move in silence.

BE CAREFUL!

You should be ready to help the players whenever necessary.

➡ Confidence walk is a bit more difficult to arrange than the other confidence methods, but it is a revealing exercise, which most people enjoy.

BLIND SNAKE

For this game you will need to make some blindfolds.

The group stands in line to form a "snake". Everyone except the first person in the line is blindfolded. This person decides where the group will go and how fast, and he or she then leads them. While they are walking, the seeing person at the head of the line can talk to the blind participants and draw their attention to obstacles.

After about a minute the first person stops, goes to the end of the "snake", and puts on a blindfold, while the person who is now at the head takes the lead. The others remain blindfolded during the changeover.

BE CAREFUL!

You, the facilitator, must watch carefully. You have to intervene if there is any danger to the blindfolded participants due the leader's lack of attention.

➥ This game makes people take responsibility for others - it makes them "leaders". It also forces the others to trust their "leader"

PASSENGER TRANSPORT

This is best done on a fairly large, flat space, such as a big lawn.

The participants form two rows opposite each other, preferably with one end of the rows near to a step. They stand very close, shoulder to shoulder and stretch out their farms with the palms of their hands facing upward, so they form an alternate pattern with the arms of the people opposite. Everyone should stand close, and firmly balanced with one foot set back.

One person volunteers to be transported. With folded arms and tense body, he or she lies back on the outstretched arms.

The other participants make gentle, circular wave movements with their arms to move the person along their line of arms, like a conveyor belt. At the other end, the volunteer is gently set on the ground again.

BE CAREFUL!

Players should take off all watches, jewellery and glasses before the start of the game. The supervisor has to make sure there is no gap in the row and that everybody stands shoulder to shoulder.

➥ This is similar to "A Matter of Confidence", as it involves the carriers learning to be responsible for the "passenger".

LEANING CIRCLES

An even number of participants form a circle, facing inwards and standing close together, shoulder to shoulder, and with hands joined. In turn, they now say aloud, alternately "inside" or "outside", so that one "inside" stands between two "outsides". When everybody is ready and standing firmly on the ground, the supervisor counts to three, then the people in the circle lean inside or outside according to their position. Their feet do not move, the balance is kept purely with the arms. With practice, it is possible to lean a long way.

Variation

If the circle is steady enough, the participants can try to change direction without letting go of each other's hands.
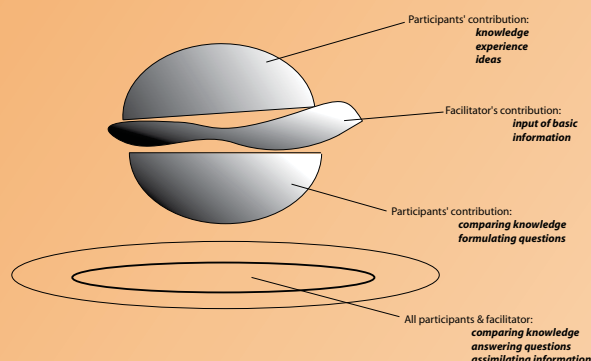

➡ The Leaning Circle draws its balance from each person's responsibility to support the whole group. This is only possible if they work together. A circle can involve between 10 and 20 participants, but it has to be an even number.

SANDWICH TECHNIQUE

Uses ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS

Impact ▶ Participants remember their own experiences and existing knowledge related to a topic. ▶ Participants grasp new information. ▶ Participants check the information and assimilate it with their own knowledge.

Participants' contribution: *knowledge experience ideas*

Facilitator's contribution: *input of basic information*

Participants' contribution: *comparing knowledge formulating questions*

All participants & facilitator: *comparing knowledge answering questions assimilating information*

Preparation

You need paper to make notes, perhaps on a flip-chart, and you should be prepared to give a brief presentation of not more than five or ten minutes on the subject in question.

How it works

Step 1: Talk – Tell the participants what the new topic will be for this session, and ask them to form small "buzz groups" (e.g. with their neighbours to the left and right) to talk about their own experiences, discuss what they already know of it, and raise questions. Give them five to ten minutes.

Step 2: Information – Now it is your turn. Give the presentation you have prepared on the subject. Keep it brief and concentrate on the main aspects. Help the participants to understand by using diagrams and illustrations as appropriate.

Step 3: Second talk – In the same small groups, the participants now compare their previous knowledge with the information given by you. Do any questions remain or have new ones arisen? Are there contradictions to your report? Give them another five to ten minutes for this.

S**tep 4: Plenary discussion –** Finally, the groups open their own thoughts and ideas to the larger group as a whole, for a full scale debate. In particular, any problems and unanswered questions must be dealt with. (For chairing a lively "plenary" meeting, see the following method.)

➡ The name comes from the fact that the first three steps are laid on one another like the layers of a sandwich. At the final step, they are "served up on a plate".

THE LARGE MEETING

Uses ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS

Impact ▶ Individuals can express their experiences and opinions for the benefit of the whole group. ▶ The participants can experience themselves together as a single group.

If your group of participants is very large, you will probably divide it frequently to work in smaller groups. But there will always be a need to come together for larger meetings. This deserves some thought, as there are often dangers involved in the large meeting. For example, there is a lower level of participation, because only one person can speak at a time, and concentration and discipline are hard to maintain. Before holding such a meeting, the facilitator should assess the individual and group needs, and the overall needs of the training process.

Some advice for organising and chairing a lively Discussion:

• Be careful in your organisation: your choice of a room can be important (how is the lighting? is there fresh air?), and the length of the planned meeting should fit the importance of the subject matter

• Introduce a procedure or ritual for speaking. There are numerous ways to do this.

Try using a "Talking Stick". This was traditionally used by Native Americans. The stick allows the holder, and only the holder, to speak, and must be passed from speaker to speaker.

The "Flying Microphone" is a variation on the stick: a small ball (with a coloured tail) can be thrown from speaker to speaker. Throwing is more fun - and such

THE LARGE MEETING (continued)

a ball will hurt less than a stick, if you fail to catch it.

More formal but good for discipline is the system used in many parliaments, where the speaker has to move to a special place in the room.

It is very useful to keep a speakers' list, especially if there is a constant flow of speakers. Try to limit the list to five people at a time as this prevents a disjointed discussion.

- Avoid concentrating too much on the personal feelings of the participants.
- Listen carefully, and take the time to summarise the discussion from time to time.
- If the discussion gets stuck, you should be ready to move it on with some helpful questions.

- Make notes of what is being said, in a way that is visible to all the participants (e.g. on a blackboard or a flipchart).
- Always make an overall summary at the end.

➡ Large meetings are sometimes called "plenary" sessions. This means meetings where all the people involved must be present. It could be a parliament or a big company's board of directors - or it could be your workshop. Such meetings are important, but if there are many people they can be exhausting.

LEADING DISCUSSIONS

Uses ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS
Impact ▶ Individuals can express their experiences and opinions for the benefit of a group. ▶ Full participation is encouraged. ▶ All opinions are heard; all important aspects of a discussion come to the fore.

It is important to maintain a good relationship with your group, and to ensure that they are always willing to approach you with their ideas and questions. This involves being a good listener, open-minded and a respected role-model. You can affect the whole process of participation - and therefore the quality of your training - by the way you talk and listen, and how you encourage others to do the same.

QUESTIONING

Good questions encourage people to go beyond simply providing information, it prompts them to share their views. It is actually a part of active listening.

- Ask open-ended questions rather than closed questions. For example: "What was the meeting like?", rather than: "Did you go to the meeting?"
- Ask probing questions. For example: "Could you explain what you meant about men not talking to their sons about sex?"
- Ask clarifying questions. For example: "Does the community lack farmland, or does just lack good and fertile land?"

- Ask questions about personal views and feelings. For example: "What do you feel about local health services?"
- Give, and ask for feedback during and after group work or presentations.

LISTENING

Active listening encourages open communication of ideas and feelings. It makes a person feel understood as well as heard.

- Look at the person who is speaking to show that you are interested in what he or she is saying, and that you understand.
- Use your body language to show physically that you are listening: turn to face your partner, lean in his or her direction. Do not look out of the window or at your watch, and do not play with things while someone is talking.
- Be patient! Let the participant finish. He or she may need time to formulate and express personal ideas.
- Listen both to what is said and how it is said; try to pick up the emotion as well as the words.

LEADING DISCUSSIONS (continued)

- Repeat what a person says using your own words to show that you have understood. Ask further questions based on this.
- At the end you should summarise what you have heard, to show that you have caught the main points. When you do this, state the positive points first, highlight where there was agreement or differences, reflect people's comments rather than your own opinions, and focus on the main points that have been made.

➡ This is like a checklist of moderation skills which you as a facilitator must be able to put into practice. Always remember these basic principles of communication whenever your activities involve discussing results, generating ideas or any other kind of talking. Your aim is to encourage participation and these are your "tools".

THE CREATIVE LECTURE

Uses ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS

Impact ▶ Information is transmitted effectively and is more easily understood and memorised by the audience.
▶ The background of a difficult topic can be imparted quickly.

There is always a danger that a lecture may become boring, because of the one-sided communication structure it involves. Here is a list of methods (or tactics) you can use in a lecture to make it more vivid and to encourage the listeners to participate. These are just suggestions. You can also improvise and use your own ideas. Make sure you only use methods appropriate to your topic and suitable for your audience (consider age-groups, gender structure etc.)

INTRODUCTION

- Play a suitable song.
- Appear in disguise.
- Carry out a quick survey or poll amongst the listeners to get them thinking about the topic from the start.
- Read a quotation relevant to your topic (e.g. a magazine article or a letter to a newspaper editor).

ILLUSTRATION

- Tell a story (a fable or parable to simplify a point, or anecdotes of real experiences).
- Show your audience relevant objects and pass them around for them to see and touch.
- Carry out an experiment, of which the audience can see the results.
- Sit down in various postures during the lecture, maybe on different chairs and stools. This breaks the monotony can be used to illustrate different attitudes.
- Use any kind of visualisation such as graphic displays on a flipchart, or using transparencies on a projector, a presentation show, models etc. (see the next section, "Using Visual Information")

INTERACTION

- Let the audience decide what the main focus of the lecture should be.
- Allow spontaneous limited discussions within the course of the lecture.
- Hand out coloured cards at the beginning, and use them now and then for an opinion poll in the audience. (e.g. red = "disagree", green = "agree" and yellow = "don't know")
- Small experiments in the audience, each listener alone or with their neighbours.

➡ A lecture is a means of communicating information to an audience. There are many other methods described in this handbook, which are more participatory, but sometimes you may want to provide your group with some knowledge or information which is new to them, and which you can discuss at a later stage. If you make sure the lecture is "creative", using methods such as are described here, a lecture can be an efficient way of doing this.

USING VISUAL INFORMATION

Uses ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS
Impact ▶ Information becomes more understandable. ▶ It is easier for participants to memorise information they can "see".
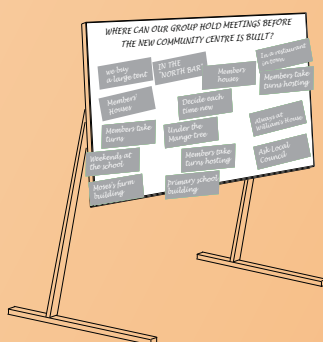
It is always useful to make things visual as often as possible. This illustrates what is meant, it simplifies complex matters, and it increases the attention of the audience. There are many tools available to help you do this, and each has its own advantages and disadvantages. You will have to select the ones which best suit your needs.

Flip charts, blackboards and whiteboards all serve a similar purpose, and have the common advantage of being relatively cheap. They are good for spontaneous ideas and activities. They will very often form the centre of your activities, and are essential for many of the methods described in this handbook.

A similar tool to these is a pin board. With this, you can very easily involve the participants by collecting and attaching their contributions together in front of the whole group, as for example in the "Question cards" method (see page 64). You can also improvise a pin board using a wall and sticking tape.

More expensive visual tools include overhead and slide projectors, and computer beamers. These can be very useful, as you can display more complex images and photos onto the wall, and you can prepare your material well in advance. However, apart from being expensive, they also need a power supply to operate, and you have to use them in a darkened room. For these reasons they can not always be used.

Showing videos is another kind of visual information. They are a simple and effective way to get messages across, but like projectors and beamers, the equipment is expensive and dependent on a power supply.

WHERE CAN OUR GROUP HOLD MEETINGS BEFORE THE NEW COMMUNITY CENTRE IS BUILT?

➡ Visual information is essential for making training sessions more lively. The tools listed here are not all necessary, but in the long run it is good to vary your methods of presentation. It keeps you interested as much as your participants.

LET'S BUILD TOGETHER

Uses ▶ ANALYSING CONFLICTS ▶ ENTREPRENEURSHIP
Impact ▶ Participants learn about the dynamics of how a teams works. ▶ Communication and cooperation skills are practised in a very practical context.

Preparation

This is best done out of doors, as there are more opportunities to find "building materials". Before deciding to use this exercise, you should make sure that the compound or area available to you offers enough. It could be wood, bricks, stone, earth, leaves, chairs, tables, jerrycans - literally anything. You will also need one blindfold for each group.

LET'S BUILD TOGETHER (continued)

How it works

Form groups of four or five participants. Each group chooses a builder, a deputy-builder and advisors (the rest of the group). Together, they decide on a structure to build. This can be anything they want, and the group can use whatever materials are available.

The roles

The **builder** is the only person allowed to build and touch the structure. He gets advice only from the deputy-builder. The Builder is blindfolded.

The **deputy-builder** is the only person who is allowed to talk to, or to hand building materials to the builder. He or she does not touch the structure!

The **advisors** only give advice to the deputy; they have no contact with the builder. They collect and pass on the materials to the deputy. They are not allowed to touch the structure.

Before starting to build, you should agree on a time limit, not less than 20 minutes.

The follow up discussion is very important. All the participants should talk about how they think their group worked together. If other people were watching you, ask them to describe what they have seen.

➡ This game is an exercise in team-building which uses the idea of construction. Strictly observing their assigned roles means that participants will only achieve anything if they work together!

MUDDLING MESSAGES

Uses	▶ ANALYSING CONFLICTS
Impact	▶ Participants learn a lot about how communication works, and how it can go wrong.

The group sits in a circle. Someone thinks of a long message, such as "I'm going to go to the market to buy some bananas and mangos tomorrow morning, and then I am going to meet my cousin for lunch." He or she whispers this message to the person sitting on his or her right. That person then whispers the same message to the person on their right, and so on as a chain. In this way, the message is passed around the circle. When it comes to the last person, he or she should speak the message aloud.

Compare the final message with the original version, and make sure the group discusses the experience.

➡ This game always sparks people's curiosity; it is usually very amusing too. It is a useful lesson in how communication works, and how easily it can go wrong.

FOLLOWING DESCRIPTIONS

Uses ▶ ANALYSING CONFLICTS ▶ ENTREPRENEURSHIP
Impact ▶ participants practise their communication skills.

Preparation

For this, you need some simple black and white drawings, and two rows of chairs set up to face each other.

How it works

Divide the participants into groups of at least five people. The first player from each group comes to the front and takes a seat. You give them each a drawing. (It is best if they can not see the drawings of the others, nor hear them talking.)

The second member of the group comes to sit in the chair opposite, and the first player describes what can be seen on the drawing. The "talker" is only allowed to use words, with no gestures; the "listener" may not ask questions.

After thirty seconds, the next member of the group comes and replaces the first, who takes the drawing away. Now the second player becomes the "talker", and describes the drawing to the newcomer. Then the other members of the group each take turns as listener and talker, until all of them have heard the description. The last player from each group then has to draw what he or she has heard.

Finally, the drawings are displayed, and the participants must compare and briefly discuss the results.

➡ This is a more involved and visual version of "Muddling messages". It not only highlights, but also trains important communications skills: talking and listening both need practice. In later rounds, with new pictures, the groups can try and improve.

REBUILDING A STRUCTURE

Uses ▶ ANALYSING CONFLICTS ▶ ENTREPRENEURSHIP
Impact ▶ Participants learn about the dynamics of how teams work. ▶ Communication skills are practised in a very practical context.

Preparation

You need several packs of playing cards: one for each group, and one for yourself. You can prepare for this exercise by laying out cards from your pack to form a flat structure or picture on a table. (It could show anything, like a house or a boat etc). Make sure none of your participants sees this structure before you start.

How it works

Divide the participants into smaller groups. Give each group a pack of cards, and ask them to appoint a "Looker", a "Runner", a "Builder", a "Supplier" and an "Informant". The rest of the group will be observers. The "construction groups" must build the very same object as the one built by you, in as much detail as possible. However, strict rules apply to the individual jobs:

The **Looker** sees the original structure built by you and must describe it to the Runner in his or her group.

The **Runner** listens to the Looker and then describes it to the Builder. Neither the Runner nor the Builder may see the original.

The **Builder** (and only the builder) must build a structure similar to the original, using materials (cards) which he or she requests from the Supplier.

The **Supplier** provides whatever is needed by the builder, but is not allowed to see either of the structures.

The **Informant** may see both the original and the version being built by the Builder. (He or she is the only person in the group to see both). The informant is not allowed to speak except to answer "yes" or "no" to the builder's questions.

The **Observers** are not allowed to say anything to anyone apart from themselves.

REBUILDING A STRUCTURE (continued)

No writing or drawing are allowed. The participants may call a company meeting if they need to, but they can only discuss their teamwork and must not mention the two structures. They may agree to a change of roles, but the Informant can only change with the Looker, and the Runner with the Builder.

A long and interesting discussion should follow this exercise. You should ensure that all aspects are covered including:

- Roles and responsibilities: the process of appointment and reappointment, what worked best etc.
- Teamwork: its successes, conflicts and peace making

- Language: how was the model visualised and described; were there communications problems etc.

Variation

Instead of watching their own group, the observers could be sent to monitor a "rival" group, or could move around from group to group.

➡ This is an intriguing game that reveals a lot about how groups work together - or fall apart.

WHAT THE BODY TELLS US

Uses ▶ ANALYSING CONFLICTS ▶ ENTREPRENEURSHIP

Impact ▶ Participants learn about communication through the expressive potential of the body, and how to interpret and use it.

Preparation

Prepare five sheets of paper as labels, each with a specific attitude or mood written on it, such as anger, joy, doubt etc.

How it works

Step 1 - The participants sit in pairs opposite each other. Person A chooses an attitude: doubt, joy, energy, defence, scepticism etc., and adopts a posture which reflects this. Person B then has to guess what the intended attitude is, and pronounces a phrase that A could say, putting the words into A's mouth, so to speak. For example: "How wonderful to see you!" or "I am so sad." or "Will she make it?". A then says if the words fit the attitude correctly or corrects them if necessary. Now B adopts the posture he or she would have chosen for that particular attitude. A and B compare the differences in their body postures and discuss the different expressions.

The pair then repeats the exercise with five different examples.

Step 2 - Place five chairs with their backs to a wall, about three feet apart from each other, and put one of your attitude labels on each chair. Five volunteers now sit down on the chairs, and each adopts a posture fitting to the label. The rest of the participants observe carefully. Then the papers are pinned on the wall above the chairs, but not in the corresponding order. The participants sitting on the chairs must now verbalize the attitude on the paper above their respective chairs, while maintaining their original posture. For example, someone might be sitting in a posture which shows "fear", and then say the words: "I am so happy!" because he or she is sitting under the paper that says "Happiness".

After these two steps, the group must then talk about the results. Above all they should discuss how much a posture can contradict the spoken word.

➡ Understanding "body language" is an important life skill. As the group leader, you should try out this exercise in advance, to make sure you understand what it is about, and can use it effectively.

LISTENING IN A FISHBOWL

Uses ▶ ANALYSING CONFLICTS

Impact ▶ Participants learn about communication by witnessing different details and aspects of it.

This is a set of three small role playing scenes. Only a few participants will play the roles, while the rest of the group look on - like watching fish in a glass bowl. You choose six participants to form three sets of two. One of each pair must tell his or her partner a very interesting story. As one story-telling scene follows the other, each partner must react differently:

Not listening: the partner supposed to be listening does not pay attention, and shows it by obviously ignoring (e.g. by reading a newspaper, staring out of the window or walking away).

Talking at the same time: the "listening" partner speaks at the same time as the other is telling his or her story.

Listening: one partner listens carefully, shows interest and asks questions for clarification.

When the three scenes have been played, the whole group must hold a discussion to analyse what has taken place.

➡ When a conflict develops, communication usually suffers. It either breaks down completely or it gets distorted, leading to misinformation, misunderstanding and even intolerance and abuse. This method helps people "observe" the process of listening as a way to understand communication better.

DIVERSITY SHIELDS

The participants must design their own, personal symbolic shield or "coat of arms" using symbols, pictures and text. Make sure you have plenty of coloured pens for all the participants. You will also need a lot of cotton thread, each person should be given an empty shield drawn on a sheet of paper, like the one in the picture.

You should explain what you want everyone to put into the different parts of their coats of arms. This will depend a lot on the age structure of the group. Here is a simple example for school children:

1. Where do I come from

2. My favourite school subject

3. My favourite animal

4. My favourite colour

5. What I want to be when I grow up

When they are completed, all the shields are hung on the wall together. The participants spend some time looking at them, and then use pieces of thread to connect their own shields with others which they think are related to their own. In this way, the group creates a network that shows the different areas of uniqueness and common identity.

After the exercise, you should discuss the results. Were there any surprises? What does it feel like to express one's own preferences or situation while being part of a group? Has anyone discovered a coat of arms identical to his or her own?

The shields can stay on the wall for the rest of the workshop or training session, as decoration and as a reminder to the group.
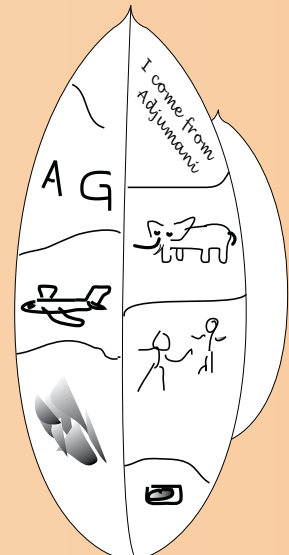
➡ This is a creative way to introduce the members of a group to each other in more detail. Learning about diversity is always useful for conflict and peace related work.

BINGO

Everybody will need paper and pen for this. Show the participants a pattern of the Bingo table (an empty version of the example shown below). They must all draw their own personal tables, by filling in the top row with statements about themselves and marking them "yes" or "no", according to whether the statements are true or not. You can show them the example here to make it clear. (There can be as many rows for the name as you think is appropriate. It depends on the size of the group.)

When this is done, they begin to ask the other participants the same questions. You must make sure that they take turns asking. Whenever somebody answers

	I know the names of 10 different countries	I have brothers and sisters	I like listening to the radio	I like reading the newspaper	I like doing sports
ME:	⊗ Yes ◯ No	◯ Yes ⊗ No	⊗ Yes ◯ No	⊗ Yes ◯ No	◯ Yes ⊗ No
	.....	.....	.....	.....	.....
OTHERS:	1. Peter	Moses	William	Doreen	Angela
	2. Jane		Florence		

a question in the same way as themselves, the participants fill in the name in the space below. Whoever is the first person to have a full table is the winner. He or she must then shout "Bingo!" to end the game.

➡ Here, people's curiosity and competitive spirit make them learn about each other and about diversity.

MARKET PLACE

Uses ▶ ENTREPRENEURSHIP

Impact ▶ Participants' feelings for communication and self-confidence are stimulated ▶ Specific skills for selling marketing are practised.

Preparation

You will need an adequate supply of small stones for this game (depending on how many participants you have - see below). You could get these from the compound or bring them with you, but you must make sure they are all similar in size and character. Be ready with plenty of large sheets of paper, coloured pens and other writing and painting materials.

How it works

Split your participants into smaller groups of two or three, and give each group one of the stones. All these stones should be similar in size and character. Tell the groups that they will have to "sell" their rocks in an imaginary marketplace.

You should allow the groups ten minutes for planning and preparing the "marketing" of their stones (i.e. how they will try to convince everyone else to buy their stones). Then the groups have five minutes each to address the other participants, and "promote" the stones. They can use whatever means they want - posters, announcements, drama, songs, anything!) but bear in mind they do not have very much time to prepare.

After each group has done their "advertising", place the stones around the room. You must make sure that each stone is clearly identified using a sign with the names of the group members. Now the participants have to go and stand beside the particular stone which they would choose to purchase.

NOTE: participants are not allowed to choose their own!

You, the facilitator, should keep a record of the number of "buyers" each stone attracts, and ask the groups of buyers to discuss amongst themselves why they have chosen this particular stone. When the whole group re-assembles, you should continue the discussion on the reasons for people's choices. This should lead into a discussion on the different elements of marketing i.e.. Price, product, promotion, presentation, appeal (to peoples needs and desires etc.)

Variations

If there are no stones available, any object will do as long as it is something not typically bought or sold. If the group is fairly small, individuals can market their own stones.

➡ This is very well suited to working on entrepreneurship and income generation, but it can also be a good way to warm a group up in the opening phase of any training event, as it is stimulating and thought provoking.

USING PICTURES

Uses ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS

Impact ▶ The participants get to know each other better. ▶ The group starts addressing a new topic. ▶ The facilitator can dissect a topic and focus on certain aspects of it. ▶ Participants begin to generate ideas of their own.

Preparation

You will need a certain number of pictures (e.g. postcards, drawings or photographs) You can get them from newspapers, magazines, or perhaps from the internet. The number of pictures should be at least equal to the number of participants.

How it works

Place the pictures on the floor so that everyone can see them. After they have had about five minutes to look at them, ask your participants to choose one or two pictures each. Ask them to pick images which... "express our topic in a particular way", or "show what is very important for you at the moment" or "illustrate what you'd like to discuss today".

You can use one of these questions, or you can ask a different one that is more appropriate for starting your particular group in a particular session. You should only ask one question, because this method is

designed to gather ideas to focus on one problem.

After they have chosen let them have another five minutes alone to formulate their comments about the picture(s). Now can ask your participants one after the other to come to the front and present their pictures. They should first say their names, then explain why they chose that particular picture and what ideas and associations it caused. If your group is quite large, you can divide it into sub-groups in which the participants can introduce themselves and discuss the pictures. Each group should pick one person to present a summary of their ideas and thoughts to the others.

What you now do with the results depends on how you want to proceed.

Example

Youth leaders of a district come together for a half-day workshop to discuss possible cooperation in some fields of work as there is not enough money for them all to finance their own projects. The facilitator decides to use the "pictures" method to start things off. His question to the participants is: "In your personal opinion, which picture expresses the idea of 'cooperation'?" While the participants are presenting the pictures he makes some notes on a flipchart. When they are through, the facilitator uses these notes to work with the whole group in defining a mutual definition of "cooperation" as a basis for the whole workshop:

"Cooperation means for us to develop mutual aims and to strive to act fairly with each other, always to inform everyone affected, and to tell only the truth".

The facilitator might also use his notes to ask the participants about the consequences of working together in this present workshop, and so help them produce a set of group rules.

Variations

You could show just one picture to the whole group and then ask for the ideas and associations it generates. Or you could create small groups and give each group a single picture to work with.

➡ Everyone has experienced pictures and knows how looking at them can impress us in different ways. They can express our thoughts, fire our imaginations and spark new ideas. That is the principle behind this method.

OPINION SCALE

Uses	▶ ANALYSING CONFLICTS▢ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS
Impact	▶ Participants get a clear picture of their own positions. ▶ Participants learn to recognise others' opinions. ▶ The group practises decision making.

Preparation

You need a list of statements connected to your topic. You will also need two sheets of paper. On one you write "YES" and on the other "NO". These signs symbolise 100% agreement or 100% disagreement.

How it works

Explain the cards and fix them at opposite points in the room. Then tell the participants to imagine a line between these points, and show them where the middle is. This is the scale for measuring the extent of agreement or disagreement.

Begin by reading out the first of your prepared statements, and ask the participants to position themselves along the line, according to their agreement with the statement. (The outcome is often a surprisingly widely spread field.) Next, ask individuals for the reasons of their position. They should answer briefly. It is useful to ask the people close to the extremes of agreement or disagreement first, and also those closest to the middle. Then you repeat the exercise with your other prepared statements.

In this way you have physically demonstrated the variety of opinions within the group; afterwards, you should continue with a discussion of the results, either as a whole group or in smaller sub-groups. As with the previous method, you can also make notes while you moderate the discussion, and use these to stimulate further discussion.

OPINION SCALE (continued)

Example

During a workshop on "small business management for youth groups" the facilitator wants to discuss guidelines for good personnel management, and decides to use the "Opinion scale" method. He explains the procedure and uses the following statements:

1) "I employ women for their looks and men for their skills."

2) "You can trust your relatives as employees more than other people."

3) "Personnel management means making it clear that the boss is always right."

Then he asks the participants to discuss different aspects in small groups (e.g. gender, employment of family members, leadership styles).

Later on the groups present their results to the others.

Variations

In case of difficult topics (e.g. sex and partnership) you may choose not to ask single participants the reasons for their position on the scale.

➡ This method helps the participants to get familiar with a specific topic, and it demonstrates how broad the variety of existing opinions can be.

CASE WORK

Uses ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS

Impact ▶ The group starts addressing a new topic. ▶ Discussion is made easier as the participants have concrete examples to debate.

Preparation

Working with case studies involves written material (stories); these must of course be prepared in advance. You will need one copy to read yourself, or you can make copies for each of the participants. If possible, you can even give them copies of the story you want to discuss a day or two before the meeting takes place so they can prepare themselves in advance.

How it works

When you hold the discussion, someone should read the story aloud, after which you can go straight into the discussion. You should have some good ques-

tions ready to start things off. As people share their ideas, more questions will come up.

Try to keep a record of the things people say, and the ideas they generate. You can use these notes in the ongoing discussion or at a later stage of your training process.

Important!

As in all discussions, there are no "silly questions", and there are no right or wrong answers. It is important to encourage the group to discuss as much as possible.

➡ Everyone has experienced pictures and knows how looking at them can impress us in different ways. They can express our thoughts, fire our imaginations and generate new ideas. That is the principle behind this method.

ROLE PLAY

Ask members of the group to act out a scene which describes a specific situation or a problem. Each person in the group should take on a different character and try to behave and talk as that character would. The choice of roles, and the reasons for doing this are infinite.

Role playing is a general term which can describe various methods (or parts of methods). The technique does not only belong to this Organising section, but is also used in several forms in other areas. For example, the next method "Pro and contra" is also a kind of role play.

Role playing is like performing a drama. The better the actor, the more that he or she (and the rest of the group) will get out of it. For this reason you should encourage them to make as much effort as possible to get into their roles. You should make role playing something like a ritual, this emphasises the fact that the "actors" are only playing, while at the same time it frees them, mentally, to play as well as possible. Otherwise they might have fears of being associated with the roles they are playing, which might be negative characters, or opposed to their own real opinions. For the same reason, you should always "release" the actors ritually from their roles, after the exercise is over.

➡ Role play sometime requires a lot of preparation and practice, but it is a powerful way of getting a group to address issues they may not otherwise consider. The rituals surrounding role play (such as the release of players from their roles) are very important if you are to achieve the highest possible level of empathy.

SPIDER'S WEB ANALYSIS

Tell the members of the group that a spider's web can be a useful symbol for an organisation: the main strands are important for the strength of a web, and they can symbolise the parts of an administrative structure or perhaps the goals of an organisation.

How it works

Have a group discussion (brainstorming), and list the main activities of your organisation (e.g. a farming cooperative might list "fruit growing, fish farming, maize fields and rearing rabbits"). Or you could list the main requirements that any organisation needs to be effective (e.g. "participation, resource mobilisation, accountability etc.").

These points are the basic elements of your analysis - they are the main strands of the spider's web. Draw them on a large sheet of paper as lines pointing out from a central point, and name each strand accordingly.

Now, the group must discuss each point in turn to decide what indicators would describe the performance or progress in each area - from poor performance to good performance, and rate them on a scale of one to five. (e.g. maize fields: 1 = ground not yet cleared, 2 = seed not planted, 3 = harvest with low yield, 4 = good harvest, 5 = crop already sold.) Such criteria should be listed for each of the basic elements. The strands in the diagram should be marked

SPIDER'S WEB ANALYSIS (continued)

with five corresponding notches.

When the group is satisfied with the indicators, they must discuss how they themselves are performing as an organisation, and they should rate each activity according to the scheme they have devised. It is essential that they are objective and honest!

On each strand of the web, they should mark the position they agree represents their progress in each activity. Joining these points across dia-

gram will complete the spider's web, and give a visual representation of the group's strengths and weaknesses.

Finally, the group must hold an in-depth discussion to draw conclusions from this self-assessment: how can progress be improved? Are some activities a waste of time? etc.

EXAMPLE

A youth group formed six months ago as a cooperative for diverse agricultural income generating activities. They also wanted to use their organisation to spread awareness of HIV/AIDS in their community. They assessed their progress with the spider's web analysis. They decided it was also important to see how effectively they were winning new members to their group. Thus they drew a "web" involving seven main elements (strands), and evaluated themselves according to indicators they had all accepted.

When they had made a picture of their activities in this way, the first thing they saw was that the rabbit farming project was losing money. They all agreed to stop it.
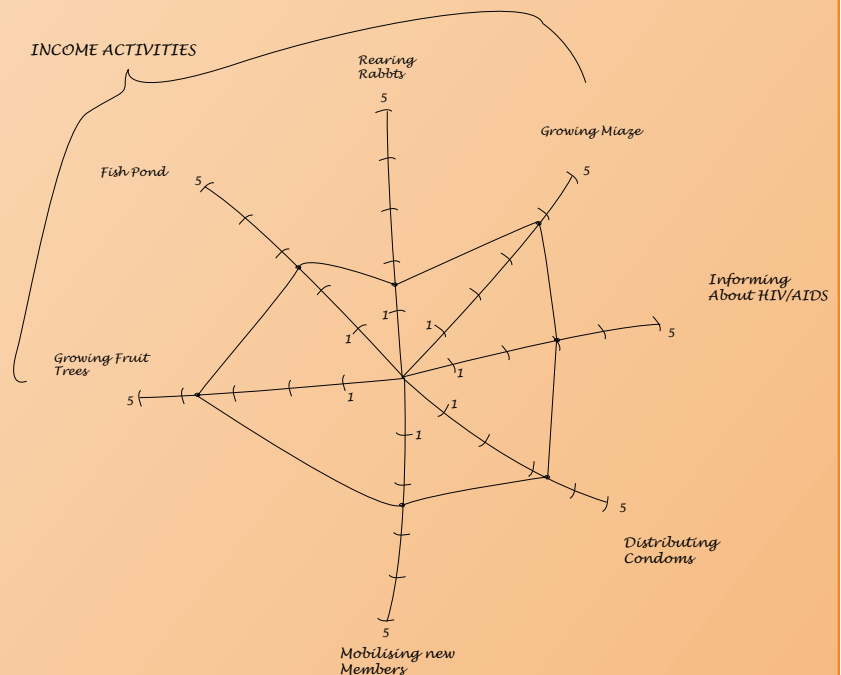
↪ The group needs careful guidance to ensure their evaluation is honest. As well as self-assessment, this method can also be used to assess the results of other organisations and projects.

CONFLICT RESOLUTION TRIANGLE

Uses ▶ ANALYSING CONFLICTS
Impact ▶ Participants are made aware of aspects of conflict and dispute. ▶ Participants learn to analyse their own experiences.

Draw the "triangle of conflict resolution" and explain it.

In any group there are basically three different ways to resolve conflicts:

1. With power ("I am the boss and you will have to do what I say!")

2. With rules or laws ("We can look it up in the house rules." or "Didn't we agree on..?")

3. With mediation between the different positions of the disputing parties.

One has to decide in each individual case what the appropriate strategy would be. The decision depends on the situation, the history and the reason for the escalation of the conflict. For the people concerned it is usually better to have a mediator than to accept a decision from above, but mediation may not always be possible. This is why we should first find out if mediation makes sense.

CONFLICT RESOLUTION TRIANGLE (continued)
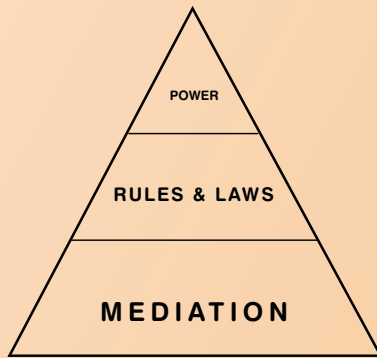
The triangle is not an evaluation of the three strategies, its message is simply that it is better for an institution, group or community if the majority of the conflicts can be resolved by mediation, the next greater part can be resolved by referring to rules, and if only the smallest part has to be resolved by a higher authority.

Divide the group into various smaller focus groups. The participants should each relate a personal experience of disagreement or conflict, or tell of a case they have heard about. The group should then discuss each of these examples and try to suggest whether or not mediation would have been possible. At the end of the discussion, each group writes down two or three cases in which they think mediation was possible.

Each focus group now presents its results to the whole group, describing the circumstances for each case. They should explain where they think mediation makes sense and why, and also when it should be avoided.

➡ This is a useful exercise as an introduction to a session or workshop on conflict. It concentrates participants' thoughts on the subject, helping them realise we all have experiences of conflict.

ROLE SHIFT GAME

Uses ▶ ANALYSING **CONFLICTS**

Impact ▶ Participants gain insight into the way people relate to one another. ▶ They learn to find alternatives for their own behaviour.

Preparation

For each group you will need three pieces of paper, each labelled "Perpetrator", "Victim" and "Helper".

How it works

Begin with a short discussion of conflict situations, and explain that they usually involve "perpetrators", "victims" and "helpers". These are stereotypes (types of person) which may characterise any of the actors in a conflict. They are all entangled in a mutual dependence which prolongs the conflict.

Divide the participants into groups of three. First, the group members talk about conflict situations in which they feel they have been the perpetrator, the victim or the helper. Then they choose one of these situations to be the basis of a role play. (It is better not to choose a situation that was in any way serious or threatening for the affected person.)

The papers with the words "perpetrator", "victim" and "helper" are placed on the ground, forming the corners of a triangle. The groups act their cho-

sen conflict situations inside these triangles, three times. Each time the same person plays the same character, but the role each person plays in the conflict is dominated or guided by the stereotype named at the corner they are in. After each playing of the situation, the actors move around to the next corner where they continue playing the same role in the conflict, but with the new guiding stereotype. The groups can practise these variations in their own triangles, and then they should enact the situations for the whole group.
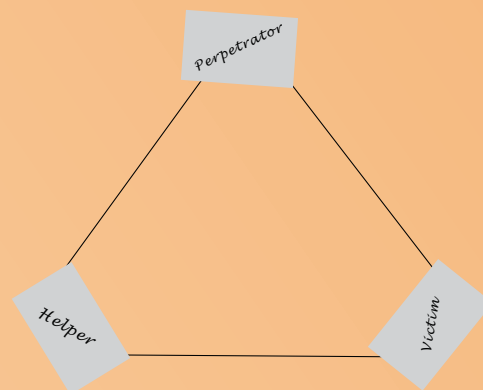
ROLE SHIFT GAME (continued)

AN EXAMPLE

A woman is sitting on a bus. A slightly drunk man is sitting opposite her, trying to chat her up. Another man is sitting near them and gets involved. This basic structure of the conflict remains unchanged throughout the three enactments, only the nature of each player changes.

Enactment 1: The drunk occupies the place of the "perpetrator" because the woman, who is the "victim", doesn't like the drunk's advances; the second man is the "helper" and tells the drunkard off.

Enactment 2: Everyone moves round to the next corner. Now the drunk is the "victim", the woman the "helper" and the man the "perpetrator". The inner structure has changed: the man is in a foul mood and is only looking for an opportunity to take it out on somebody else. So the drunk who is bothering the woman is just what he needs. The woman tries to mediate, because she was not worried by the drunk.

Enactment 3: Again, everyone moves around. Now the woman is the "perpetrator", the drunk the "helper" and the man the "victim". The inner structure of the situation has changed again: the woman feels attracted to the drunk and wants to establish contact with him. She is angry about the man who interferes, and the drunk tries to mediate.

➡ A complex role play, which provides valuable experiences and is quite enjoyable. If possible, play in groups of three.

MIND MAPPING

Uses	▶ PLANNING ▶ MONITORING & EVALUATION ▶ **MODERATING DISCUSSIONS e.g.** ▶ ENTREPRENEURSHIP ▶ HIV/AIDS
Impact	▶ Individuals or groups structure their thoughts ready for a variety of different tasks.
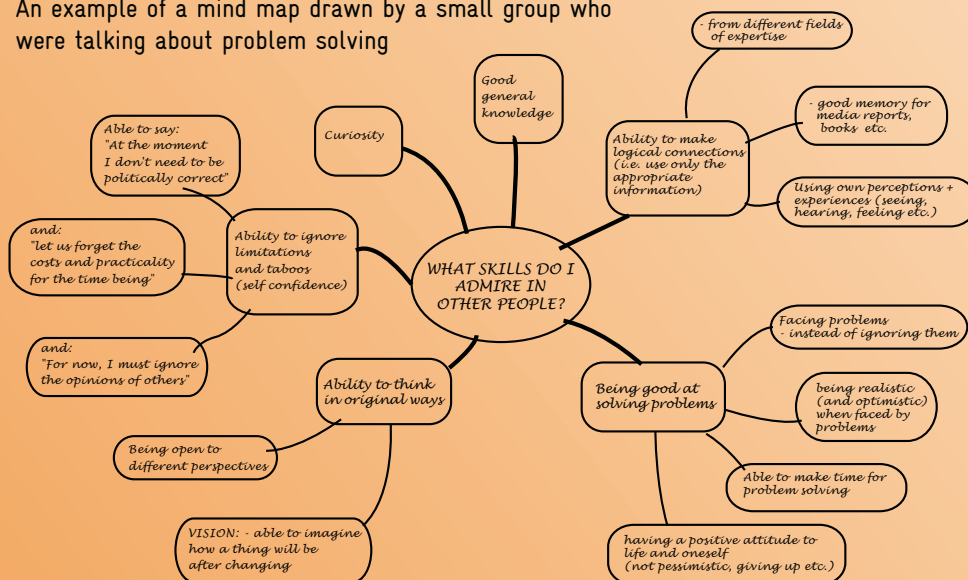
Preparation

You only need paper and pen (or a flipchart if you are working as a group)

How it works

Mind mapping is like making a map or diagram of one's thoughts when confronted with a specific question or statement. It is a simple method which helps people sort out their thoughts.

An example of a mind map drawn by a small group who were talking about problem solving

This can be done as a group activity, especially when you are showing your participants how to do it. The result will be a diagram of common attitudes and opinions. However, it is also intended for individuals, to help them concentrate their ideas.

Write the subject in the centre of a sheet of paper. This could be a question, a keyword or a motto. In a circle around the central concept, you then write down all the associations you (or the group) has with

- Good general knowledge
- Curiosity
- Able to say: "At the moment I don't need to be politically correct" and: "let us forget the costs and practicality for the time being" and: "For now, I must ignore the opinions of others"
- Ability to ignore limitations and taboos (self confidence)
- Ability to think in original ways
- Being open to different perspectives
- VISION: - able to imagine how a thing will be after changing
- **WHAT SKILLS DO I ADMIRE IN OTHER PEOPLE?**
- Ability to make logical connections (i.e. use only the appropriate information)
  - from different fields of expertise
  - good memory for media reports, books etc.
  - Using own perceptions + experiences (seeing, hearing, feeling etc.)
- Being good at solving problems
  - Facing problems - instead of ignoring them
  - being realistic (and optimistic) when faced by problems
  - Able to make time for problem solving
- having a positive attitude to life and oneself (not pessimistic, giving up etc.)

MIND MAPPING (continued)

the subject, linking them to the centre with lines (branches). If necessary, for more detail you can add subsidiary branches which relate to the associated ideas. When you have collected all the ideas, you can consider their relative importance and rank them using numbers.

This can now be used, for example, as the basis for developing a schedule of priorities and activities. It will be easy to expand and adjust your plans by referring to the mind map.

Variation

If you are mind mapping as a group, working on a central board or flipchart, you could ask one member at a time to draw up his or her own branch. This gives a more detailed picture of the diversity within the group.

➡ This is one of the commonest and most effective methods for organising ideas. It is very important that your participants learn to use this technique.

ACTIVITY STRIPS

Uses ▶ MONITORING & EVALUATION

Impact ▶ Activities are evaluated over a period of time (whether a week-long workshop as a whole year of schooling). ▶ Participants are forced to recap for themselves.

Preparation

You will need some large sheets of cardboard which can be cut up to make the strips.

How it works

Give every participant a strip of cardboard of about 60 x 30 cm. They should fold this in two, and then again, so that when it is opened, the strip has three parallel folds dividing it into quarters. Explain to them that the whole strip represents 100% of the time you have spent together at the workshop or training session, with the folds marking 25%, 50% and 75% of the time respectively.

Working along this scale, each person should use the upper half of the strip to write down what activities took place and when, indicating roughly how much of the time each one took. Now ask them all to tear out holes along the lower edge of the card, which correspond with (and represent) periods during the

whole when they were not enjoying themselves. Give them plenty of time to do this, allowing them to reflect enough on what has happened during the time.

To use these "time schedules of satisfaction" in the evaluation, participants should form small groups to discuss the results and suggest ways of making the holes - the none enjoyment - shorter.

➡ This evaluation exercise produces a visual representation of people's feelings. This forces them to explain what might otherwise be just abstract comments. Make sure you demonstrate it carefully before the participants do it.

PAPER SLIP METHOD

Uses ▶ MODERATING DISCUSSIONS OF TOPICS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS

Impact ▶ Participation in a discussion is maximised. ▶ Valuable and interesting contributions are made.

Preparation

You must prepare a set of questions beforehand, if possible, already written on the pages of a flipchart. You will also need a pair of scissors, marker pens, lots of slips of paper or pieces of card, and each person will need a pen. Finally, you will need two small containers (basket, bucket, box etc.), one for collecting the paper slips, and another to throw away destroyed slips.

How it works

Before starting, you should explain the whole procedure and also say why the group is using this method (i.e. what is the purpose for collect-

ing these ideas and information).

Begin by giving each participant one piece of paper. Then you read out the first question written on the flipchart (or you can write it out on a blackboard while you read it). The participants must then write their answer on the paper slip. It is best if the question allows short, simple answers such as "yes" or "no". Using symbols is also a good idea. (e.g. a tick for "yes", a cross for "no", a zero for "don't know"). The answers must be written by the participants separately - no discussion with their neighbours. You could start with a very simple question such as "How old are you?", to introduce the method.

PAPER SLIP METHOD (continued)

When they are ready, collect all the slips in a container and then count them in front of the group. Then write the results on the flipchart or board in statistical form: e.g. "No = 13, Yes = 9 Don't know = 5". You should now encourage a discussion of the results, keeping notes for later use. (If there are two or more facilitators, one can keep the notes while another guides discussion. Alternatively you can appoint or elect a member of the group to do this.)

Now repeat the process for all the questions you have planned to ask. At the end, another more detailed discussion can be organised if the time allows.

IMPORTANT!

After a question has been discussed, you must destroy the paper slips with the scissors. This shows everyone that the anonymity is being protected.

Variation

A longer set of questions can be set out in the form of a questionnaire instead of using single slips of paper.

➡ The main benefit of this method is that the members of a group can express their views without necessarily exposing themselves. This anonymity helps participants to overcome any natural shyness, and contribute fully to the group. It is particularly useful in dealing with sensitive subjects, such as HIV/AIDS and sexual issues.

SOCIAL RESOURCE MAPPING

Uses   ▶ YOUTH APPRAISAL ▶ PLANNING
Impact ▶ Information is gained about the social and demographic set up of an area. ▶ Individuals learn more about their area through the sharing of group knowledge.

A Resource Map is a tool that gives a geographical overview of an area (e.g. of a parish). The map itself shows the quantity and distribution of amenities available to a community, and as the map will be drawn by the community members themselves, it also provides a valuable insight into the perceptions and priorities of the participants in the exercises.

How it works

The participants themselves have to draw up a map of the area in which they live. They should not receive help or interference from outsiders. Ask them if they know their area very well and are willing to give information. Divide the group into age and gender sub-groups (women, men, boys, girls), then explain the purpose of the exercise. Give each group a large sheet of paper and several coloured pens and ask them to start drawing by putting the present location at the centre of the page. You can start them off by drawing where you are, or perhaps a nearby path. Guide the group to identify key features and include them in the map using simple symbols. These should be the amenities and resources that are relevant to the participants themselves. Some important examples could be:

• Schools (primary/secondary)
• Water sources
• Roads and foot paths
• Recreational facilities
• Markets/trading centres
• Centres/meeting points
• Children's clubs
• Youth projects or meeting points
• Homes and offices of local councillors and youth officers
• Sub-county Headquarters
• Churches/Mosques
• Health centres

Help people who feel too shy to participate. Questions may be asked as they continue to draw the maps. At the end of the mapping, the different maps should be compared, and a larger, complete map drawn up from the individual group maps. Encourage discussion and debate all through the process.
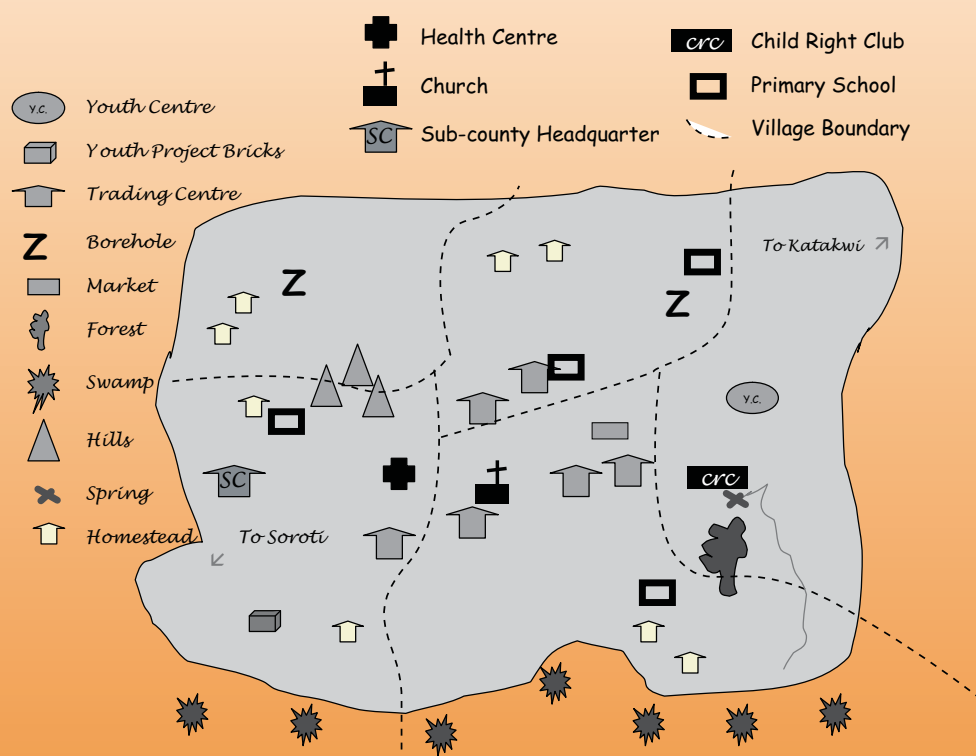
Variations

As a simple alternative, the maps can be drawn in the soil; local material such as sticks, leaves, stones, flowers etc. can be used to represent the features in the community. It is also possible for all participants to work together on one map

SOCIAL RESOURCE MAPPING (continued)

rather than in the sub-groups. This depends on numbers and the time available. As the map is being drawn, or afterwards, you may copy it on to a piece of paper without leaving out any important features.

Example of a social resource map

Legend:
- y.c. — Youth Centre
- Youth Project Bricks
- Trading Centre
- Z — Borehole
- Market
- Forest
- Swamp
- Hills
- Spring
- Homestead
- Health Centre
- Church
- SC — Sub-county Headquarter
- crc — Child Right Club
- Primary School
- Village Boundary

To Katakwi
To Soroti

➡ Drawing these maps helps a local community to understand its own situation and also provides much important information prior to planning meetings etc. The mapping process encourages active discussions about local resources and problems and develops community cohesion, pride and a sense of identity. When drawn on paper, the maps can be used by different people for a long time.

SEASONAL CALENDAR

Uses ▶ YOUTH APPRAISAL ▶ PLANNING

Impact ▶ Large quantities of information about a particular time or season are presented in a visual form. ▶ Correlations between different events are exposed. ▶ Periods of greater difficulty or opportunity are identified, and other variable factors which affect the community.

How it works

Begin a discussion in the group, talking about the different months and seasons throughout the year. Seasonal calendars will vary according to different factors such as age, gender, occupation and wealth status. Therefore, if you have a large and mixed group, it is a good idea to divide them into suitable sub-groups.

Now guide the participants to name the major events of the year, as they perceive them, and let them decide what factor they should use as a framework for their calendar (e.g. defining the year by periods of rainfall). By devising and using simple symbols for the events and circumstances they are describing, the group(s) should gradually draw up a chart or table placing their symbols at the appropriate stage of the year. This is important for measuring variables and making comparisons. As they work, they can compare month by month which are the busiest periods.

It is important for the facilitator to probe for reliable information by questioning all the people present. The calendar should represent a con-

SEASONAL CALENDAR (continued)

sensus of everyone's opinions. Combining observations on one diagram should produce a calendar that most participants agree on. Towards the end of the process, you should also probe to find out if it is a normal year (12 months) that they have described.

At the end of the session, you should compare the seasonal calendars which have been produced by all the different groups.

Some important areas that can be investigated using a seasonal calendar:

- Food shortages or availability
- Cash flow, scarcity and price changes
- Incomes and expenditure
- Rainfall patterns
- Crop production/sales
- Workload and rest periods
- Disease prevalence
- Major income generating activities
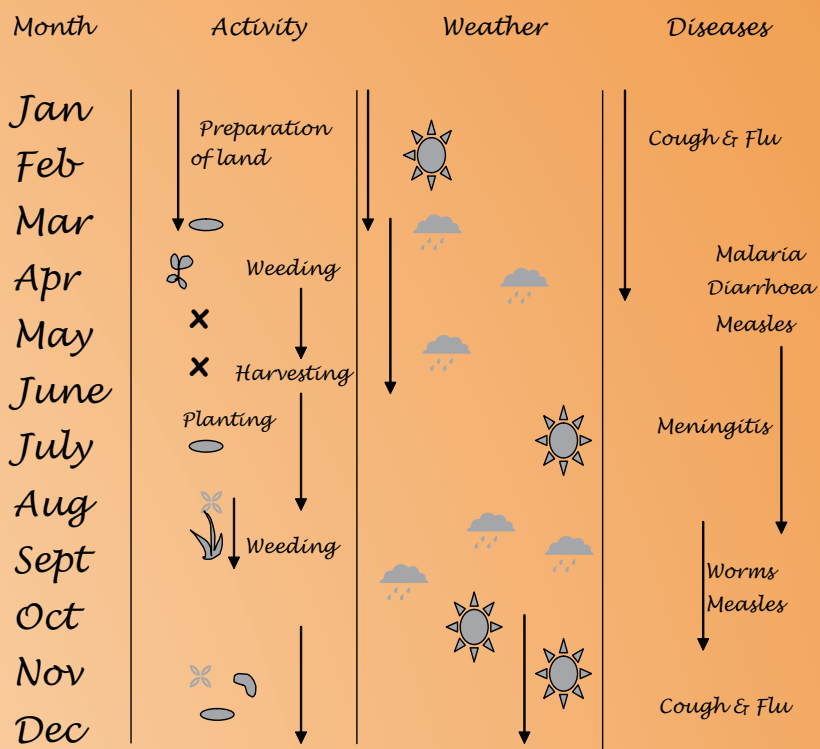
Example

A seasonal calendar that was created by a young men's group. It shows the relationships between weather, agricultural activities and the incidence of common diseases.

Month	Activity	Weather	Diseases
Jan	Preparation of land		Cough & Flu
Feb			
Mar			Malaria
Apr	Weeding		Diarrhoea
May			Measles
June	Harvesting		
July	Planting		Meningitis
Aug			
Sept	Weeding		Worms
Oct			Measles
Nov			
Dec			Cough & Flu

Key:

Groundnuts
Sorghum
Millet ✗
Beans
Cassava
Cow peas
Maize

Rainy Season
Sunny (dry) season

➡ This is a method for finding information about people's habits and situations. On the basis of a year, you can chart typical activities and events occurring in the community in quite a detailed way. It is easy for everyone to understand, and provides a useful insight for situation research.

DAILY ROUTINE

Uses ▶ YOUTH APPRAISAL ▶ PLANNING
Impact ▶ Information is gained about the daily lives of the people of an area. ▶ Insight into duties, work, schooling, freetime activities, habits, hardships etc. of boys, girls, women and men.

How it works

Divide the group into sub-groups according to age and gender. Together you should agree on a pattern for a table or diagram which divides up the day. (In some communities, symbols for the time of day will be more useful than writing down the hours.)

In their groups, the participants need to think about their daily routines and note down what activities they will typically be involved in at each point

during the day. They can write this down, or use symbols to represent the activities (e.g. a hoe for digging or a book for school.) It is important that they work as a group, so that the table in the end shows a common pattern - i.e. the typical routine, rather than all the individual routines together on one sheet of paper.

Before and during the exercise, you, the facilitator, may help by discussing with the respondents what they do, where they go and why. (Always remem-

DAILY ROUTINE

ber the important questions: who, what, why, when, where, how?). It is also important to find out the reasons for the different activities.

After the goups have completed their diagrams, get the whole group to compare the routines of the boys and girls and the different ages, and try to identify a common patterns.

Variations

The daily routines can also be drawn on the ground, though at some point, to retain the information, you will have to transfer them to paper.

Example

The daily routine of young women in a parish near Gulu in northern Uganda.

6 am					☼		6 pm	☾
Eating	Digging	Fetch water		Fetch water			Bath children	
Sweep the house	Collecting firewood	Prepare and eat lunch		Digging			Eat supper	
				Wash dishes				
Wash dishes					Prepare supper			

➡ This is another useful method for finding out a lot of important background information about a group of people in preparation for various future planning activities. Apart from the suggested age and gender divisions, the technique may be used to investigate groups of employed, unemployed, educated, poor, rich etc.

GENDER ANALYSIS

Uses ▶ YOUTH APPRAISAL ▶ PLANNING
Impact ▶ The different roles of boys, girls, men and women in the community are analysed. ▶ Differing needs and the levels of access to resources for girls, boys, women and men are assessed. ▶ Participants understand the value of sharing responsibilities.

Gender analysis is based on the following three groups of human activity:

Reproductive Roles: Work in the home for daily survival and the well being of the family (e.g. food preparation, caring for children, cleaning the home.)

Productive Roles: Work outside the home, for generating the resources needed in the home (e.g. farming activities, livestock rearing, trading, paid jobs etc.)

Community Roles: Activities which involve other community members an which promote the well being and survival of the wider community (e.g.

political activities and local council meetings, project activities, religious activities, funerals, discos, games etc.)

How it works

Firstly, you should explain these three categories of activity to the group members. Then guide them to list all the important activities in their lives, and assign them to one of the categories.

Using a sheet of paper or a flipchart, or by drawing on the ground, the group should then prepare a table of these activities, listing them in their subdivisions. Either in writing, or using easily understandable symbols, they mark four columns on the

GENER ANALYSIS (continued)

table to represent women, men, girls and boys. Now discuss together, which of the four groups contributes most to carrying out each of the activities, and indicate the level of involvement in the table. While the group is doing this exercise, maintain a lively discussion to explore the reasons for the responses, (e.g. "Why do boys not collect firewood?"). Be sure to record the comments and answers which arise, alongside the actual table itself. Finally, discuss what lessons the group has learned, and what conclusions can be drawn for the well being of the community and young people.

Reproductive	Men	Women	Girls	Boys
Child rearing		X	X	
Collecting water		X	X	X
Collecting firewood		X	X	
Sweeping indoors			X	X
Buying household items	X			
Taking children to hospital	X	X		
Washing clothes		X	X	X
Productive	M	W	G	B
Digging	X	X	X	X
Brewing		X	X	X
Goat rearing		X	X	X
Vegetable growing	X	X	X	X
Community Activities	M	W	G	B
Making wells	X			X
Maintaining roads to well		X	X	
Meetings	X	X		
Harvesting		X		
Church	X	X	X	X

➥ There are marked social and cultural differences between men, women, boys and girls. Through tradition and habit, communities assign roles to each, and these roles change over time. Despite all the differences, everyone contributes to daily life. Gender analysis helps us to understand the different roles played by men, women, boys and girls.

FOCUS GROUP DISCUSSIONS

Uses ▶ YOUTH APPRAISAL ▶ PLANNING ▶ **MODERATING DISCUSSIONS e.g.** ▶ ENTREPRENEURSHIP ▶ HIV/AIDS
Impact ▶ A group defines an issue in its own terms, stating what they understand and what it means to them. ▶ A group proposes actions and solutions to the problems which affect them. ▶ Misunderstandings about an issue are revealed.

How it works

The organisation of the focus group starts with the invitation of participants. The members of a focus group should ideally be of similar ages, backgrounds and educational levels. When deciding whom to invite, use the research question itself to define appropriate candidates. (What age group should they be? Should they be male or female? Should they come from a particular income bracket? You may want to consider holding separate focus groups for different age groups, or for different genders.) Choosing the right space to hold a focus group discussion is also important. It should be comfortable and quiet, allowing you to work undisturbed.

The role of the facilitator is very significant. Usually the participants are new to this kind of meeting, so you should use all your moderation skills to ensure there is a good atmosphere, and that the group members feel at ease. Introduce yourself and ask participants to introduce themselves, and then explain the subject you want to discuss. As the meeting develops, the advantages of the method should help you guide the flow of ideas.

FOCUS GROUP DISCUSSIONS (continued)

The main reason for holding such focus groups is to invite community participation to gain useful inputs from the grass roots; ideas can develop, and knowledge is shared; you can get information from a number of individuals simultaneously.

In this situation there are dangers of facilitation which need to be avoided. For example, a male facilitator questioning young girls on issues of sexuality may well affect the research results. Remember all the time that the discussion must be between the group members and not between facilitator and participants. Do not give 'expert opinion' - it does not matter what you think! However, you should be ready to probe and stimulate, using good questioning techniques (e.g. "I'm not sure I understand, please explain further…", "Can you give me an example of what you are saying?" etc.)

It is important to keep a record of everything said, so it is good to work as a team of two facilitators, one guiding the discussion, the other keeping notes.

➡ A focus group discussion is an organised meeting of up to twenty people to discuss a specific topic. In some ways, it is like an interview with many respondents, and the participants motivate themselves to expand their inputs. It is a useful method for gaining information from people who are directly affected by the issue at hand. The organisation is important, and may be difficult, but the kind of information gained makes the effort worthwhile.

SEMI-STRUCTURED INTERVIEW

Uses ▶ ANALYSING **CONFLICTS** ▶ YOUTH APPRAISAL ▶ ENTREPRENEURSHIP
Impact ▶ A wide variety of people are reached as sources of relevant information, when participants take their reseach into the field. ▶ An informal feel builds respondents' confidence and willingness to communicate.

A semi-structured interview is a guided conversation between the interviewer and the respondent. Interview questions are used, but the response may lead to unplanned questions and observations. It is an informal method of data collection which uses an individual (one-to-one) approach. The following "rules" will help you and your group members to conduct successful interviews.

- Always prepare your key questions as a team in advance. You might want a different list of questions for different categories of people to be interviewed.
- Always use the prepared questions as they provide the structure and consistency to the research.
- Check your attitude and your body language in order to create a good atmosphere for a comfortable interview.
- Listen carefully to responses and make sure you learn from respondents.
- Always be polite respectful, and use simple language when questioning.

- Always ask open-ended questions, using the six "helpers" (What? When? Who? Where? Why? How?)
- Always allow the respondent to pose questions too, as this ensures the conversational atmosphere, and may reveal more information in itself
- Be careful to judge whether responses reflect real facts, personal opinions or rumours.
- Each interview should not be longer than 20 minutes.
- Record responses fully.
- Record your own observations as well, as this is important for the later analysis.

(The interview should not only concentrate on the questions being asked, but also on the context in which it takes place. It should reflect when and where it is done. This means you should note the circumstances of the interview alongside the responses of the interviewee.)

➡ Research is often necessary during business planning process or, for example, during a participatory appraisal. Using this simple technique, The members of your group can spend some time conducting their research independently within a community. The findings will be shared at a later stage, and contribute to the content of a workshop. These guidelines for interviewing are helpful, whatever the actual subject you are researching.

MARKET SURVEY

Uses ▶ YOUTH APPRAISAL ▶ ENTREPRENEURSHIP

Impact ▶ Opportunities for youth employment are examined ▶ Existing capacities of young people are assessed (skills, knowledge, attitudes and resources). ▶ Social and economic support mechanisms for young people are assessed. ▶ Young people's priorities and preferences are measured.

The market survey is a visit to an actual market or a part of a large market, for your participants to observe and interview other young people about the activities they are involved in. The exercise is best divided into three stages.

1) Preparation

As this is field work, the members of the group who will carry it out must know exactly what they are doing. For this reason, the market survey begins with a discussion of the objectives and the methods of the activity. First decide together which market will be visited. It might be local or in a different village or town. Divide the group into "Observers" and "Interviewers", and give each group instructions on their roles:

The Observers' task is to look around and observe specific activities being carried out by young people at the market. They must use their eyes only, and not interview anybody. They should take notes about the activities they observe. They should look at the skills young people are using, and observe activities commonly done by young girls and those by young boys. While watching, they should try to understand reasons for what they see.

The Interviewers' job will be to conduct semi-structured interviews young individuals working at the market. Before the visit, the whole group should produce a set of key questions to guide the interviewers and make sure they do not leave any areas uninvestigated.

Questions might include:

- How did the interviewees started their businesses, and where did they get the capital?
- Where do they buy materials from?
- What prices do they sell at?
- What profit do they get?
- What problems do the young people encounter in their activities and how they try to overcome them.
- What are their future plans, and what advice they would give other young people starting this activity.

2) The Survey

Observers and interviewers are divided into smaller groups and assigned to visit different parts of the market. This should be done quietly and discreetly. The groups of Interviewers should also select a Recorder who will keep notes of the responses. You should advise the participants to be as unobtrusive as possible when carrying out the survey, and set a time limit of probably no more than two hours.

3) Reporting

After the survey, it is important for the different groups to share the information they have collected with the whole group, so another discussion session is needed. Each group can make a formal presentation of their findings (together or through a spokesperson), or there can be a more general discussion. At the end, the recorded data should be written up neatly so that it can be used later.

➡ The market survey is an important piece of field work for researching economic activities. Although most of your participants will already be familiar with the typical market places near them, this exercise may be the first time they have thought more deeply about them. For interviewing other people, good communications skills are needed. Interviewers should be both tactful and self-confident. It is a very good idea to conduct a market survey AFTER the group has already done some of the communication and confidence-building exercises from Part One of this book.

VENN DIAGRAMS

Uses ▶ YOUTH APPRAISAL ▶ PLANNING

Impact ▶ Participants identify institutions, groups or individuals who play a role in their lives. ▶ Opportunities for networking are identified. ▶ Communication and cooperation gaps are exposed. ▶ Local perceptions of local and external institutions become apparent.

Using circles of different sizes, a group can visualise key institutions, organisations and individuals in a community, and show the relationships between them, and their relative importance for their own decision-making.

Preparation

It is a good idea to prepare numerous circular cards of varying sizes in advance. Venn diagrams can also be drawn on paper or flip chart pages, but it is easier to debate as a group and change decisions, if the circles can be moved and exchanged. (Later, the resulting diagram should be drawn on a single sheet, to keep a record of it.)

How it works

If the group is large, divide it into smaller focus groups, for example according to age or gender. Each group holds a discussion to identify organisations, communities and individuals that they feel are important for young people. Then, using circles to represent each of these entities, they draw a kind of map on the ground (or on a page, or on the wall...).

The circles should differ in size to symbolise the relative importance to the participants of each, using larger circles for the more important and gradually smaller circles for the less important. The participants have to choose the size. Finally the group should try to show the relationships of the different circles, or "actors" by arranging them in the map.

Starting at the centre with the largest circle to represent the group of young people, the others are arranged around this, placed either "close" or "distant". Related to the young people, the degrees of contact symbolise:

Separate = no contact to young people

Touching = exchange of information takes place with young people

Small overlap = some cooperation exists between entity and young people

Large overlap = important cooperation in decision making with young people

Example:
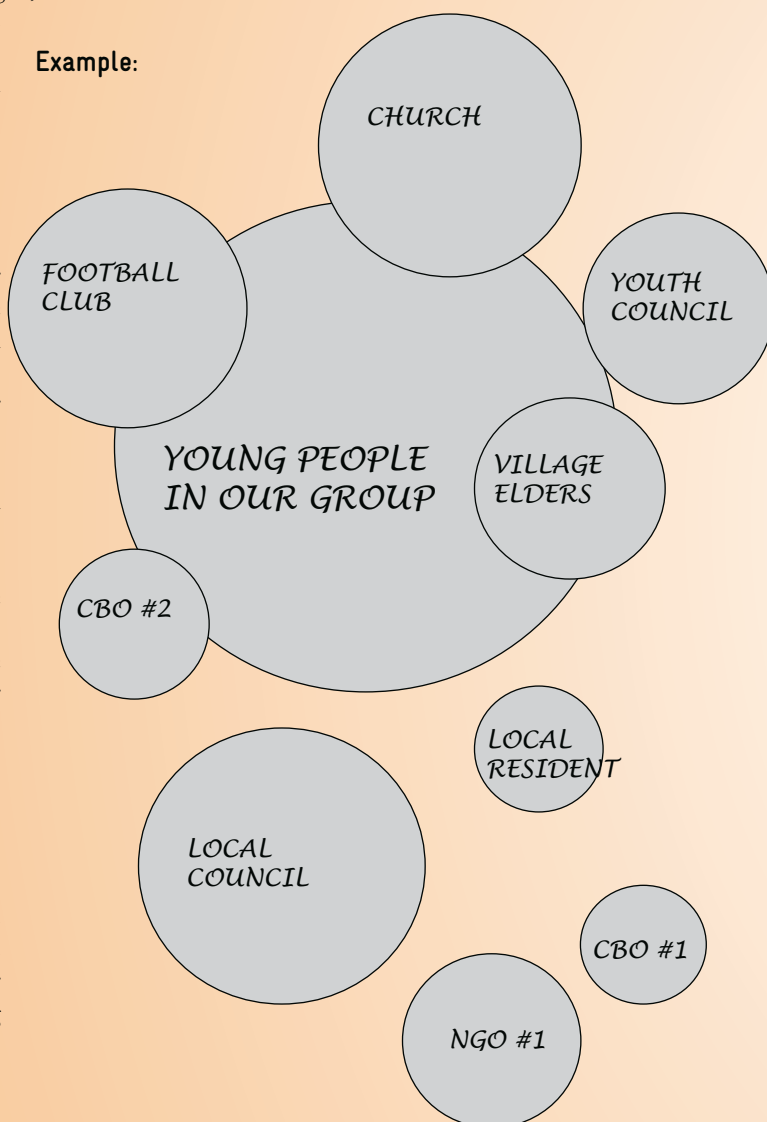
➡ Venn diagrams are a visualisation tool, particularly suited for representing the results of general discussions or a focus groups. As described here, they are used to portray institutions and their roles in the participants' lives. However, they can easily be used in the same way to show the relationships between any entities which interract..

COLLECTING DATA

BRAINSTORMING

Uses ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS
Impact ▶ As many ideas as possible are generated around a central problem

Preparation

You need a large surface to write on, which everyone can see (some sheets of flipchart paper or a large blackboard are best). Appoint one of the group as your assistant, to help you to note the ideas.

How it works

Define the subject, problem or idea precisely, and write it down clearly as the headline on your writing surface. For example: "What more can we do as a group to raise the funds we need to finish our youth centre?"

Ask the participants to keep quiet for a moment, relax and concentrate. Explain the essential principles of brainstorming sessions:

- Thoughts can unfold freely, every idea is allowed.
- Any criticism is forbidden.
- Ideas are never discussed, they may only be used to inspire further ideas.
- The quantity of ideas is more important than their quality. That means, for the time being no idea is nonsense.

Start with the first session which should last about 10 minutes. Motivate the whole group to come up with ideas. Tell them: "The crazier the ideas, the better". They should shout out each idea loudly, the moment it occurs to them, and they should try and stick to single words or short phrases. Write everything down, absolutely everything! Your assistant can do this, while you are controlling the situation.

When you see that the group has exhausted itself for a moment, give them a break of about three minutes. Then hold a second session of about 5 to 10 minutes. At the end, all participants will be very surprised at the number of ideas produced - and amused as well.
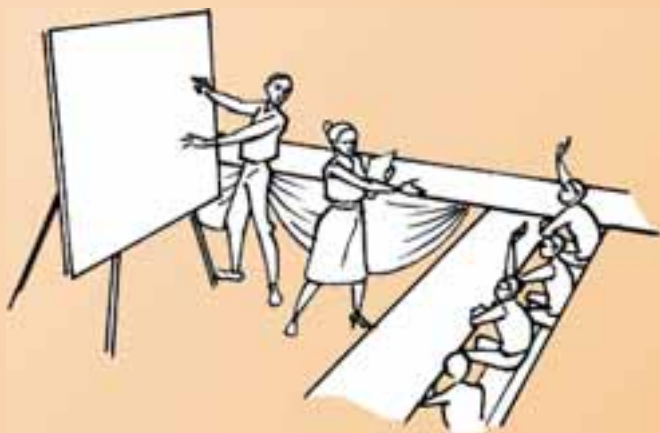
IMPORTANT!

After brainstorming, a longer break is essential. Do not start an immediate appraisal of the ideas.

➡ Brainstorming is one of the most popular and creative techniques you can use. A group can come up with a very large number of ideas in a short time. Most people have taken part in a brainstorming session before, and therefore "know how it works". But it is explained here in detail, because you, the facilitator, have to ensure that it is done properly, and that not a single idea is lost.

6 - 3 - 5

Uses ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS
Impact ▶ Many good ideas are generated around a central problem

Preparation

Every participant will need paper and pen. If possible, divide the whole group into groups of six, each with its own working area.

How it works

Write out the problem in precise terms, and display it somewhere prominent in the room, for all to see.

Example: "What can we do to increase the number members in our youth group?"

Ask the participants to take a sheet of paper and draw a table with three columns and six rows. Then explain what they have to do: In the space of five minutes, each person should think of three possible answers

6 - 3 - 5 (continued)

to the problem, which they write down in the three spaces of the first row of their table. Single words are not enough; they must formulate their ideas, as briefly as possible, yet understandably, in two or three sentences. Furthermore, the should try and use their best handwriting. When they are ready, let them start.

Time the five minutes carefully, then tell the participants to pass their papers to the person on their right in their group. Now you begin a second round where again, each person formulates three ideas. They should feel free to use the earlier ideas on the paper to inspire them to develop them, or they may add completely new ideas. You repeat this five-minute process six times, until each person has his or her original paper returned.

The result will be six pages, each containing 18 ideas (or derivations of ideas), so each group of six has formulated 108 ideas for possible solutions to the original problem.

➡ SIX people each develop THREE ideas in FIVE minutes. Thus, the name of the method contains the promise of success. Six is considered the best sized group for it to work. The method is like Brainstorming in a written form - and it is more orderly. The advantage over brainstorming is that the ideas are already formulated and to some extent developed by the end of the session. The disadvantage is that there are not as many.

HEADSTAND

Uses ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS
Impact ▶ As many ideas as possible are generated around a central but more difficult problem.

Preparation

You need a large writing surface about twice the size used for "Brainstorming", and again you should appoint an assistant to write down the ideas.

How it works

Write out the problem so all can see it on your writing board. Then ask the group to express the exact opposite - i.e. to turn the whole problem on its head. For example, if the original question is: "What do we need to do to organise our first 'AIDS Awareness Day?", then the opposite would be: "What do we need to do to make our 'AIDS Awareness Day' a complete flop?" You can be sure that your group will be very amused by this, and will gather plenty of ideas to spoil the event.

The next step is to conduct a full and proper brainstorming for the new, upside-down problem. After the brainstorming, you invert the whole thing again by asking the participants to define the exact opposite for each of the ideas you have recorded. Write down these answers near the originals. You will now have a lot of answers for your original problem.

➡ This method is very useful for finding solutions to problems which are completely new to the participants. It is based on the fact that, when faced with the unknown, people can very often express their fears and concerns more easily than positive answers. It is intriguing, and often amusing for those who use it, so it can help increase motivation while problem-solving.

QUESTION CARDS

Uses ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS
Impact ▶ Full participation is encouraged. ▶ Well formulated and often better informed solutions to problems are produced.

Preparation

You will need a large number of hand-sized cards (card is better than paper for this method), and sticking tape or drawing pins. Prepare your questions in advance, if possible already written on the pages of a flipchart.

QUESTION CARDS (continued)

How it works

You start with the first question or problem. Write it down on a flipchart or board. Each participant must then write answers or suggested solutions. He or she can write between three and five answers, each one on its own card. They should use neat, readable handwriting. Then, in turn, each participant comes forward and attaches his or her cards to the wall or the board in front of the group and explains briefly the reasons for the idea, and answers any questions from the others.

With this method you are only collecting ideas. Do not start an immediate appraisal of the ideas.

WHERE CAN OUR GROUP HOLD MEETINGS BEFORE THE NEW COMMUNITY CENTRE IS BUILT?

- we buy a large tent
- IN THE "NORTH BAR"
- Members houses
- In a restaurant in town
- Members take turns hosting
- Member's Houses
- Decide each time new
- Members take turns
- Under the Mango tree
- Always at William's House
- Weekends at the school
- Members take turns hosting
- Ask Local Council
- Moses farm building
- primary school building
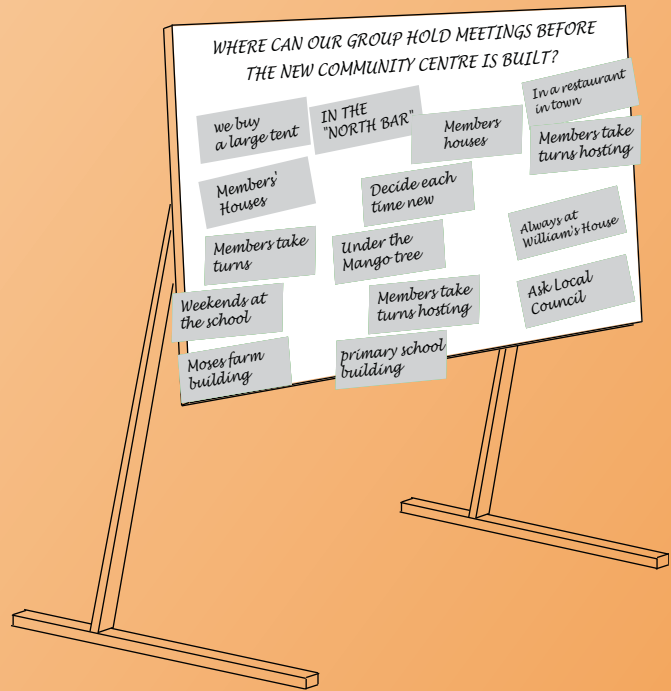
➡ This method is like the paper slip method. The objective is still to ensure participation from everyone. It helps to overcome shyness and reluctance. However, in this case, the answers are not anonymous. Question cards are most useful when all the participants are familiar with the topic to be discussed. They can even be used to gather specific comments or suggestions from experts in a group.

PRO AND CONTRA

Uses   ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS

Impact   ▶ Participants discover different aspects of one topic. ▶ They practise their skills of concentration and articulation. ▶ They learn to put themselves in others' shoes and see their side of an argument.

How it works

You announce the subject for discussion, and write it somewhere where everyone can see it. It is much better to formulate the topic as a question which could lead to a contentious discussion. For example, rather than saying "Our topic is women's right to work, and its effects on African culture", you could ask the question: "Is the increased number of women in full time employment destroying our traditional family structures?" Explain to your group that they will now have to debate the matter, and that each of them must enter as a supporter or a critic of the idea. They must find and use as many arguments as possible in their debate.

Now you divide the group in two, but not according to their choice, rather by counting off or drawing lots. One group must be "pro", the other "contra". It is an essential part of this method that the participants have to think and argue for a cause or opinion which is not necessarily their own.

Allow the two groups ten or fifteen minutes to collect their thoughts and prepare their argu-ments. When they return to the room, they should sit down on opposite each other (in rows or two semi-circles.)

Now it is your job to chair a lively pro and contra debate. Try not to let it go on longer than 30 minutes. A good way to start is for one member of each group to give a short overview of the arguments they have formulated. Then the other participants should have their say. Be strict and make sure that after one person has spoken, a member of the other group then gets to speak.

As with other discussion methods, here too it is good to keep notes of the things that are said. They can serve as the basis for further work and discussion after the debate.

IMPORTANT!

As the facilitator, you should make a point of "officially" releasing the groups from the roles they have taken on by chance. It is also highly recommended to follow this debate with a debriefing session, and then a long break.

➡ This is a powerful and thought provoking exercise, which combines elements of role playing with the process of discussion and decision making. It always worth using if the topic is at all contentious. The method does not need much special preparation, so it can be used easily in diverse situations.

CRITICISM OF IDEAS

Uses   ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS

Impact   ▶ Ideas and solutions are evaluated; only those that really make sense and are worth pursuing remain.

Preparation

Make sure that all the participants have the chance to look at all the ideas again. They should still be hanging on the wall. Perhaps you should write them out again more neatly than before. You can also write them on cards which you spread across the floor.

How it works

Take two clean sheets of paper and draw a big "+" on one and a "-" on the other. Tell the group that these are the categories they will use to separate the good ideas from the bad.

Now take the first of the ideas, and read it out loud.

CRITICISM OF IDEAS (continued)

Ask the participants in which category they would put it. However, do not accept any quick answers. The aim of the method is, after all, to criticise the ideas. Ask the reasons for their decision, and make sure that several people speak. When you are satisfied that everyone more or less agrees, write down the idea on the appropriate sheet, or fix the prepared card to the wall beneath the respective sign. (This is easier and makes the process more tangible. You can also change your mind later).

Proceed to do the same with all the ideas. Some will be quick to decide, others may take longer. You should make sure there is plenty of time; the decisions are important.

Note

What you and the group now do with the chosen good ideas depends on what your original purpose for the exercise was. If the intention was to collect ideas ready to use later in an activity (such as in the earlier example, to organise an AIDS awareness day), then the work is finished for now. Alternatively, you may want to use the ideas immediately to proceed with a burning issue (e.g. raising the funds to finish building the youth centre.) Your next discussion might be on how to put the ideas into effect; who will do what and when, etc.

➡ Methods like "Brainstorming" and "6-3-5" will probably leave your group with too many ideas. Many may be impractical, or just plain silly. This and the following methods are ways of reducing the suggestions to the most sensible. Before you start an assessment, it is very important that you should have a long break between the generation and "criticism". For example, you could come back to it after lunch.

AWARDING POINTS

Uses   ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS
Impact ▶ A practical course of action will be chosen from a range of options. ▶ The group will assess the likely effects of the actions they choose.

Preparation

The ideas should be displayed on cards or sheets of paper, either attached to the wall or spread across the floor.

How it works

Explain to the participants that each of them has five points to award to the idea or ideas they prefer. They may divide their points as they wish, for example awarding five points to a single idea, or single points to five ideas, or any combination to the maximum of five points.

The participants should now award their points by taking a pen and marking the appropriate sheets or cards with dots or crosses etc. It is important that everyone follows the rules: they should work independently of the others, and not allow themselves to be influenced; and they should be honest, only awarding five points.

When everyone is finished, the points are counted, and the most popular ideas can be considered the collective choice of the group and therefore the preferred course of action.

Variation

The voting can be made more interesting by using beads or small stones to pile on the floor. This also ensures that each person only awards five points.

➡ Awarding points is probably the easiest and most obvious way to determine the best ideas from a list of alternatives.

PAIRED COMPARISON

How it works

Explain the technique carefully before carrying it out. The participants will use a grid to judge the various options with each other, one-by-one. For each comparison they decide which of the two options is more important, and assign a score to show how much more important it is.

First of all, assign a letter to each option, then use these options as your row and column headings. Cross out all the cells on the table where an option opposes itself - i.e. the diagonal running from the top left to the bottom right. Also cross out cells on the table where you will be duplicating a comparison (the cells below the diagonal.)

Now, in each of the remaining cells, compare the option in the row with the one in the column. Decide which of the two options is more important. Write down the letter of the more important option in the cell, and score the difference in importance from 0 to 3 (0 = no difference, 3 = major difference). Finally, work out the results by adding up the total of all the values for each of the options.

Example

A youth group involved in bee keeping is looking for ways to expand its business. They have limited resources, but they have generated their ideas and then reduced them to the following options:

- Expand into country-wide market
- Expand in home market
- Improve customer service
- Improve quality

Finally they add up the A, B, C and D values:

- A = 3 (A2 + A1)
- B = 1 (B1)
- C = 4 (C1 + C1 + C2)
- D = 0.

The result is: it is most important to improve customer service (C) and then to tackle country wide market (A).

Quality is not a high priority - perhaps it is good already.

	A: Country-wide market	B: home market	C: improve customer service	D: improve quality
A: Country-wide market	⌣	A/2	C/1	A/1
B: home market	⌣	⌣	C/1	B/1
C: improve customer service	⌣	⌣	⌣	C/2
D: improve quality	⌣	⌣	⌣	⌣

➡ What do you do if some of your ideas seem to be equally attractive, but you will only be able to use one of them? This method helps you measure the importance of a number of options relative to each other and makes it easier to select the solution that will give the greatest advantage. It helps you to set priorities when there are conflicting demands on your resources.

PLUS - MINUS

How it works

Draw up a table with the headings 'Plus' and 'Minus'. All the positive results of taking the action will be listed in the column beneath 'Plus'; beneath 'Minus' come all the negative effects.

Explain this system to the participants, then ask

PLUS - MINUS (continued)

them for their own personal views on the advantages and disadvantages of the idea in question; ask them to consider all the possible implications. They should write down their observations, and award them points as well, to highlight their relative importance.

Once you have done this, add up the score. A strongly positive score shows that an action should be taken, a strongly negative score that it should be avoided.

Example

Three young, married, skilled workers are thinking about moving to town, but they can not make up their minds. They draw up the "Plus - minus" table shown above, and they award scores from +5 to -5.

They score the table as:

15 (Plus) – 16 (Minus) = – 1

What do you think they are likely to do?

Plus	Minus
More going on (+5)	Have to sell houses (-5)
Better education for children (+3)	More pollution (-3)
Modern lifestyle (+3)	Higher living costs (-5)
Easier to find a job? (+2)	Less space (-3)
Meet more people? (+2)	
+15	-16

➡ It is still possible that even the best idea may not be worth implementing if it has more disadvantages than advantages. That is why any proposed solution still needs testing. This exercise is a useful technique for doing just that. Check if your idea is really is going to improve the situation.

COST-BENEFIT ANALYSIS

Uses ▶ MODERATING DISCUSSIONS e.g. ▶ ENTREPRENEURSHIP ▶ HIV/AIDS

Impact ▶ The real value of a chosen course of action is assessed. ▶ The possibility of making a serious mistake (such as wasting money) is avoided.

Preparation

Paper and pen, and a lot of INFORMATION. People making a decision need to know - not just guess - how much the necessary materials actually cost, how much people involved will demand as payment, how long certain processes will take, what the actual benefits will be (in measurable financial or social terms). Whatever the problem and whatever the solution or activity proposed, if you do not know all the related information you are not well enough prepared. For this reason, cost-benefit analysis is one of the most important methods available, and one should always consider using it as an aid to preparation.

How it works

Once your group knows the diverse costs of a planned activity, and has a well-founded estimate of the benefits it expect, cost-benefit analysis is very easy. Simply list the costs and benefits next to one another, and the result speaks for itself.

If you are planning an income generating activity, you must ensure that the financial benefits are noticeably higher than the costs (i.e. that there will be a profit).

Important: where costs or benefits are paid or received over time, the group must work out how long it will take for the benefits to repay the costs.

COST-BENEFIT ANALYSIS (continued)

You can justify waiting for some time before the income generation turns a profit, but there many factors involved. Has the group borrowed money which it needs to repay?

Of course, not all activities are intended for financial gain; there may be social benefits for the community, as for example in building a community centre. Here the end analysis is not "do we make a profit from this?", but rather "can we afford to build a community centre, and will our lives be improved enough to make the effort and expense worthwhile?")

Example

A youth group is thinking about digging a pond to begin fish farming. Do they know enough? Have they asked enough questions? Can they find the answers?

Costs	Benefits
1) Labour - how many people will have to dig, and for how long? - Are they paid labourers or members of the group? - if members of the group, what other income generation will they be "neglecting" while they dig the pond? 2) Land - Is the land available or must it be bought? - what does this cost? - when the land belongs to the group, how much could they earn, if it was used for maize or pigs or anything else, compared to fish 3) Fish - How much does it cost to buy the young fish from specialised dealers? - how long do they take to grow - first year's harvest? - will they breed themselves for future stock? ???? ??? ??	1) What is the cost of fish at the local market? - multiply this by the number of fish expected to come from the pond - (knowledge of fish essential! How many can live in our pond??) 2) What "additional value" can we add to our fish through cooking or processing for the market? ??? ?? ?

➡ Cost-benefit analysis is another relatively simple and widely used technique for deciding if you should make a planned change. As the name says, you use the method to check the real costs of a certain course of action against the potential benefit. It is similar to the "plus - minus" method, but more detailed and measurable.

Tasks

Participatory Youth Appraisal

Income Generation & Entrepreneurship

HIV/AIDS Awareness

Conflict Resolution

Using participatory methods to assess the situation of young people in rural areas, and to assist them in improving their own lives.

A participatory youth appraisal is a systematic investigation of the problems, needs, capacities and strengths of young people in a particular community. The exercise is intended as a preparation for future activities such as forming youth groups and encouraging small businesses and income generation. It is an aid to planning processes

A short guide to helping young people improve their lives by generating their own income

By encouraging a business-oriented mentality in young people, you can help them use the openings for small business and income generation which exist within their local communities. The approach used in this manual, and the methods described, are designed to make young people act and think for themselves. The notes in this section are intended to help you provide them with the specific skills and techniques they will need to set up and manage their own small scale businesses and group-enterprises.

A short guide to advising young people on the issues of HIV and AIDS.

This section contains the most important background information, which a facilitator should be familiar with when he or she is involved in HIV/AIDS sensitisation work. It also includes suggestions of how one can go about this work.

A brief guide to understanding and transforming conflict situations

This section is about approaching conflict situations involving or affecting young people, and how you can help to reduce the negative impacts of competing interests within and between communities and individuals.

PARTICIPATORY RURAL YOUTH APPRAISALS

Using participatory methods to assess the situation of young people in rural areas and to assist them in improving their own lives.

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- **Why participatory appraisal?**
- **What is participatory appraisal?**
- **Preparation for an appraisal**
- **Mobilisation**
- **Community facilitators**
- **Moderating**
- **Activities**

Participatory Appraisal

Why participatory appraisal?

In many developing countries, the majority of people have little or no access to wealth or to the political, economic and cultural resources which usually go with it. Poor education and a lack of information exacerbate the problems faced by these people, who remain weak and badly organised. By far the greatest number of these disadvantaged people are children and youth, mostly living in rural areas.

Social change cannot take place if young people are not better informed and organised to act collectively in their own, common interest. This means the mobilisation and organisation of young people to form youth groups; the delivery of relevant training to improve knowledge and skills for income generation, and ensuring that their voice is heard in community decision-making. To make the most of any kind of empowerment measures, the measures themselves must be well targeted, which is why the current situation analysis - or participatory appraisal - is such an important approach to social work with young people.

What is a participatory appraisal?

In this section we are talking about a process of research which helps young people to guide their own development. It takes the form of a workshop involving members of the targeted community. Depending on how much time you and the participants have, and how many of the moderation and research methods you intend to use, this could last for several days.

A participatory appraisal generates information about the situation of young people in a given area, identifying their problems, needs, capacities and strengths. At the same time it encourages them to grow in judgement, lets them critically examine beliefs and practices, and make sound and informed decisions on future courses of action. The participatory nature of the research reveals much information and existing knowledge to facilitator and participants alike, and it builds people's confidence in themselves. More specifically, the appraisal includes a participatory market survey that can explore the range of employment opportunities open to young people.

A well executed participatory appraisal will result in a clear description of the young people, their situation, strengths and weaknesses, and the opportunities and threats around them. It will reveal their current capacities in terms of skills, knowledge, attitudes and available resources, and thus show the way to making improvements. The main aim is to enable the youth of a parish or district to plan activities that are relevant, sustainable and replicable.

Preparation for an appraisal

→ GENERATING IDEAS
→ DECISION MAKING

Adequate preparation is essential for the success of a participatory appraisal. The appraisal itself will involve a meeting of community members, so before it can begin start, a team should visit the selected area or parish to mobilise the people. Together with the community they must agree on a date, time and place for the first meeting. It is important for this advance team and the other trainers to agree beforehand on what information to give to the community during the mobilisation stage.

The first meeting

The first meeting should be held some days before you start the appraisal itself. In the first meeting you introduce yourself and explain what the appraisal is, and why it is being undertaken; you can also introduce the participants to the methodology (what is participation about, etc.). During

this meeting, you will also select the community facilitators. Finally, during the first meeting, you will have to agree with the community on a venue and the time for the appraisal workshop itself. As an appraisal can take several days, you might need to organise meals, and you should discuss other logistical questions such as transport.

Checklist

As you plan for the participatory appraisal, remember you are probably going to a remote area, where you will not be able to go out and buy materials you have forgotten to take with you! You should make sure you have the following items with you (Assign responsibility for each item to a member of your team, to make sure nothing is forgotten):

- Flip chart stand or board (or can you use the walls of the venue?)
- Flip chart paper
- Note books / Exercise books
- Marker pens
- Masking tape
- Files and folders
- Pens and Pencils
- A4 Paper
- T-Square or Ruler
- Paper punch
- Stapler
- Pencil sharpener
- Manila Paper (for working on larger sheets than a flip chart)
- Any materials necessary for the motivational games and energisers you plan to use (ropes, balls, "parachute" etc.)

It is very useful, in a rainy season, to have some umbrellas and perhaps even rubber boots. Especially during a market survey, rain and mud in the villages can make things difficult. You might try and plan your appraisal for the dry season, but on the other hand, to get as much commitment as possible from the community, you should consider other factors too. Try not to choose a period when the community is too busy with other activities, such as weeding and harvesting. Festive seasons are also unsuitable.

Mobilisation

There are many good methods for mobilising people to participate in meetings and workshops. These include using posters or making announcements on the public address systems which exist in many villages and townships. The most important thing is to use the existing structures (visit local councils and district youth officers, attend meetings of community leaders and existing youth groups etc.) In this way you can make sure you target the most influential people, and at the same time you will receive official support which can be very important.

Potential problems

There are numerous dangers associated with mobilisation, so be careful.

Community meetings can be poorly attended if the time set for them does not take into account specific local events or practices. For example, harvesting and other agricultural work can conflict with meetings set for the morning hours; or there may be another meeting, or perhaps a wedding, that your team should be aware of.

Be careful not to give out false information, which will also led to poor attendance. For example, it often happens that only young people turn up for a meeting if the community is told

that the project is for the youth. Others see no need to attend the meeting, although the participatory appraisal should involve all.

People often come to meetings expecting more than is on offer. Sometimes they think allowances will be paid, or other material benefits, because they were not properly informed during the mobilisation process.

If you are not careful to include the whole target area in your mobilisation, this may lead to parts of the community being left out. This will lead to incomplete results, and may even polarise the community itself.

Community facilitators

For the success of any participatory appraisal and planning, the "community facilitators" play a very important role. As soon as you enter the community, you need to select some young facilitators or "helpers" who will guide the participatory appraisal by assisting other members of the community. Ideally, they should be selected during the first meeting, and it is for the community members themselves to decide who they are. Here is a method to help them choose the young facilitators, according to agreed criteria. It is the first participatory exercise of the whole process, so you as the key facilitator, will have to guide the selection.

The Community Facilitators Matrix

As a group, the community members at the meeting agree on the specific criteria which they see as important. These might include such attributes as educational background, acceptability, confidence, criminal record, activity, age, health, availability, ability to write and read in English etc. Then, they agree on the a scoring system (e.g. from one to ten, or points up to fifty). Now, the names of different people are proposed as facilitators and entered into a table (or "matrix") against the agreed criteria, and in the appropriate space a score is awarded. Ideally, two selections should take place, one for the women to select a female facilitator, and another for the men.

Example: Selecting a female facilitator, scoring 1 - 10 for each criterion. After assessing the candidates as shown below, Violet has been selected as the facilitator

Criteria	O-levels	Accept-ability	Self-confidence	Age: 16-25	Good English	Total Score	Position
Fiona	5	8	4	7	5	29	2
Jane	6	0	8	6	8	28	3
Violet	7	8	5	5	5	30	1
Angela	8	3	6	5	4	26	4

Some important rules:

- Every village should select one female and one male facilitator.
- The selection of community facilitators does not involve voting.
- The facilitators should be selected from younger generation (youth).
- A facilitator should not be a local politician.
- A facilitator should live in the community, and should always be available.

Moderating

➡ (SEE PART ONE)

As the facilitator - or as a team of facilitators - for a participatory appraisal, you will need to maintain the commitment and enthusiasm of a large group of people over several days; you will need to impart knowledge and concepts which will probably be new to them; and above all you will need to encourage as complete participation as is possible. Part One of this handbook is devoted to the particular skills you need for this kind of workshop. Please review and use the sections entitled Introduction to Methods, Working with People as a Trainer, Encouraging People with Games and Helping the Flow of Ideas. These contain the ground-rules for any kind of workshop or training conducted on a participatory basis.

As well as working with the community directly, you have also now asked the community to select their own facilitators. These are important individuals, as they will have a much closer contact to the rest of their village than you will. As such you should make sure you also spend some time with them to explain how they can help their fellows - in other words you need to train them in some of the essential skills a facilitator needs, such as are explained in Part One. Already your job as "multiplier" has started.

Activities

➡ MOTIVATION
➡ DATA COLLECTION

After preparing the ground for the participatory appraisal, having chosen a venue, set a time and mobilised the community members to participate, and when the group has selected their own community facilitators, the main task of the appraisal can begin.

The job of assessing the situation of youth in a community (identifying their problems, needs, capacities and strengths etc.) is best done by using a well planned set of data collection methods. These are described in detail in the Collecting Data section of Part Two of this book. Many of the techniques listed there are specifically designed for the kind of research you and your participants are conducting in the participatory appraisal. Certainly, according to the time available, you should attempt to use most or all of the methods listed below. Each of these will produce its own particular information, and all together can provide a comprehensive picture of the specific situation in a place.

Social Resource Map (p55)
Daily Routine (p57)
Seasonal calendar (p56)
Gender Analysis (p58)
Semi-structured Interviews (p60)
Focus Group Discussion (p59)
Market survey (p61)
Venn Diagram (p62)

As you use these methods, always remember that one of the main objectives is that the participants themselves experience and learn from the results!

Participatory Appraisal

As was just mentioned, the process should be well planned. To include all of these data collection methods will take you several days. You should know before you start how long you will allow for each exercise, and when in your timetable each will be used. This is important, as organisation is always the key to success.

Alongside organisation, motivation is also essential. A participatory appraisal should be fun for all involved. It should not seem like difficult work. To keep up the enthusiasm of your participants, you should use plenty of the ice breakers and energisers included in the first section of Part Two. It is probably also useful to devote some time to the communication, cooperation and confidence-building methods as well. These are also fun, and they can help prepare participants mentally for data collecting activities in the field, such as interviews and the market survey.

ENHANCING LIVELIHOODS
THROUGH ENTREPRENEURSHIP

A short guide to helping young people improve their lives by generating their own income

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- Why entrepreneurship?
- How to become an entrepreneur
- Types of business
- Development of business ideas
- Market research/analysis
- Marketing
- Costing & pricing
- Funding
- Saving
- The business plan

Why entrepreneurship?

The youth of developing countries, especially in rural areas, have a very important role to play in improving the general situation of their communities. Young people often form the majority of the population, they are more energetic, and they are more likely to be innovative than older people. While the general situation may be one of poverty and material disadvantage, the strengths young people possess are a rich potential for improving the economic well being, both of themselves and their families.

Entrepreneurship means openness for new ideas and the ability to see opportunities which others overlook, as well as the willingness to follow a goal. For this, people must be able to think for themselves, and be prepared to exchange traditional patterns of subsistence with their own economic visions. In the long run, supporting this kind of behaviour in the younger generation will also contribute to the whole country's economic development.

However, to understand the opportunities which are there for them, they will need some help. By encouraging an entrepreneurial mentality in young people, you can enable them to take advantage of the openings for small business and income generating activities which exist in their immediate environment. The approach used in this manual, and the methods described, are designed to make young people act and think for themselves. The notes which follow in this section are intended to help you provide them with the specific skills and techniques they will need to set up and manage their own small scale-businesses and group enterprises.

Basic skills for an entrepreneur

→ COMMUNICATION
→ VISUALISATION
→ GENERATING IDEAS

Anybody who wants to start a small business needs to know a lot about themselves. Certain personal characteristics are necessary for success, so at the outset, hopeful entrepreneurs must be clear in their own minds if they "have what it takes". It is a good idea to include some discussion of this in the early stages of a workshop on entrepreneurship. Use some of the methods for generating ideas to let your group discover the qualities they need. Some of the most important characteristics they should be aware of are:

Self-confidence

A business can fail, or it can succeed. An entrepreneur must understand this, and be prepared to take some risks, be ready to innovate, work independently of others and above all, be able to keep a clear vision of his or her goals.

Commitment

Building a successful business requires long-term dedication, time and patience. It means working long hours and making personal sacrifices. An entrepreneur must be ready for this, and his or her family and friends should accept it too.

Flexibility

Business people need to be able to react to changing situations. The market may change, demand may rise and fall, the income may be unpredictable. Understanding the need to react to changing circumstances is important.

Skills & expertise

Different areas of knowledge are necessary for success. Firstly there are the specialised skills, which each business needs (for example, to raise livestock, you need to know how to look after animals; to sell chapattis, you must know how to make them first). Then there are general business skills which are just as important: leadership and management skills, knowledge of money and bookkeeping, marketing and sales etc. These can all be learned as part of the business process, but they are important, so should not be overlooked.

Tpes of business

→ COMMUNICATION
→ VISUALISATION

Although your participants are unlikely to be able to start up a large business, employing many workers, it is nevertheless important that they understand some of the differences between different kinds of business. This will help them considerably in the generation of different ideas for businesses.

There are different ways of describing businesses:

According to size

- **Micro business** (ten or less employees)
- **Small business** (11 - 50 employees)
- **Medium business** (51 - 100 employees)
- **Large** (over 100 employees)

According to type

- **Agricultural business**, producing goods from farming activities, which can be sold directly or through traders
- **Manufacturing businesses**, making specific items to sell to customers (either to traders or directly to the users)
- **Service businesses**, selling time and skills to fulfil others' needs (e.g. repairing bicycles, typing letters)
- **Trade or retail businesses**, selling products others have made.

Other classifications can be used, based on the management structure. For example a co-operative could involve fifteen young people with equal commitment and liability in a small business, while a medium-sized business might be wholly financed by one person who employs others to meet the demands of the operation.

Developing business ideas

→ GENERATING IDEAS
→ DECISION MAKING

When individuals or a group decide they do possess the basic skills and talent to start up a small business, the most important thing then, of course, is to know exactly what business to undertake. At this stage, you as a facilitator must encourage the widest possible discussion of the different opportunities. As innovation is one of the key aspects of successful business, your group members must now come up with plenty of ideas, and they should not be afraid if some seem strange. This is a typical exercise for using techniques like "brainstorming". After an active and creative session of generating ideas, large number of suggestions will have to be examined more critically, using the "decision making" techniques listed earlier.

Good ideas

Good business ideas are based on the following, simple criteria:

- Resources you possess
- Skills a person or group has, or is are able to acquire
- The needs and desires of the local people
- Gaps that can be identified in the local market or service sector
- Problems people experience in their daily life

By keeping these points in mind, business people can ensure firstly that they will be able provide the goods or services they offer, and secondly, that there will be a market for the goods or services they offer.

The ideas process should be creative!

The group should make a long list of all the business ideas (products and services) they can think of, based on their own skills and people's needs. They should consider particular types of people, e.g. school children, farmers, old people, and think about particular needs they might have. They should also think about the everyday problems that all people experiences in life.

Tell them to keep their eyes open, to see what other people don't see, to be creative and innovative, willing to adopt new and uncommon practices. They should be ready, if possible, to create a market which does not yet exist. This can add to other people's well-being, and they may start to rely on the new services.

Choosing the right business ideas

In the decision making process, as the ideas are evaluated, the "ability to provide" and the "existence of a market" will be the main deciding factors.

Look carefully at all the available options, then reduce them to a few more likely opportunities. These you can study in more detail. This "detail" must include the manufacturing processes involved, the equipment needed, more assessment of the market and consumers, and also the amount of money, or "capital' required to start and to run the business. It is a good idea to learn as much about these things as possible by talking to other successful local businessmen

Assess these opportunities and try and match them to your capacity and long-term goals. Consider your skills and education as well as the capital that you can obtain. By doing this, you should have reduced the number of ideas still further. For those ideas you have left, you should conduct a more detailed market analysis - more research - to help you make your final choice.

Market research & analysis

→ COMMUNICATION
→ DATA COLLECTION

As part of the previous decision process, and to make a success of the chosen business, entrepreneurs will need to know a lot about the local market for the goods or services they are proposing to offer. They will have to find out this information using different research methods. Many of these are described in the "data collection" section of this book. (Particularly important is the "Market Survey" on page 61.)

Products and Services

Products are items which can be sold to satisfy a need, e.g. eggs, coffee, matooke. A services is something which is not "touchable" and does not result in ownership of any kind, e.g. bodaboda rides, telephone calls etc.

The Market

A market is a situation of exchange, where there are potential buyers (customers) and there are people who are willing and able to sell products or services. Prices are affected by the levels of demand (how much the consumers need or want the products or service) and supply (how much the sellers are able to provide).

Market research is needed for a business person to get information, which enables him or her to make the right decisions about selling the product or service. It is necessary to find out as much as possible about people's buying habits, and about the amount of competition there is in a market. This research must be done before any marketing can be planned.

There are many ways to get this information. These include informal conversations and group discussions with friends, relatives, and neighbours, and semi-structured interviews with other sellers, producers and potential customers. It is also important to read newspapers, magazines and books. More targeted information will come from questionnaires, where specific questions are asked of as many people as possible. Simple observation is also helpful: visit markets and shops to watch people's buying and selling habits

Marketing

→ COMMUNICATION
→ VISUALISATION

Marketing means a whole set of activities which help the goods or services flow from the producer to the customer. The objective is to satisfy the needs of customers and enable the business to make a profit. There is a lot of essential background knowledge which a group learning about entrepreneurship will need to learn. While you keep your session lively and make everyone participate, you will need to use some of the communications techniques to impart this information.

Think of the "Five P's" as a good way of remembering the main aspects of marketing:

Product	•	Place	•	Positioning	•	Promotion	•	Price

Products are items which can be sold to satisfy a need, e.g. eggs, coffee, matooke. A services is something which is not "touchable" and does not result in ownership of any kind, e.g. bodaboda rides, telephone calls etc. The product or service should be developed according to the findings of the market survey. It should reflect the needs, wishes and tastes of the customers (including details such as shape, colour, packaging, quantity, quality, etc.). It must also compete against what others in the market are offering. In other words, the product has to be equal to or better than those of other sellers (the competition).

Place means: where and how a product is physically offered to customers. There will always be costs and logistic factors which must be considered (e.g. transport and storage costs). During the decision and planning process, entrepreneurs must understand all the costs they will face. There are also various ways - or channels - of delivering products or services to the customers: direct, through a salesman, retailers and wholesalers.

Which of these is better will depend on the kind of product and the nature of the district. The costs and effectiveness of each channel should be assessed, bearing in mind the location of the customers being targeted, the speed of reaching them, and the availability of storage facilities (if needed). Some typical places to distribute goods are: markets, supermarkets and corner shops, at home, local schools, travelling door to door and selling through a cooperative.

Positioning means defining a business according to the customers - in other words, targeting specific groups with the goods and services. To do this, one must know who the customers are, then design the business to be most convenient or attractive to them. Here are some factors to consider when defining who the customers are:

> Age & sex • private or business customers • Rural or urban • living in one place, or geographically wide spread • What kind of incomes do they have?

Promotion means all activities a business undertakes to inform its customers about the product, and any activities which influence people to buy it. For example, this will include diverse advertising methods to raise awareness of a product, and sales promotions to keep existing customers and make them buy more, and more frequently. Promoting sales starts just with being as being neat, clean, polite and friendly to ones customers. If the atmosphere is right, a business can attract more customers than its competition. More specialised promotion could be giving people free samples or using a distinctive brand name.

Price is the amount of money people are willing to pay for a product or service. It should be a price that attracts customers, while also covering the costs of the production and business. To set the right price, an entrepreneur must consider:

- The cost of the product
- The going rate of the product (the usual price asked by other sellers)
- What are people willing to pay and how much do they normally pay
- Is the product different to other, similar products which are available? Does the difference justify a different price?
- The desired profit margin
- Seasonal factors affecting demand for the product (change price accordingly)
- Use of special prices (discounts) at certain times, for certain customers - e.g. bulk buying and regular customers

Costing & pricing

→ COMMUNICATION
→ VISUALISATION

Costing is the calculation of the total cost of making and selling any product or service in a business. This is important because only by knowing how much each product or service costs, can a business determine for what price it should sell that product or service. With good costing, it is possible to evaluate how much profit or loss the business is making, and with that information, the business will know when to develop alternative ideas if the costs are to high. The price must reflect these costs, must result in a profit, and it must be able to compete with the prices of he competition. As with the previous section, this represents essential background knowledge, which you should teach using some of the communications techniques. (Remember, this is only a short, essential guide! The facilitator should be prepared to use other sources of information about business practices in order to answer all questions and cover all aspects of the process.)

Types of costs

Direct costs
All those costs which are directly connected with the production of products or services. For example, the cost of raw materials, labour, transportation and handling.

Indirect costs
All those costs that are connected to the running of the business, but not directly to the production process. These include such costs as the rent for premises, maintenance of equipment, bills for electricity and other utilities, and also any interest that must be paid on a loan.

Fixed costs
Costs that do not change with the level of production. Fixed costs are incurred even if no production takes place (e.g. rent of the building, salaries, telephone lines, property tax).

Variable costs
Costs that are directly related to the level of production. They increase or decrease in direct proportion to the level of production (e.g. raw materials, packaging, transport, handling of goods, electricity - if machines are used).

People starting a business should have a good idea of all the costs they will face. These can be divided into "start-up costs" - items which will have to be paid for at the beginning of a business, and "running costs", which are the essential costs for continuing business activities. Start-up costs must be covered by the "initial capital investment". (If there is not enough capital available to start, there is no basis for a business.) In the longer term, the running costs must be covered by the income generated through the production and business activity, but until the business starts making a profit, there must be enough "working capital" to cover these costs for a period of several months. It is important to make an accurate estimate of how long this period will last.

Setting a price

Pricing means deciding on the price to charge for a product or service. Only by knowing the costs, can a business tell if it is making a profit or a loss. Using all the costing information, it is possible to work out an ideal selling price. This is called "budgeting". It is done by calculating the "total unit cost" - i.e. what it costs to produce one item ready for sale, and adding to that other production costs (as a rule these are the fixed costs, which must be included in the budget.) On top of this, a further amount must be added, which will be the "profit". In the budget it is a good idea to set this at 30%. At the end of this calculation, the sum will be the suitable selling price.

Price and Profit
Profit is the amount of money made after all the costs have been paid. Profit is important for a business. It is not the same as "income". Profit is needed to keep a business healthy, providing a reserve of money. It should be used to see a business through difficult times, to allow for unexpected events, to finance expansion and to repay loans.

Other important factors to consider when setting a price include:

- what kinds of people want or need the product or service?
- how many people might want to buy the product or service?
- how much are the customers prepared to pay, and how much can they pay?
- how much money must be made to cover the costs?
- Does the price of the goods or service says anything about its quality?
- How much do the competitors charge for the same product or services?

There is a mistaken belief that price alone determines how much will be sold. Many business owners believe that in order to gain customers, they have to slash prices below the competition. But this is not always true; a business often cannot afford to have the lowest price. It is important to remember that other factors also influence the amounts sold. For instance: quality of customer service; easy access to the product or service; product quality (often a high price is associated with high quality and status); brand names (e.g. Nomi, Kakira Sugar, Coca cola); good advertising

Funding

➡ COMMUNICATION
➡ VISUALISATION

This is an important area for your participants to discuss, so full participation is important. You should spend plenty of time covering the topic, so your group members understand all the aspects and implications of finance, as well as understanding the options. The lists of advantages and disadvantages included below should help you help your participants, but ask them first to suggest for themselves the possible sources, and the pro and cons.

All businesses need an input of money at the start, and often later on as well; the starting capital is essential, and any expansion of a business will often involve renewed investment. This money can come from several different sources:

One's own resources (from savings or selling assets) • gifts or loans from family and friends • loans from informal associations, savings and credit groups or banks • credit from suppliers

There are advantages and disadvantages associated with each of these sources.

1) One's own resources

ADVANTAGES	DISADVANTAGES
Independent decision-making	Capacity of individuals is limited
Own planning & timing	Danger of relaxing management
Full control and benefits	No sharing of risks
No extra costs (interest)	
Self-reliance is motivating	

2) Gifts from family or friends

ADVANTAGES	DISADVANTAGES
Free	Not reliable
No extra costs involved	Not timely
	May be tied to another person's agenda or wishes

3) Loans

ADVANTAGES	DISADVANTAGES
Extra resources	Interest charges
Enforces discipline	Not timely
Induces external control	Tight repayment regime
	External control of ones business
	Risk of loss of ones other assets in case of failure

4) Credit from suppliers

ADVANTAGES	DISADVANTAGES
A sure way of obtaining supplies	High prices
No interest charges	Inferior supplies
Reduction in operating expenses	Inflexibility in planning supplies
	Dependency on supplier

Loans

A loan is money that is borrowed with a view to repaying it at a later date, with or without interest. Interest is a kind of fee added to the amount borrowed, and it is normally calculated as a percentage of the initial loan. Loans are often useful when there is a gap in the business funding plans, when other options such as savings and group-financing are not possible, and when a business sees an urgent opportunity that could lead to quick profit.

There are several options for taking out loans, including banks and micro credit institutions, societies and associations, savings and credit cooperatives, suppliers and the government (there are often special state-run schemes available to help entrepreneurs). It may also possible to borrow from friends and relatives. The conditions for borrowing will always vary from place to place. Most lending institutions usually have the following requirements:

• The borrower is an account holder or member of a bank, credit institution or association
• he or she has operated an account for some time successfully
• he or she is at least eighteen years old
• A certain percentage of the total loan is left as security on the account

and they will want to see:

• Details on the nature of the business
• Information about the borrower, and his or her ability to repay the loan
• References from honest people with a good reputation, or even guarantors (a third party who guarantees the loan on behalf of the borrower).

Entrepreneurs who take out loans should understand that it is borrowed money and it has to be paid back! If they fail to do this, they run the risk of losing their business. They should also understand the importance of paying interest. Interest means the amount they pay back is more than what they originally borrow. Strict management of the business is essential to ensure repayment of a loan. The interest and the loan repayment usually have to be paid in regular amounts (e.g. monthly). While it is paying back a loan, the business will probably make little or no profits. Borrowed funds should only be used

for the intended purpose. It is good to keep a healthy relationship with the money-lending institution, and always inform them of developments that may affect the capacity to repay.

Money should only be borrowed after proper business planning has been done, market research has been carried out for the proposed business, total funding requirements and running costs are understood, and the business management is sure it can cope with the implications of the loan. It is also advisable to research the different loan opportunities to make sure one finds the most advantageous.

Saving

➡ COMMUNICATION
➡ VISUALISATION

Here is some more, essential background knowledge which will help a group learning about business skills. As ever, you should keep your session lively and make everyone participate, while use some of the communications techniques to impart the information.

Saving means not spending money now, even though you have it. By saving, a business postpones expenditure to accumulate - save up - resources for the future. The main reason to save is to be able to afford specific costs and fulfil particular needs at a later date. The advantages of saving are increased independence, as one's assets accumulate, but also an increased access to other funding sources. Saving demonstrates good money-management, and self-discipline, so a business person who saves can more easily qualify to take out certain types of loan.

Ways to save money

Formal saving
Formal saving means leaving money in a secure institution. There are many different types of institutional saving: bank savings account; savings account with micro-finance institutions and accounts with savings and credit cooperatives. At each of these, you can open individual accounts, group accounts or institutional accounts. There are usually specific requirements to meet before a formal savings account can be opened. One may have to pay in a minimum amount to open an account, and the institutions usually need some formal letter of introduction from an employer or local councillor. Fees are also usually charged for running an account. It is therefore important for anyone starting to save like this to research properly first, and make sure he or she gets the best deal.

Informal saving
Village banking, and informal saving systems are well known all over Africa, and are often practised by groups of women (e.g. Nigerian female traders). They provide a means to safeguard funds even if there is no bank close by. Furthermore, as well as saving, these associations often also offer small loans to their members. The informal associations can be classified into ROSCAs (Rotating Saving and Credit Associations), ASCAs (Accumulating Saving and Credit Associations) and SACCOs (Savings and Credit Cooperatives). Many such organisations exist, and they all operate differently, depending on the rules the founding members set for themselves.

Traditional saving and investment
Traditionally, assets such as livestock, ornaments or land were considered valuable goods which could serve as a kind of safety net in times of need. So buying a cow or a gold ring would be a form of saving. Today, however, money needs to be accessed quickly on demand and people like to withdraw the exact amounts they need. They want to accumulate their savings, whenever they can spare funds and with full control over the process.

Of course, they also want to protect their savings from theft. These are all reasons why traditional saving is no longer appropriate.

Informal saving: an example

Twenty youths form a youth group. As an initial membership fee, each member has to contribute the equivalent of 10 dollars (USD). All financial transactions are written in the group's savings book and the money is deposited at a local bank on a group savings account. The group meets every week and at each meeting, each youth has to bring a further USD 2. This means that after two months, the group has accumulated an additional USD 320:

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  USD 200 (starting capital)
+ USD 320 (8 x USD 40 per week)
= USD 520
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Now the group can start some enterprise without having to approach a bank for credit (or if it applies for credit now, it will be much more likely to get it, as the youths have shown that they are capable of saving).

Alternatively, the group can start giving out loans to their members. (At the same time, the normal weekly meetings continue, which means the capital continues to increase).

The group should set conditions for loans such as:

- All members must agree to a loan given to any one person.
- Two other group members stand in as security (that means, if the person fails to repay, the other two have to).
- The loans have to go round (a person won't get a second loan before all others have received one).
- The loans have to be paid back within one month.
- The first loans are for small amounts (to see if the borrower can be trusted).
- The loans can not exceed USD 100.
- No more than two loans can be given each month.
- No new loans are given as long as people have not paid back.

As the loans have to be paid back and the monthly contributions of USD 40 proceed, the group will accumulate more and more capital for starting enterprises or giving out loans. In time, the conditions can be changed, e.g. the amounts for loans can be increased or a small interest rate can be set.

There will already be associations just like this in your area. Find out more from them. They are the experts!

The business plan

➡ COMMUNICATION
➡ VISUALISATION

The business plan is an essential document for any entrepreneur. It summarises the whole venture and forces him or her to be very organised. Any potential sponsors or lenders will need to see a business plan before they agree to get involved in a business. Encourage your participants to see this as the most important stage in the business process, and a kind of recapitulation of all they have discussed and experienced while starting their business(es).

A business plan is a written summary of a proposed business. It includes all information about the planned operations, all financial details, and will explain the opportunities and strategies as they have been assessed and established through the market research. A business plan forces people to think deeply, and plan every detail properly before they start a business. It helps define the direction things should move in, which can save much time and energy later. The plan serves as a map against which one can measure the progress of the business; it indicates chances for success and the potential critical points.

Checklist for any business plan

The product: Why would customers buy the product or service? Are the specifications clear and acceptable?

The market: Is there demand locally for the product? If not, how can one create demand? Who are the big competitors? How should your business compete? How many competitors are there? If there are a lot, your market share is low, which means aggressive promotion is necessary to be visible. Does the product need publicity? If so, what expenses are involved? What have been the trends in the selling price? Is there any seasonality?

Technical factors: Have you selected all the necessary equipment? What are the reasons for this selection? When buying machinery, check it is guaranteed. If after-sales service is included, do you know where to get it, and who the supplier is? Do you have the necessary skills? If not, where could you get them from?

Infrastructure: Is the working and selling space adequate for the business to operate? Are documents about the ownership of land/shop/workshop in order? If water is necessary for operation, is it available close by? Do you have or need electrical installations? Is transport of raw materials or finished goods a critical factor? If so, how can you minimize costs? Do you need to register your business? Do you know the legal requirements?

Financial feasibility: Have all the costs of production been included in your calculations? Will the business generate enough cash from the beginning to meet immediate liabilities (e.g. rent, loan repayment)? Check your cash flow projections: are they realistic? Check all estimates of capital required, as well as the running costs.

ESSENTIAL CONTENT OF A BUSINESS PLAN

1. General description of business
2. Personal background
3. Market plan
4. Business management plan
5. Financial plan
6. Sources of funding
7. Operating plan forecast
8. Major assumptions
9. Business profile

SENSITISING GROUPS ABOUT HIV/AIDS

A short guide to advising young people on the issues of HIV and AIDS

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- Whom are you dealing with?
- What is HIV/AIDS?
- Lifestyles and the risks of infection
- Stigma and discrimination
- Preventing HIV
- Using condoms
- Counselling and testing
- Parenthood and HIV/AIDS
- Care and support

Whom are you dealing with?

→ COMMUNICATION
→ DATA COLLECTION

The main purpose of your work in the field of HIV/AIDS is to provide information on HIV and AIDS. Only by knowing your audience well can you know what they really need. For example, do they lack information about HIV/AIDS itself, or do they need to know more about treatment and support for the sick, or how to cope with orphans? One of your first jobs is to understand the people you are addressing. Who are they? What are their levels of education? What are their problems? As the facilitator of a meeting or informative workshop, you will be the centre of attention: what do they expect of you?. To do your work effectively, you need to answer these questions for yourself.

Assessing your group and their needs

There are many things which affect people's awareness, and their willingness to learn. When you begin, there are many useful questions you can ask yourself, such as:

- How old are my group members?
- How many are men, how many women?
- What is the general level of education and literacy amongst them?
- What are their social positions - Are they wealthy or poor?
- Are they religious, and if so, which religions do they practise?

Obviously, there will be different answers for different people. Depending on the community or audience you are addressing, you may have many different types of people to deal with, so you may want to consider working with them in groups. For example, you will probably need one approach to talk to a collection of mothers, and a another quite different approach to deal with twenty male production workers on a factory floor. When you have thought about the differing groups, you can also begin to think about what the needs are for the different people. Try finding answers to the following questions:

- What does my audience already know about sex, contraception, HIV/AIDS and sexually transmitted diseases?
- What do I know about their marital status, number of sexual partners, use of contraceptives and condoms and the state of their health?
- What do they think about such subjects as sex before marriage, the risks of catching HIV, contraceptive methods, circumcision, pregnancy before marriage and domestic violence?

You can do this by using several easy data collection methods. Simply chatting to the members of your group will be valuable. However, to get more detailed information, you can hold more organised discussions. Remember that to provide useful information, you must first be informed yourself. This will mean asking questions. But of course, you have to do this in a sensitive, perhaps anonymous way. At larger meetings, you can use techniques to gather information which protect people's anonymity (e.g. the "paper slip" method).

What is HIV/AIDS?

→ COMMUNICATION
→ VISUALISATION

HIV (Human Immunodeficiency Virus) is the virus that causes AIDS. It is found in body fluids such as blood, semen, vaginal secretion or breast milk. When a person is infected with it, the immune system tries to fight it by creating "antibodies". Unfortunately, the antibodies can not defeat HIV and the body never becomes free of it.
AIDS (Acquired Immune-Deficiency Syndrome) is the name for a set of illnesses caused by the HIV-Virus when it has broken down the immune system, allowing fatal infections or other diseases such as cancer to develop.

How does the disease develop?

1) **First infection with HIV** ▶ This is when the virus is transmitted into a person's body.

2) **The "window period"** ▶ This is the period immediately after infection, during which no antibodies can be detected in a person's blood. This means an HIV antibody test will give a negative result, even though a person can already pass on the virus to partner. This person will not show any signs or symptoms of the disease. This stage usually lasts from two to twelve weeks, but it may last several months.

3) **Antibody development** ▶ When the immune system finds the virus and tries to fight against it, antibodies develop in the blood. This stage may be accompanied by a few days of flu-like illness, although some people show no symptoms. The development of antibodies is also called "seroconversion".

4) **HIV Positive** ▶ Now, antibody tests will give a positive result although there are still no outward signs or symptoms of illness. This period may last from a few months to many years. The infected person is contagious throughout this period.

5) **AIDS-related illnesses** ▶ When the HIV-virus attacks and damages the immune system, signs and symptoms of various diseases appear. These include tuberculosis, diarrhoea, swollen glands, shingles and oral thrush. To begin with, for a period of months or years, the diseases are not fatal. Later, as the immune system becomes weaker, life-threatening infections and sometimes cancers occur. The patient can die from any opportunistic infection or illness. Life expectancy depends on the conditions that develop and the treatments available.

How is the HIV virus transmitted?

There are four main methods of passing on HIV:

- Sexual intercourse
- Contaminated blood and blood products, tissues and organs
- Contaminated needles, syringes and other piercing instruments
- Mother-to-child transmission (MTCT)

When is there no danger of infection?

Family, friends and colleagues should not be afraid of getting the disease through normal contact with an HIV-infected person at home, at work or socially. The following activities WILL NOT transmit the virus:

- Shaking hands, hugging or kissing
- Coughing or sneezing
- Using a public phone
- Sharing food or eating and drinking utensils
- Using toilets or showers
- Using public swimming pools
- Getting a mosquito or other insect bite

Lifestyles and the risks of HIV infection

→ COMMUNICATION
→ VISUALISATION

There are many different factors which may contribute to a person's level of risk. Some are associated with traditional practices, and some are part of modern life; some unsafe practices affect women more directly, while others are more closely connected with male lifestyles. As you work with your group, try to get them to come up with as many suggestions as possible. Here are some important points you should try to include:

- Female and male circumcision: traditional operations are often carried out using dirty equipment, which can cause wound infections, tetanus, hepatitis and HIV-infection. Unhealed wounds increase the risk of HIV-infection.
- Early sexual activity and marriage: when young girls are married, they are at risk of HIV infection because their sexual organs are not yet fully developed, being too small and more vulnerable to injury.
- Wife inheritance: when a woman is given to her brother-in-law after her husband's death, either partner can be at risk of HIV infection if the other is infected.
- Wife sharing, bride testing and virginity testing: all these practices increase the risks of passing on HIV/AIDS.
- Sleeping with a virgin as a cure for AIDS: this belief is completely untrue, and leads to serious risks of HIV transmission.
- Women are often the weaker partner in a sexual relationship, and are often afraid to demand safer sex or refuse unsafe sex.
- In the workplace, women are more often subject to sexual harassment.
- Women are too often the victims of violence and abuse
- Poverty can induce women to become involved in prostitution, selling sex in exchange for money or favours.
- Due to illiteracy, which is more prevalent amongst the female population, women have less access to HIV prevention messages.
- A larger proportion of displaced persons and refugees are women or children. Their difficult situation can often lead to insecurity and sexual victimisation, and therefore to a higher than average risk of HIV infection. In conflict areas, rape of women is all too common.
- Men often work in jobs, such as fishing, lorry-driving and the security forces, which call on them to spend long periods away from home. This can increase the temptation to be unfaithful, visit prostitutes, and put themselves at risk of HIV infection.
- Male society often puts men under pressure to live up to bad stereotypes of manliness. Peer pressure from friends and male colleagues can push a man into risky behaviour.

Stigma and discrimination

→ COMMUNICATION
→ VISUALISATION

Stigma is defined as "a bad reputation that something has because many disapprove of it, often unfairly, or a description of something as bad and deserving extreme disapproval".

Discrimination is defined as "treating a person or group differently, usually worse than others".

Stigma and discrimination related to HIV/AIDS means a situation where people living with HIV/AIDS are seen as having done something wrong or bad, and are treated unfairly because of their HIV/AIDS status. Stigma and discrimination often result from fear and ignorance.

Consequences of stigma and discrimination

The fear of being stigmatised and discriminated against often makes people want to hide their HIV status. People can be afraid to seek help and treatment, and may miss the necessary care to improve and prolong their lives. They may avoid social contact with others for fear of rejection.

The secrecy which develops, and the hidden - or "taboo" - status of the disease increases the likelihood that it will be transmitted, as the level of ignorance remains high.

Preventing HIV

→ COMMUNICATION
→ VISUALISATION

Prevention is one of the central issues of any campaign of sensitisation about HIV/AIDS. There are many important aspects to the discussion of this topic. Make sure you set aside enough time to include the most important of them. Remember, HIV/AIDS is no longer a new subject. Most people nowadays know something about it. So you should first allow your participants to think about prevention and make their own comments and suggestions, before you lead them to any new ideas and information they may need.

Prevention measures

1) Don't get infected through sexual intercourse
Reducing the risks: One common approach to prevention is often called the "ABC" approach:

A = encouragement of sexual **a**bstinence before marriage and delayed first sexual contact.

B = persuading those who are sexually active to **b**e faithful to a single partner.

C = especially if you have more than one sexual partner, always use a **c**ondom.

2) Seek medical advice or treatment for sexually transmitted diseases (STDs)
If you have an untreated, sexually transmitted disease, such as gonorrhoea, syphilis or herpes, you are more likely to catch HIV or to pass it on during sexual intercourse. If you think you might have an STD, or have been exposed to one, you should seek medical advice and treatment immediately. Common symptoms include an unusual discharge from the vagina or penis, burning or pain when you urinate, and sores or blisters near the mouth or genitals. Other symptoms in women may be unusual bleeding (other than the menstrual cycle) and pain while having sex.

3) Prevent transmission of HIV through blood and blood products
The risk of transmission of HIV via blood and blood products is low. All blood that is donated to blood banks is tested for HIV and other diseases before it can be used. The HIV-virus can not survive in dried blood for more than an hour. The occupational risk posed by HIV to health workers is low, but safe working practices and general hygiene should be followed at all times.

4) Prevent transmission of HIV from contaminated needles
You should be careful with any procedures, which pierce your skin, such as ear piercing, as there is some risk of transmission if the instruments used are not properly sterilised. You can always ask your health centre or a hospital if they follow "universal precautions". These are the special rules that health professionals are supposed to follow!

5) Prevent mother-to-child-transmission (MTCT)
(see later section on "Mothers and HIV")

Using condoms

→ COMMUNICATION

Encouraging the use of condoms is important, as they are a major factor in the reduction of HIV prevalence. Remember also to stress the benefits of abstinence and of being faithful to one partner. Abstaining from sex is always the most certain way to avoid contracting the HIV virus. However, sexual intercourse is a natural need, and it is a human right for consenting adults. In the course of a session on HIV, always try to include a practical demonstration of using a condom. As with other aspects of HIV/AIDS, you may find that your participants already know a lot on the subject, but the exercise is still important. Even if they already know how to use a condom, this is good way to stress that condoms should actually be used. Also, some individuals might be less well informed than their fellows, and will benefit from the demonstration.

Step-by-step guide

1 Be sure that the packet of the condom is not torn and that the date of expiry has not passed yet.

2 When the penis is erect, the packet should be opened carefully. Never use razor blades, teeth, scissors or a knife to open it.

3 The top of the condom has to be squeezed in order to release all air from the condom when one puts it on. This helps to prevent the condom from bursting.

4 The condom should be rolled over the penis to cover it fully.

5   When you are sure that the condom is well placed, sexual intercourse can take place.

6   When withdrawing the penis from the vagina, make sure that the condom remains on the penis.

7   After withdrawing the penis, the condom should be removed carefully before the penis gets soft, in order to avoid sperm reaching the vagina.

8   The used condom should then be thrown into a pit latrine or burned.

Some useful observations

Whether the man puts on the condom, or if the woman helps to put it on, does not matter. Also, both men and women can buy the condoms. Neither should feel shy about using them.

Sometimes condoms burst. This can happen if they are not put on the penis properly. It is important to squeeze the tip of the condom when putting it on, as any air inside the condom can make it burst when having sex.

You should not use lubricants such as Vaseline together with the condom. Lubricants, such as Vaseline endanger the durability of the condom and they may lead to the condom bursting. Condoms are already lubricated in the packet other types of lubricants are unnecessary. If a condom is used properly, the chances of it bursting are very low.

Voluntary counselling and testing (VCT)

→ COMMUNICATION
→ VISUALISATION

Counselling and HIV testing are often subjects on which people are less well informed. What does it actually mean? Are there risks involved? Will my friends find out if I've been tested? Such questions often cloud people's judgement. This is why it is an important area to cover in your sensitisation work. Always encourage an open and willing attitude to testing as it is often the "difficult first step" which can, however, lead to reassurance, knowledge and a healthier life - whatever the result of the test!

Pre-test counselling
HIV counselling is a confidential talk between a person and a trained counsellor to help the person make personal decisions related to HIV/AIDS, and to cope with the stressful situation. The counselling helps someone assess his or her personal risk of HIV transmission, and also explains ways to prevent it from happening. The aim of counselling is also to give emotional support to those who are thinking about getting tested, and to help them make that decision. With the consent of the client, counselling can be extended to spouses and other sexual partners, and even other supportive family members or trusted friends if appropriate.

Counsellors may come from a variety of backgrounds, including health care and social work, or they may be volun-

teers, people living with HIV themselves, or members of the community such as teachers, village elders or members of religious groups. However, it is very important that they have had adequate training for the work. HIV counselling can be carried out anywhere private, that ensures confidentiality and which allows for an open discussion of sexual matters and personal worries. Counselling must be flexible and focused on the individual client's specific needs and situation. In some places, HIV counselling is available without testing.

Are HIV tests reliable?

The tests for HIV detect the antibodies in the infected person's blood. The basic test is the screening test. There is an extremely small chance that this can show a "false positive" result. If the first screening test does give a positive result, as a matter of course a second and third test will always be used to confirm this result. Therefore the whole testing process is very accurate, and the results are reliable.

However, it takes an average of 25 days from the first moment of infection until an infected person will actually test positive. This is why a person who has been infected very recently may show a negative result. This is the "window period". This period rarely lasts longer than three months.

HIV testing is reliable, but you must remember there is a "window period"

What happens after the HIV test?
Counselling is also used to provide support and help in further decision-making after testing. VCT services offer continued counselling to all people, whatever the results of their tests. For those who test positive, counselling is available as part of ongoing care and support services. Counselling, care, and support are also offered to people indirectly affected, such as the family and friends of those living with HIV.

Parenthood and HIV/AIDS

➡ COMMUNICATION
➡ VISUALISATION

When dealing with young people, pregnancy can be a difficult issue to discuss, mainly because in this age-group it is often a problem in itself. Girls under the age of 18 are more likely to have difficulties with pregnancy and childbirth. Besides the health problems, there are other social problems associated with early pregnancy. Young parents may still be at school, and pregnancy can lead to the mother or both of them dropping out of education. Young people rarely have sufficient income to look after a child, nor a place to stay; boys are hardly ready to take on the responsibilities of being a father. These are all reasons for young people to avoid parenthood in the first place. This topic, and other related issues such as forced marriages, cross-gender sex and women's rights, all deserve to be dealt with in special workshops of their own. However, pregnancy and raising children are a very special issue in the context of HIV and AIDS, and they should be addressed here as well.

Pregnancy is one reason both the mother and the father should be aware of their status. If a young woman has become pregnant, and she is not sure of her or her partner's HIV status, she should certainly volunteer for counselling and testing. If possible, she should also persuade her partner to join her in the process.

Medical treatment (ARVs)

A woman who has just become pregnant, and who knows she is HIV positive, should discuss this very carefully with a doctor, and with a counsellor as well, as it is important to receive medical care early in pregnancy. The risk of passing HIV to the baby before or dur-

ing birth is about 30%. However, modern medicines and antiretroviral treatments, available through PMTCT (prevention of mother-to-child transmission) programmes, can reduce the risk to about 3%.

Feeding infants

Full breast feeding
This is still the best and most natural way of feeding babies. Breast milk protects the baby from diseases, it is readily available and has all the nutrients the baby needs. Usually mothers should exclusively breast feed their babies for the first 6 months. This is recommended for:

- HIV negative mothers
- Mothers of unknown status
- HIV positive mothers who are not able or not willing to use replacement feeding.

Modified breast feeding
HIV positive mothers can transmit HIV to their babies through breast milk. However, it is safe for her to breast feed as long as she follows this important advice: She should not breast feed exclusively for longer than six months. She should not breast feed when the baby has sores in its mouth or while her breasts and nipples are sore. She should not breast feed if she has just recently acquired HIV infection during the breastfeeding period. And She should not breast feed if she is already feeling ill (i.e. if she has progressed from being HIV positive to having AIDS).

Replacement feeding
This means feeding a child with nutritious milk replacements until it can eat solid foods. The main advantage of this is that there is no risk of HIV transmission from the mother's breast milk to the baby. However it can be expensive, and even lead to malnutrition if the feeds are prepared wrongly.

Mixed feeding
Mixed feeding means giving the baby other foods on top of breast milk at an early age. (e.g. water, tea, milk, diluted cereals and juices.) This may cause diarrhoea and damage the stomach. This makes it easier for the HIV virus to enter the baby's body from the infected breast milk. Never use mixed feeding!

Protecting children

Parents should make sure that children know the facts about HIV/AIDS and how they can protect themselves against infection. Older children need more information to help them to avoid becoming infected. All children need to be reassured about the ways in which HIV cannot be transmitted.

Encourage children to be sympathetic toward adults and other children who are infected. They should be told they can not become infected through casual contact with these persons.

Care and support

→ COMMUNICATION
→ VISUALISATION

Your efforts to sensitise young people on the issues of HIV/AIDS should include information about care and support, and how to react when people near them are afflicted by the disease. Those who themselves become ill can take constructive measures to prolong their lives and improve their quality of living, and awareness of the problems faced by them can help others to break down the taboos and discrimination which worsen the effects of the epidemic.
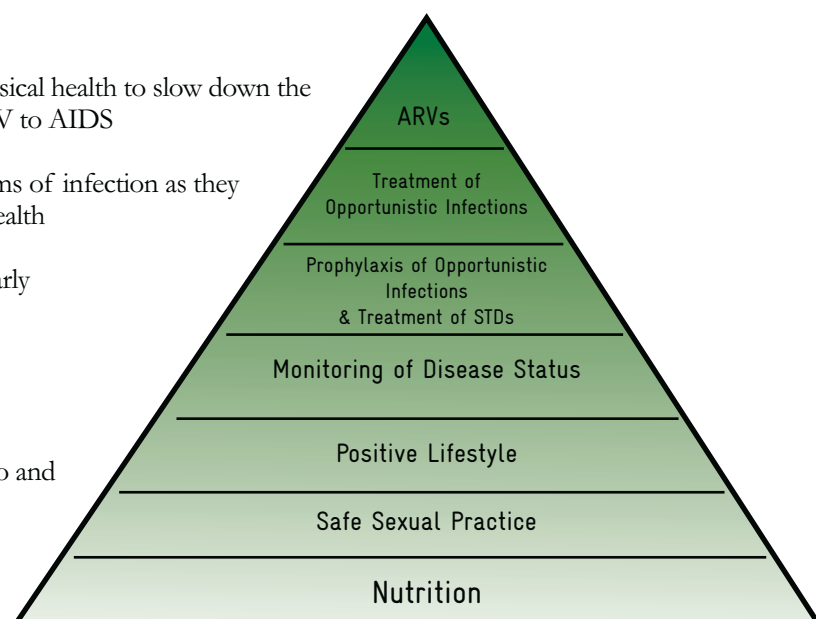
The problems of living with HIV/AIDS

Learning they are infected with HIV changes people's lives dramatically. They experience many emotions (fear, loss, grief, depression, denial, anger, and anxiety). Whatever else happens, all people will have a great need for counselling and support.

As for anyone with a fatal disease, the most common feeling for an HIV sufferer is uncertainty. Hopes and expectations for the future will have to change, and relationships and careers will need adjustment if a person is to cope with the illness and lead a happy, productive life.

Health and HIV/AIDS

If people living with HIV/AIDS are well informed, they will be able make positive decisions which will improve their quality of life and help them live longer. It has been proven that a healthy lifestyle helps slow down the progress of the disease considerably. Here are the most important recommendations HIV/AIDS:

- Put your health first!

- Take care of your physical health to slow down the progression from HIV to AIDS

- Avoid all possible forms of infection as they could damage your health

- See your doctor regularly

- Adopt a healthy diet

- Exercise regularly

- Avoid alcohol, tobacco and illicit drugs

- Avoid stress

ARVs

Treatment of Opportunistic Infections

Prophylaxis of Opportunistic Infections & Treatment of STDs

Monitoring of Disease Status

Positive Lifestyle

Safe Sexual Practice

Nutrition

The Pyramid of Needs

The "pyramid of needs" shows you how the first and most important measures for living well with HIV are also the easiest to manage.

Treatment for HIV-positive people

There is no cure for AIDS, but there are several drugs which can improve the well-being of an infected person.

To avoid recurrent infections, a doctor may prescribe some antibiotics on a long-term basis. HIV-positive people are more likely to suffer from Tuberculosis. Treatment for this is effective and is available free of charge in most countries. The course of treatment must be completed fully, to prevent the Tuberculosis passing on to others.

To fight HIV itself, "antiretroviral" drugs are needed. This is the so-called ART (antiretroviral treatment). To be effective, these drugs must be taken for a lifetime, without fail. You need to keep on seeing your AIDS-specialist for regular check-ups, to make sure the treatment is safe and working for you.

Even when taking ARVs, patients will still test positive for HIV, and they are still able to pass on the disease to others.

Never treat yourself without seeing an AIDS-specialist. Incorrect treatment can make any drugs against AIDS and opportunistic diseases ineffective for you, for the rest of your life!

CONFLICT ANALYSIS AND RESOLUTION

Approaching conflict situations involving or affecting young people, and reducing the negative impacts of competing interests within and between communities.

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- **Why involve youth in conflict resolution?**
- **Some concepts and definitions**
- **Moderating**
- **Participants**
- **Pillars of peace building**
- **Context & Culture**
- **Activities**
- **Conflict and other community building measures**

Why involve youth in conflict resolution?

Young people make up the largest section of the population in most African countries. This alone means they can not be left out of any development processes. Young people are usually more flexible, open-minded, and curious about other people, which means there is more potential in the younger generation to effect the kinds of change needed to overcome many old, embedded conflicts.

At the same time, young people are at constant risk of getting involved in all kinds of confrontation, from minor personal arguments between friends and rivalries between gangs, to community disputes and larger ethnically based tensions. Young people deserve to be addressed on the issues of conflict management, and given the necessary skills to avoid, calm or transform conflict situations they or their peers may find themselves in.

Some concepts and definitions

→ COMMUNICATION
→ VISUALISATION

These concepts and definitions are included as background information for you as a facilitator. Very often, words such as "conflict" "competition" and "mediation" are only partly understood, so it is essential to know what the terms mean before working with young people in this field. Above all, the different aspects of each concept, and the way they relate to each other, are likely to be new to your participants, so it will be helpful to discuss these ideas as comprehensively as possible. Such a discussion will already start the thinking process, before your group approaches any specific conflict situation.

Conflict

Conflict is a relationship between two or more individuals or groups who have - or who think they have - incompatible goals; it is an ongoing state of hostility between the two parties, which makes agreement or coexistence difficult or impossible. Conflict can emerge at many levels of society: individual, private conflict; group conflict; community conflict; national conflict (for example: civil wars, elections); international conflict.

Responses to conflict can be simplified by measuring the amount of concern each side feels for the other:

- Concern for one's own and the other party's interests leads to an attempt to find a solution beneficial for all
- Concern only for one's own interests means one side will try to "win" the conflict.
- Concern only for the other party's interests means one side will try to "lose" the conflict.
- No concern for either side's interests leads people to avoid the conflict.

Competition

Competition is when two or more parties work against each other to attain some reward. The "reward" could be any kind of benefit which is difficult to share (think of football: two teams can not both take home the trophy after a match, the competition must lead to a result.) In a community, there are many kinds of economic, social or political "rewards" resulting from situations of rivalry. Here are just a few examples:

fame • reputation • money • resources • land • food • market share • romantic success (winning a partner or spouse) • quality of life

All these goals are likely to lead, through competition, to some kind of conflict. This is not always bad: competition is usually seen as useful for social and economic development. For

example, if two or more producers try to sell roasted groundnuts, it is likely that the competition will make them improve the quality of their products and reduce their prices; in another example, multi-party democracy is a formal system of political competition (or non-violent conflict) where the variety of ideas gives citizens more opportunities to express themselves and achieve their wishes.

However, competition is not the same as conflict. Competition leads to conflict, but conflict can also arise where no competition exists, simply because of misunderstanding, intolerance or ignorance of another people's interests.

Violence

The word violence can be used to describe all actions, words, attitudes, structures, or systems that cause physical, psychological, social or environmental damage, or which prevent people from reaching their full human potential. Whenever human rights are suppressed or denied, it is an act of violence.

Conflict transformation

Conflict transformation is about changing destructive or violent conflict into non-violent confrontation. It is important to understand that confrontation is unavoidable; it belongs to human nature, and can indeed be healthy. Peaceful confrontation may allow hidden problems to emerge and can provide opportunities for individuals and communities to develop and improve their situations. Therefore, while it is important to reject violence, nobody should consciously avoid confrontation. In other words, do not try and force an agreement about a conflict issue.

Cooperation

Cooperation is when people or groups work together for a common goal, possibly using methods agreed upon together. Cooperation can be informal, or it can be formalised as an agreement; for example, business people or farmers might organise their cooperation in the form of a "cooperative".

Cooperation is usually seen as the opposite of competition, and it is often believed to be a good way of organising society. However, reducing competition may reduce the benefits that come from competition (see above). Also, some kinds of cooperation are unfair and even illegal. If a group of individuals within a community cooperates, it may have negative results for the whole community. An example of this is a "cartel", when business people cooperate (illegally) to control a market and fix prices. There are also difficult situations, when even if all people would benefit generally from cooperation, an individual might benefit even more from not cooperating.

Mediation

Mediation is when a neutral third party helps two or more conflicting people or groups to find a solution to their problem. Mediators can be asked to facilitate agreements in a wide variety of disputes, from wars and international politics, to business disagreements and arguments within families and local communities.

At whatever level, the main characteristic of a mediator is neutrality. The mediator does not belong to either of the conflicting parties, and will always view the dispute "from outside". It is important to remember, mediation does not mean imposing solutions from outside. Rather it means helping the opposing sides to talk to each other, to find their own solutions form within.

Moderating

→ (SEE PART ONE)
→ COMMUNICATION

As a facilitator of a peace and conflict resolution training session, you will in many respects take on the role of "mediator". In fact, you may be trying to teach your participants about mediation, so that they can go back to their communities with these valuable skills. Or you will indeed be the third party in an existing conflict. In any case, always remember that the facilitator is a role model; your style and behaviour during the session can have a great influence on the participants, and the way they learn to act and react in their group or community.

Teamwork

Training groups in areas of conflict resolution and management is best done as a team of facilitators. The main reason is that you are leading by example, and showing participants how three or four of you can cooperate effectively is the best possible example for a group of people who are trying to find that kind of unity for themselves. A team also works better because of the variety skills and outlooks it involves; a team can react better to the discussions or needs which arise during a workshop, than can a single individual.

Useful qualities for conflict resolution

A conflict situation is usually characterised by high emotions. This fact should influence the nature of the facilitation. Good communication skills (observing, listening, speaking) and the ability to create a "safe and comfortable environment" for participants to open up and express themselves, are amongst the most important aspects of moderation in this situation. Remember to establish "group rules" for the workshop right at the beginning. Furthermore, a facilitator (or mediator) is more likely to be taken seriously if he or she is talking from real-life experience. Theoretical knowledge is less easy to believe than examples given from ones own experiences in the field. This is also another reason why it is good to work as a team of facilitators. If possible, one or two members of the team will have the relevant experience, which allows younger "mediators" in the team to gain their own experiences.

The mediator's main goal should be to achieve "conflict transformation" - or enable the participants to achieve it. It is more important (and more realistic) to reduce tensions and channel people's energy away from violence, than to remove conflicts altogether. The possibility of achieving transformation is much higher if participants can connect the experiences of the workshop with their own lives and their conflict situation. This means involving them from the outset. Participation!

Participants

→ (SEE PART ONE)
→ COMMUNICATION

Connecting the lessons learned during the training with a real conflict situation is much easier if it is possible to decide in advance who takes part in your training. You will be working with a group, but do not forget that a group is made up of individuals. When selecting a working group - or groups - to approach a specific conflict situation, some thought should be given to the make up of the group.

Peer groups

Groups can consist of representatives of both sides in a conflict, or they may consist of people from just one of the parties. Whichever is the case, the individuals should be viewed as potential "agents for change". As such, the best people to involve in the process are, of course, those whose activities outside the training have a direct influence on the circumstances of the conflict - in other words,

a peer group who can later act as peer educators. Moreover, for the sake of consistency and understanding, it is best if the same group of peers be involved throughout the training.

A variety of individuals making up the peer group will bring different character traits and talents to the workshop, which can add to its effectiveness. A group will work best if it includes both "thinkers" and "doers"; if it involves older people with more experience as well as younger people open to new ideas, and if there are participants who are patient and relaxed together with more assertive natures. If the situation allows, the group should be selected to include the widest possible variety of participants, while still representing the party or parties in the conflict.

Community leaders

Communities are usually very specifically, often hierarchically structured. If a training is to have any impact, the selection of participants - or at least the process of the training - should reflect this structure. When working with youth, it may still be very important to involve parents or community elders. This can make the difference between a successful event and one which is later ignored by the community at large. Even if one does not want the community leaders as participants in the group, it can be a useful strategy to begin and end the process with a short session of explanation and "transfer" which does involve them.

Gender and other considerations

It is generally best if participants in a conflict resolution process reflect the society they come from. Balanced representation of both women and men, and an appropriate age structure in the group are important. In a society which is strongly divided in terms of wealth, education and other factors, it might be important to spread the participation across these divisions too. However, in this respect it is always more important to use common sense rather than obey rules. The most important factor is to collect an effective group of change agents, even if this means an imbalance of men and women, rich and poor etc.; and in other situations perhaps only men or only women should be invited to participate, depending on the specific circumstances.

Pillars of peace building

➡ MOTIVATION
➡ COMMUNICATION
➡ VISUALISATION

To simplify any confrontational situation, it is always useful to remember these five central aspects of peaceful and harmonious relationships:

**Communication • Cooperation • Emotions
Perception • Problem-Solving**

If you can teach your participants the importance of these, and impart some of the skills and understanding they need to practise them, you will have done a lot to promote peace in their community. As you look at this short list, you should already see that some of the points match areas which are covered in the methods section of this book. These methods are good for practising the skills we are now talking about. On page 109, we also suggest some activities more specifically.

1. Communication
Good communication and the ability to listen are important for all aspects of life. Especially listening is a very important aspect of being peaceful! Good listening helps people

understand others better and reduces misunderstandings. It involves being interested in what the other person has to say. Good listening also needs practice, as people often do not have the patience to listen to a whole message.

2. Cooperation

Cooperation is when everyone works together to get things done. It helps, because one can not achieve much without the goodwill of others. There are many things in the world that one person would not be able to do but which are easy to achieve through cooperation and team-work.

3. Emotions

Emotions and feelings are common to everyone. They are subjective, which means there are no "right" or "wrong" feelings: nobody has the right to tell another person that his or her feelings are wrong. It is normal to have emotions but it is not always acceptable to show one's feelings. Nor is it right to give way and behave badly because of the way one feels. For peaceful coexistence it is important that people learn to be tolerant. This means recognising that everyone is human.

4. Perception

What goes on in real life depends on our perceptions of situations. Given a particular situation, one group of people will look at it in a different way and react differently to another group. Therefore, perception refers to the way we see things. Like feelings, this may not necessarily be right or wrong. It is important for people to understand this and be careful about the kind of words they use when talking to or about other people. Insensitivity and poorly chosen words can lead to misunderstanding and conflict.

With some thought, it is easy to understand why perceptions can be so different: they are usually based on experiences, and each person's experiences are unique. They therefore add up to make each individual person unique and different from the others - with different perceptions. It is important that people do not simply assume they know what other people need or want, and what interests them. This is why good communication is essential to avoid misunderstandings and assumptions. MOST CONFLICTS ARE BASED ON PERCEPTIONS RATHER THAN REALITY!

5. Problem-Solving

Everyone encounters many problems throughout their lives. It is important to find a way of getting round these problems and to get on with life. Doing this is known as problem-solving, and it usually involves finding alternative and constructive ways to achieve difficult results. We cannot get rid of problems, we can only deal with them constructively. Being constructive is the same as behaving without violence, as violence is destructive. This is why learning to solve problems constructively is so important in a peace-building process. We cannot always rely on someone else, so it is important that everybody learns some problem-solving skills.

Context & Culture

➡ MOTIVATION
➡ COMMUNICATION
➡ VISUALISATION

This section contains some important information to help you and your participants to understand the background of many kinds of conflict situations. Most of the things mentioned here are topics which are best dealt with at meetings and in discussion groups. As always, rather than just lecturing, it is better to guide a discussion so that participants themselves discover and debate the information in relation to themselves. This section is also intended to help you guide this process.

Conflicts are often the result of traditionally ingrained attitudes and historically competing groups. At the same time, within and between different groups, established relationships of power will exist (eg. patriarchal, male dominated societies; communities where tribes coexist and one is more powerful than the other etc.) These are all very important aspects of any

society, and it is essential that the facilitator or mediator understands these structures. They might be a problem in themselves, but they can also provide insight to help form strategies to transform conflicts.

When the parties in a conflict situation are motivated by cultural differences, the most significant work a mediator can do is to promote a feeling of tolerance between them. It is part of human nature that most groups of people believe their own way is right, and that other groups behave "unnaturally". In the worst cases of conflict, these feelings can lead to violence against the outsiders. One can not change perceptions very easily, but it is possible to demonstrate and encourage tolerance of the "unnatural."

A useful approach is to encourage participants to understand that no situations are static. Firstly, within their own lives and cultural situations, they will probably be able to identify things that have changed. Modern life breaks down or alters traditional behaviour; different generations have different perceptions. If they can see this in their own context, it should be possible to make them understand that others also change. If people and cultures change in this way, it is therefore wrong to assume that a relationships between people and cultures can not also change. Age-old conflicts can disappear, if one group is encouraged to look more closely at another.

For this reason, identity is important and should not be suppressed; reinforcing a person's identity proves there is tolerance in the group, and it also establishes a firm base on which mediation and discussion can build towards peace.

Related to this is the importance of language. As far as possible, any training in conflict analysis and resolution should be conducted in the local language of the participants. Only then can they express themselves fully. If this is not possible (if the facilitator does not speak the language) the participants should be selected for their ability to communicate in English (or whichever other language is used). In this situation it can help a lot if the facilitator makes the effort to learn a few useful words and phrases to show some empathy. It can lighten the mood and introduce a bit of humour too.

On the other hand, it is important not to generalise. Remember that the members of a group are also individuals. Cultural influences will be different in each single person, even if they all belong to the same region, tribe, religion or economic group. Your objective is to demonstrate diversity and tolerance, so you too must be sensitive to differing attitudes within the group.

Building up participants' self-esteem is also important; it reduces the feelings of frustration which are often the cause of aggression. This can be as easy as playing a game where the participants achieve success. Such feelings of success can boost genuine self-esteem and replace the "false success" of an aggressive, bullying nature.

Which methods to use?

→ MOTIVATION
→ COMMUNICATION
→ VISUALISATION

The table below shows some of the more appropriate games and methods you can use to make the training more interesting. Some of the ideas discussed in this chapter are almost impossible to communicate to your participants in a purely theoretical way. Therefore it is essential to use methods like "Swimming Islands", "Calculator" and "Welcome Diversity" to make young people fully aware of the concepts, and gain the kind of experiences that will build their understanding for others.

	SUGGESTED SUITABLE METHODS
Communication	Forming Rows; Listening in a Fishbowl; Muddling Messages; etc.
Cooperation	Turn the Page; Double-dog; Let's Build together; etc.
Emotions	Welcome Diversity; Elf, Giant and Wizard; etc.
Perceptions	Detective; Calculator; etc.
Problem-Solving	Square Ropes; Knot; Swimming Islands; etc.
Confidence/ Self-esteem	Blind Snake; Passenger Transport; etc.
Creating empathy	Role-playing; Drama; Case Studies; Creative Writing and Art

Note:
There is a relationship between conflict and other community building measures

At the end of this section on conflict resolution, it is important to emphasise the value of other areas of training which are covered in earlier chapters. For example, tensions and local conflict can become heightened in areas of high unemployment and poverty. For this reason, training in income generation and entrepreneurship can have a direct beneficial effect on a troubled community by increasing the economic standing of its members.

Sources

Sources for the information and methods included in this handbook include:

The "TWIGA" youth training modules (Ugandan Ministry of Gender Labour and Social Development / GTZ / Jugendsozialwerk Nordhausen)

Get Up It's Time, The Business Handbook for Uganda (UIRI, MoGLSD, GTZ, Froebel academy. Uganda 2005)

German HIV/AIDS Workplace Initiative Reference Manual for Focal Persons (CIM/DED/GTZ, Uganda 2005)

UNAIDS "Toolkit": Techniques and Practices for Local Responses to HIV/AIDS

The Berghof Handbook: Berghof Research Centre for Constructive Conflict Management. Berlin Germany
(http://www.berghof-handbook.net)

Methods Handbook for Youth Social Work

A collection of games, exercises and techniques for the moderation
of training and planning events with young people