

# **PEERing In PEERing Out:**

Peer Education  
Approach in Cultural  
Diversity Projects



Introducing PiPo...

The PEERing in PEERing out talking cow

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## INTRODUCTION – ABOUT THIS BOOKLET

Working in the Cultural Diversity Resource Centre for the YOUTH Programme, people always ask me “What is Cultural Diversity?” My response is this: by its very nature, it is a diverse and varying thing, affected by geography, history, politics, regulations, attitudes, migration...the list goes on. The reality is that we live in a very diverse Europe.

BUT, the essential aspect is not what IS cultural diversity, but why is it important? How does it affect you? Which aspects of it are most relevant? What do young people need to be able to improve the respect for the diversity of culture in your area?

As part of the strategy for reaching the needs of young people the Austrian National Agency for the YOUTH Programme and the SALTO Cultural Diversity resource Centre joined forces to plan and create the PiPo training course in February 2006. The idea behind the course was to bring together young people from across Europe to increase their skills and competencies to enable them to deal with cultural diversity issues in their projects and work with other young people in their localities. The course was intended to be run with as much input, in terms of their learning needs, as possible from participants. Using a competency based approach, our aim was to optimise the effectiveness of these young people by encouraging them to adopt a peer education/multiplier approach to their work.

Unfortunately there were only 25 places available on the training course, but the participants and the team wanted others to benefit too – that’s why we have produced this booklet. This booklet is **not** an in-depth encyclopaedia covering all aspects of peer education and cultural diversity. This booklet is an essential guide to the most pertinent topics that were covered in the course, and a little bit more, to start you on your journey. Inside you will find information about peer education and cultural diversity, and lots of other things that begin with “T” to help you on your way”.

Susie Green

Cultural Diversity Resource Centre  
SALTO Youth

Bon Voyage!!!!



## THE KNOWLEDGE

$$PE = CD^2$$

### WHY PEER EDUCATION IN CULTURAL DIVERSITY PROJECTS?

**Peer Education** is a non-formal learning process that gives empowerment, confidence and independence to young people **whatever their background**.

**Peer Education** is underpinned by the principle that young people are the experts on their own lives and are therefore the best starting point in any learning process.

**Peer Education Projects** give young people the opportunity to utilise their skills and share their knowledge (information) with their peers and other members of their community. **Peer Education Projects** help create positive images of young people. **Peer Education Projects** help to change attitudes and behaviours towards young people and encourage adults to recognise the value that young people's contributions bring to society at local, national and international levels.

**Whatever their background** means all-encompassing in terms of ethnicity, culture, belief etc...hence the link to **cultural diversity**.

**So – think about it...** **Cultural Diversity Projects** aim to challenge negative views and opinions, stereotypes and prejudices, about ethnicity, culture, belief etc. **Cultural Diversity Projects** aim to help to change attitudes and behaviours towards certain groups of people by working towards creating positive images of those groups and by encouraging other community members to recognise the value that those groups' contributions bring to all levels of society in different dimensions. Therefore: **PE = CD<sup>2</sup>!!!!**

## SO – WHAT IS PEER EDUCATION?

### SOME DEFINITIONS

#### WHAT DOES "PEER" MEAN?

Peer means equal: meaning we all learn together and that all our contributions are of equal worth. Whatever age you are you have a peer group, for example: your fellow students in school or college, your friends, people in a learning group, people at your work etc

### WHAT IS PEER EDUCATION?

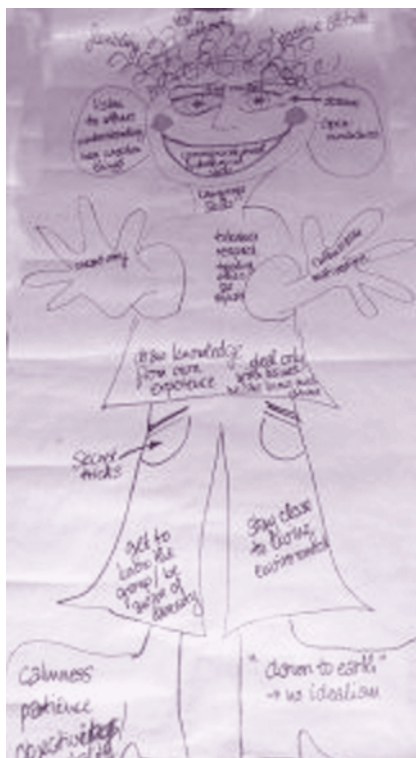
- Informal learning that gives empowerment and independence to participants
- A non-formal education system. It is the **MOST** suitable system for allowing young people to learn, not from an “educator” but from each other through discussion
- Non-conventional learning in an inspirational way, which encourages people to “learn to learn”. Its focus is on groups and “equal teaching equal”, all people share the responsibility
- A system that changes attitudes and beliefs about learning
- **PEER EDUCATION IS NOT ONLY FOR YOUNG PEOPLE  
IT IS FOR EVERYONE!!!!**



## A Peer Educator:

Does not "teach" people but helps them to find the best solution to a given situation

Tammi, L., Peer 2 Peer 4 You – International Peer Education Project: Article 12 in Scotland (2005)



## THE SKILLS

### THE DO'S AND DON'TS OF PEER EDUCATION PROJECTS

Every action we take has three crucial key stages: stage one: **PLANNING**, stage two: **DOING** and stage three: **REVIEWING**. These stages apply not just in training courses or workshops but also in our daily lives:

**THINK ABOUT IT:** It is Saturday night, what is the first thing you do? You **PLAN** what you are going to do, where you are going to go and who you will be with. As soon as you are ready you then head off out into the night to **DO** what you **PLANNED** to do. On the Sunday morning (or maybe the afternoon if you had a late night) you **REVIEW** what you **DID**. Was it good, bad, **OK**? Would you do the same things again the following Saturday? Or would you make some changes to what you did? Will you make different **PLANS** for future nights out? So as you can see we are constantly **PLANNING, DOING AND REVIEWING**. it is what helps us to make decisions and to change the way we do things for the better both in our personal life and in the way we work.



## PLANNING

- Means being prepared for those expected and unexpected outcomes, feelings, activities and facts that can occur during a training event
- Means being prepared to react to all the unexpected questions, situations or behaviours that might arise
- Means that both trainers as well as trainees are involved in the execution and evaluation of the activities
- Means that all of us know the importance of being ready for anything and everything (Just like when you are out on the town on a Saturday night!!)
- Means **PRACTISE, PRACTISE, PRACTISE**: always have at least one test run before your first “official” event - what looks good on paper might not always work in practice.





## DOING

- Means delivering a well **PLANNED** learning experience that is relevant and interesting to your target group
- Means being aware of the learning styles and learning needs of your target group (not all people are comfortable with reading and writing so make sure that your activities are varied and set at a level that is easily understood by all participants whatever their academic level: include opportunities for participants to speak about their experiences, to get their message over by role play or drawing or through group discussion)
- Means being self-aware: know yourself, your strengths and weaknesses
- Means **THE KNOWLEDGE** – if the aim of your training course or workshop is to inform participants about a topic then make sure that you have undertaken all the necessary research to enable you to answer all the questions that might arise. Or if you do not have all the answers at least direct them to Internet links/further reading where they can find out more
- Means making the learning fun: use icebreakers or energisers to help the group get to know each other and work together.

## REVIEWING/EVALUATION

When planning a **REVIEWING/EVALUATION** process there are three key categories you should consider: the **WHY** you are doing it, the **WHO** you will involve and the **WHAT** you expect to achieve (the outcomes). At the very least these three categories should include the following:

### WHY?

- 3 To measure impact
- 3 To improve quality
- 3 To equip participants with new skills
- 3 To justify investment

### WHO?

- 3 Participants
- 3 Peer Educators/Multipliers
- 3 Local community
- 3 Funding agencies

### WHAT?

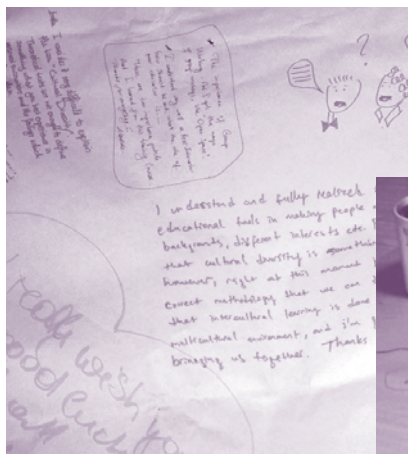
- 3 Identify the positives – celebrate!
- 3 Identify concerns and potential for improvement –learn from your experiences – then celebrate your ability to adapt and change!

When thinking about **REVIEWING OR EVALUATION** think: cause and effect. All our actions have an impact on those around us: our families, our friends, and work colleagues, other members of our community. Evaluation means looking at how your actions (cause) impact on those around you (effect) highlighting not only the good points but also areas of concern and potential for improvement. There are many evaluation tools and techniques available, you will probably have your own “favourites” or you could look for new ones on the Internet or in the many publications available. Bear in mind the learning needs/styles of participants when evaluating your work – not all people are comfortable with the written word, long discussions can be very tiring, so ensure that the tools and techniques you use are accessible to all.

If you want some more inspiration about different evaluation methods, you can have a look on the SALTO toolbox ([www.salto-youth.net/find-a-tool](http://www.salto-youth.net/find-a-tool)) where you can search for all different types of activities. There is also a CD Rom produced by SALTO (with Sphinx consultancy) which takes you in gentle stages through the What, Who, How, and Why of Evaluation. The main aspects of this CD ROM will also be uploaded onto the SALTO website, so you can also find information on: [www.salto-youth.net/evaluation](http://www.salto-youth.net/evaluation).

On another note, as part of the T-kit (Training-kit) series, the Partnership between the Council of Europe and the European Commission are currently producing a new Evaluation T-kit. It will be ready by summer 2006, and you will be able to download it from: [www.training-youth.net](http://www.training-youth.net) following publications, then T-kits.

Here are two examples that we used at the PiPo training course to get you started:



Silent floor method – play some music and encourage people to express themselves onto a giant piece of paper on the floor. They can use words, pictures, comments, respond to others words, whatever they like....



Landscape method – design a landscape (or get the participants to do it themselves) where they should find themselves at the end of each day. There could be such things as "lake of reflection", "road of learning", "crossroads of confusion" etc. You could draw out from them the reasons why they find themselves at that point, and what else they would need.

# TIPS, TRICKS, TOOLS AND TECHNIQUES

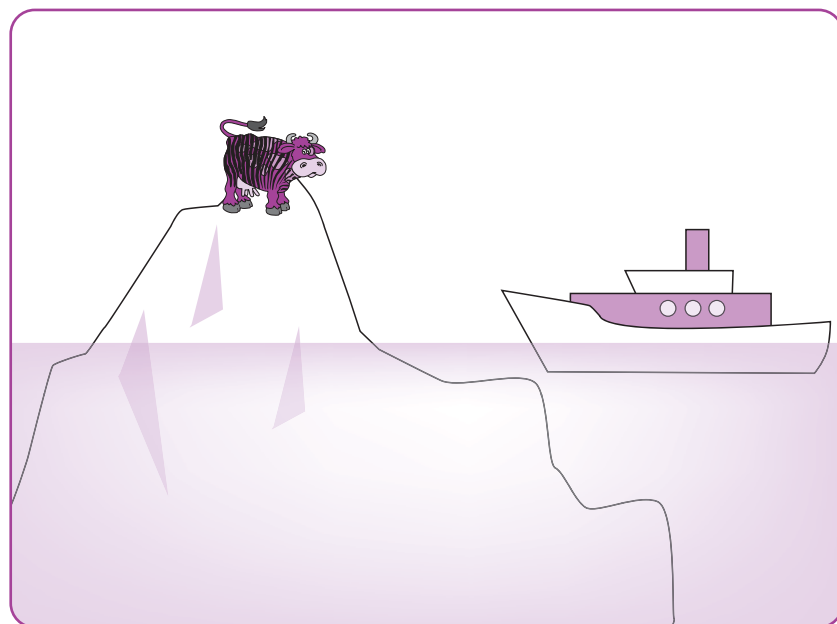
## TOP 5 COMPETENCIES

### 1. UNDERSTANDING (CULTURAL) DIVERSITY

#### Looking at culture: The Iceberg Model

The idea behind this model is that culture can be pictured as an iceberg: only a very small portion of the iceberg is visible above the waterline. However, the tip of the iceberg is in fact supported by a much larger, although invisible, part underneath the waterline. This part of the iceberg is its foundation.

The Iceberg metaphor for culture shows a cruise ship sailing close to the iceberg for a look at this foreign territory. Part of the iceberg is immediately visible; part of it emerges and submerges with the tides, and its foundations go deep beneath the surface.



### Above the water line

Aspects of culture that are explicit, visible, taught. This includes written explanations, as well as those thousands of skills and information conveyed through formal lessons, such as manners or computing long division or baking bread. Also above water are the tangible aspects: from the “cultural markers” tourists seek out such as French bread or Guatemalan weaving, to the conformity in how people dress, the way they pronounce the letter “R”, how they season their food, the way they expect an office to be furnished.

### At the water line

The transition zone is where the cultural observer has to be more alert: “now you see it now you don’t”, the area where implicit understandings become talked about, the area where official explanations and teachings become irrational, contradictory, inexplicable – where theology becomes faith. Below the water line “Hidden” culture: the habits, assumptions, understandings, values, judgments... that we know but do not or cannot articulate. Usually these aspects are not taught directly. Think about mealtime, for example, and the order you eat foods at dinner: Do you end with dessert? With a pickle? With tea? Nuts and cheese? Do you just have one course with no concluding dish? Or, in these modern times, do you dispense with a sit-down meal altogether? Or consider how you know if someone is treating you in a friendly manner: do they shake hands? keep a respectful distance with downcast eyes? leap up and hug you? address you by your full name? These sorts of daily rules are learned by osmosis; you may know what tastes “right” or when you’re treated “right”, but because these judgments are under-the-waterline, it usually doesn’t occur to you to question or explain those feelings.

Source: <http://www.culture-at-work.com/iceberg.html>

## Intercultural Learning

The term “intercultural learning” can be understood on different levels. On a more literal level it refers to an individual process of acquiring knowledge, attitudes or behaviour that is connected with the interaction of different cultures. However, intercultural learning can also be seen in a larger context to denote a concept of how people with different cultural backgrounds can live together peacefully, in community and in constant interaction. Learning in this context is understood less as an individual process but emphasises instead the open ended character of the process towards an intercultural society (beyond multiculturalism).

Intercultural learning demands that you know yourself and where you come from, before being able to understand others. It is a challenging process as it involves very deeply rooted ideas about what is good and bad, about how you structure your world and your life. In a process of intercultural learning, what we take for granted and feel is essential is put into question. Our identity is challenged by other people’s ways of doing and thinking and this occurs not always without conflict. Developing intercultural sensitivity is a gradual process from denial to integration of differences.

## Approaching intercultural learning: a question of attitude

### 1) Confidence and Respect

Building up confidence is important in order to achieve the openness necessary for a mutual learning process. One should feel comfortable to:

- Share different points of view;
- Share different feelings and perceptions,

to arrive at acceptance and understanding. It requires a lot of patience and sensitivity in order to create a learning atmosphere which enables us to listen to each other’s opinions and feelings as equals and to promote self-confidence and mutual trust. In this sense, it is necessary to:

- Give space to everybody’s expression;
- Value all experiences, talents and contributions;
- Discuss our needs and expectations openly.



## 2) Experiencing Identity

The departure point for intercultural learning is your own culture, which means also your own personal background and experience. It is in them that you will encounter both the opportunities and the obstacles of this learning process. We all have a personal reality which has shaped us, and we will continue to live with that, enriched with new knowledge and experience. Trying to understand ourselves, our own identity, is a prerequisite to encounter others and engage in meaningful exchange.

## 3) Reality as a Construction

There are many ways to read and discern reality. In a process of intercultural learning one becomes acutely aware of the way everyone constructs their own world. Even such basic dimensions such as time and space can be perceived in a dramatically different way from culture to culture. But still, we all live in one world and that affects our lives and relations with others. Your learning process should be guided by the following principles:

- Respect for personal freedom and decision;
- Acceptance of other views as equal in value;
- Seeking reconciliation of different points of view;
- Being conscious of your personal responsibility in the process (engagement).

The differences in perception will persist but you can use them in a constructive way. The challenge for you is to operate within different worldviews. Can you try to picture yourself as not belonging to any culture and thus being able to mediate between different cultures as an outsider? It is a challenge but maybe an interesting exercise for you to try; just imagine all the different cultural resources and responses that you will be able to use in this case.

## 4) In Dialogue with the "Other"

Intercultural learning should be understood as a process towards the "other". In this case the "other" is at the heart of understanding. It starts with dialogue and yet it goes a step beyond. It is a process that challenges you to perceive yourself and the "other" as different but nevertheless complementary. Intercultural learning opens up the possibility for you to identify with the perspective of the "other" ("walking in each other's shoes"), without

pretending to live what the “other” lives. It can enable you to experience real solidarity and stimulate real co-operation to happen.

### 5) Constant Change and Questioning

The experience of intercultural learning is one of constant change, after all it is process-oriented and does not develop so much in evolutionary stages but more in terms of different individual strategies to deal and cope with cultural difference. In this process, one has to accept that there will not always be an answer, or the right answer, and one needs to be open to remain in constant search and to welcome change. Curiosity is important and new perceptions (creativity) are required. Be prepared to:

- Question your assumptions, ideas and stereotypes;
- Break away from your old beliefs, traditions and ideas.

After all, no learning process is free of ruptures, farewells, discoveries and transformation.

### 6) The Potential for Conflict

If we take into account the diversity of perceptions different cultures have of time, space, social and personal relations, etc. it appears evident that conflict is sometimes at the heart of intercultural learning. Not every conflict has necessarily a solution but it certainly needs to be expressed. An environment that creates the conditions for self-confidence and mutual trust should also be an environment where people feel comfortable about expressing their:

- Insecurities;
- Doubts;
- Misunderstandings;
- Frustrations and,
- Hurt feelings.



The various expressions of identity and the effort to valorise differences are both challenging aspects of this process. Diversity can be experienced as helpful and enriching, towards new relational forms and solutions, consequently, you can try to unlock the constructive elements and opportunities of conflicts.



## Conclusion

Intercultural learning aims at very deep processes and changes of attitudes and behaviours. It implies dealing most of the time with the invisible forces of culture, those beneath the surface. It is a process of discovery that implies personal engagement and questioning from both sides. It implies risks and tensions, but also opportunities and solutions. It is a question of striking the right balance between challenging ourselves to move further away from our assumptions and respecting our differences as equal elements of the reality.

Source: Community Foundation Transatlantic Fellowship Orientation Session June 2-4, 2001  
– Washington D.C.

## 1.2 MANAGING (CULTURAL) DIVERSITY SUGGESTED ACTIVITIES

### PART ONE: ALL ABOUT ME

#### AIM

Getting to know each other

**TIME:** 45 minutes

#### METHODOLOGY

Give each person a sheet of paper and a pen. Ask them to draw five things on the paper, which they feel describes them self (this could be smiley faces, the sun, a fast car etc.)

When they have done this ask them to go back into their groups and discuss the pictures they have drawn to describe themselves and are they positive or negative.

Finally ask participants to put their pictures up on the wall. Then ask everyone to write or draw one positive quality they like about each person on the person's picture. Participants keep the pictures.

## PART TWO: ME AND MINE

### AIM

To enable group members to gain an insight in to what makes other group members "tick", what are their influences, what is important to them?

**TIME:** 1 hour

### METHODOLOGY

In preparation, ask participants to bring an object to the training course that is important to them and their identity.

On the first day of the training session ask participants to place their objects (out of sight of other participants) in to a box (provided by you).

On the day the ask participants to choose an object from the box, sit the group in a circle and ask each participant to share with the group who they think the object belongs to and why.

Split the main group into small groups of three or four. Ask the participants to write down on a sheet of flip chart paper what the object means to them and why it reflects their identity, participants then share what they have written with their small group.

Create a gallery space for all participants to display their object and flip chart.

### CULTURE AND LIFESTYLE

Managing diversity is about valuing people as individuals and recognising that people from different backgrounds bring fresh ideas and perceptions to our projects adding value to our work and the opportunities we offer. Managing diversity is about challenging such issues as direct and indirect discrimination, on the grounds of gender, race, ability, age, sexual orientation, language, social origin, religious beliefs, political opinions or other personal attributes. The Advertising Difference activity is about encouraging young people to appreciate that there are many different pathways to development and that individuals, groups and societies have the right to choose their own paths and have those chosen paths respected by others.

## MINORITY GROUPS

### RESOURCES

Flip Chart Paper and Pens or Paints

**TIME:** 40 minutes

**ACTIVITY:** Ask the group to name some minority groups. Explain that some of these minority groups are sometimes forced to forget their culture or lifestyle in order to fit in with and develop along the same lines as the majority in society. They are sometimes forced to deny their own identity, their sexual orientation, and their religious beliefs or to settle down in houses, and live like the majority.

Discuss with the group whether this is fair. Are there different ways to develop? Do they think that they respect the rights of individuals or groups to develop in different ways?

Split the young people up into small groups. Ask each group to prepare an advertising campaign for a group who suffer discrimination. Groups could include LGBT (Lesbian, Gay, Bi-sexual, and Transgender), Roma, Muslims, Refugees, Single Parents, young people with disabilities, young people with mental ill health. The campaign should promote to the public the positive aspects of that group and their way of life. The campaign can involve any of the following: A Poster, A Role Play, A T.V. or Radio Advertisement.

The small groups present their advertising campaign to the large group. Discuss which campaigns would be the most successful in leading people to identify with minority groups with pride not prejudice.

### NEED MORE INSPIRATION?

We have provided brief descriptions and links to further examples, such as further reading and activities on meeting new cultures, in the online resources pages at the end of this booklet.

## 2. UNDERSTANDING GROUP DYNAMICS

People make groups and just as individual learning needs and aspirations change so will the needs and aspirations of the group. The group dynamic will be in a constant state of flux, old conflicts will return and new conflicts will arise. Understanding how groups work and how people learn should help you to deal with the issues as and when they arise. *Tuckman, B, (1965/1977)* asserts that, essentially, there are 5 key stages in the group development process (**Forming, Storming, Norming, Performing and Adjourning**) which all groups will experience to some degree on a regular basis – meaning that groups will, particularly during times of change, move back and forth between the stages.

### FORMING – EXCITEMENT

In the Forming stage, team members are introduced. They cautiously explore the boundaries of acceptable group behaviour. This is a stage of transition from individual to member status, and of testing the leader's guidance both formally and informally.

Forming includes:

- Excitement, anticipation, and optimism
- Suspicion and anxiety about the job
- Defining the tasks and how they will be accomplished
- Determining acceptable group behaviour
- Deciding what information needs to be gathered
- Long discussions about ideas and issues, and for some members, impatience with these discussions
- Difficulty in identifying some of the relevant problems

Because there is so much going on to distract members' attention in the beginning, the team accomplishes little, if anything, that concerns its aims. This is perfectly normal.

## STORMING – CONFLICT

In the Storming phase members have their own ideas as to how the process should look, and personal agendas are rampant. Storming is probably the most difficult stage for the team. They begin to realise the tasks are different and more difficult than they first thought. They become impatient about the lack of progress and argue about what actions the team should take. They try to impose their personal ideas and resist working in partnership with most of the other team members.

Storming includes:

- Resisting the tasks
- Resisting quality improvement approaches suggested by other members
- Arguing among members even when they agree on the real issues
- Defensiveness, competition, and choosing sides
- Establishing unrealistic aims and objectives
- Divisions, increased tension, and jealousy

This means members have little energy to spend on progressing towards the project aims and objectives, but they **ARE** beginning to understand one another.



## NORMING – HARMONY

The Norming phase is when the team reaches agreement on what the process will be. Everyone wants to be part of the new agreement. Members are enthusiastic and may be tempted to go beyond the original aims and objectives. During this stage, members resolve their differences, they accept the team, team ground rules, their roles in the team, and the individuality of fellow members. Emotional conflict is reduced as previously competitive relationships become more cooperative.

Norming includes:

- An ability to express criticism constructively
- Acceptance of membership in the team
- An attempt to achieve harmony by avoiding conflict
- More friendliness, confiding in each other, and sharing of personal problems
- A sense of team cohesion, spirit, and goals
- Establishing and maintaining team ground rules and boundaries

As team members begin to work out their differences, they now have more time and energy to spend on the project.

## PERFORMING – ACTION

The team has now settled into its relationships and expectations. They can begin performing by identifying and solving problems, and choosing and implementing changes. At last team members have discovered and accepted each other's strengths and weakness, and learned what their roles are.



Performing includes:

- Members have insights into personal and group processes, and better understanding of each other's strengths and weakness
- Constructive self-change
- Ability to prevent or work through group problems
- Close attachment to the team

The team is now an effective and efficient unit. You can tell when your team has reached this stage because you start getting a lot of work done!!!!

## ADJOURNING – EXCITEMENT AND SADNESS

**Tuckman's** fifth stage, Adjourning, is the break-up of the group, when their task is completed successfully, everyone can move on to new things, feeling good about what's been achieved. Recognition of, and sensitivity to, people's feelings in the adjourning stage is extremely important particularly if members of the group have been closely bonded as they may feel a sense of insecurity or threat from this change. These feelings are perfectly normal for people who have been involved in a strongly bonded network of like-minded individuals.

## 2.1 UNDERSTANDING INDIVIDUAL LEARNING STYLES

Of equal importance to the effectiveness of the group is to gain an understanding of individual learning styles and how this impacts on the group dynamic. It is important to, not only get to know other people in your group, but also for you to think about yourself. How do you like to learn? How do you interact in groups? Knowing your own learning process, needs, strengths, and weaknesses and sharing them with your group can help you begin to build an effective group.

The following activities are two different approaches to evaluating learning styles, and strengths and possible weaknesses. While you should recognise that any such evaluation has some limits in its ability to accurately and completely define a person's learning style, these activities should help you and others understand something about yourself and help you work on and overcome your weaknesses.

## LEARNING STYLES – WHICH ONE ARE YOU?



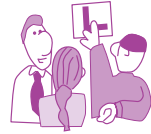
Reflector



Theorist



Activist



Pragmatist

### Activists

Activists like to be involved in new experiences. They are open minded and enthusiastic about new ideas but get bored with implementation. They enjoy doing things and tend to act first and consider the implications afterwards. They like working with others but tend to hog the limelight.

### Reflectors

Reflectors like to stand back and look at a situation from different perspectives. They like to collect data and think about it carefully before coming to any conclusions. They enjoy observing others and will listen to their views before offering their own.

### Theorists

Theorists adapt and integrate observations into complex and logically sound theories. They think problems through in a step by step way. They tend to be perfectionists who like to fit things into a rational scheme. They tend to be detached and analytical rather than subjective or emotive in their thinking.

### Pragmatists

Pragmatists are keen to try things out. They want concepts that can be applied to their job. They tend to be impatient with lengthy discussions and are practical and down to earth.

Honey, P., and Mumford, A., (1986a) in /Living with the Net: using computing to enrich your life/, \*the Open University\* (2004)



### HOW DO I RELATE TO OTHERS?

Behaviours that are essential to high level human relating listed below are a number of behaviours that are essential to relating to others. Rate yourself on these behaviours, using the following scale:

1	2	3	4	5	6	7	8	9
Very Weak		Moderately Weak		Adequate		Moderately Strong		Very Strong

Note: a rating of 5 means that you would considered yourself a resource person (if only minimally so). That is, in a relationship or group, you would be a giver rather than just a receiver.

**Feelings:** I am not afraid to deal directly with emotion whether it is my own or others. I allow myself to feel and give expression to what I feel.

**Initiative:** In my relationships I act rather than react by going out and contacting others without waiting to be contacted.

**Respect:** I express that I am for others even if I do not necessarily approve of what they do.

**Genuineness:** I do not hide behind roles or façades. I let others know where I stand.

**Concreteness:** I am not vague when I speak to others. I do not beat around the bush in that I deal with concrete experience and behaviour.

**Immediacy:** I deal openly and directly with others. I know where I stand with others and they know where they stand with me.

**Empathy:** I see the world through the eyes of others by listening to cues, both verbal and nonverbal, and I respond to these cues.

**Confrontation:** I challenge others responsibly and with care. I do not use confrontation to punish.

**Self-disclosure:** I let others know the person inside, but I am not exhibitionistic. I am open without being a secret-revealer or secret-searcher.

**Self-exploration:** I examine my life style and behaviours and want others to help me to do so. I am open to change.

### Scoring

There are no correct or incorrect scores. This assessment simply shows you where you stand in your relations with others. Your goal should be to work on the lowest scorings of the 10 behaviours.

Source: <http://www.nwlink.com/~donclark/leader/behavior.html>



## 2.2 MANAGING CONFLICT

Activities rarely go exactly the way you expect them to. Conflicts can occur at any time, their causes can be many and varied, predictable or unpredictable. Conflict can occur within the group or between individuals. Human nature dictates that we cannot and will not all agree with the same things at the same time in the same way so be realistic and accept that during your project you will definitely experience, and have to deal with, some degree of conflict.

The key to dealing effectively with conflict is to remain alert, be prepared, keep your cool and above all else do not become involved in the conflict.

### PREVENTION – BE PREPARED

Create a balanced programme that recognises that the group dynamic will inevitably affect not only the process but the design itself; therefore be prepared to adapt according to feelings, energy levels, and needs

- Involve all actors in identifying ways of dealing with the conflict
- Develop guided discussions about the situation
- Maintain a balance between personal development and collective activity
- Ease tensions in the group, ask everyone to sit down and talk for few minutes in small subgroups to help put the situation into perspective
- Encourage everybody to listen actively to each other to help to clarify participant's positions, opinions and interests
- Look for solutions that may resolve the problem without "recreating" the conflict
- Offer to talk to those involved privately at another time

- Be prepared to postpone seeking a solution, particularly if addressing one conflict leads to a more serious conflict, and wait for another more appropriate time to resolve the issue. Remember to inform those involved of your intentions and the reasons for your actions.
- Don't forget the project team! Hold regular review meetings.

## COMMON CAUSES OF CONFLICT AND HOW TO RESOLVE THEM

**Timing:** Too many late nights, long sessions or excursions can lead to late starts, low energy levels and lack of interest in the focus of the project. The use of **evaluation** tools like Mood Meters and Temperature Gauges will help you to check out feelings and energy levels regularly and adapt your programme or activity to meet the current mood.

**Feedback:** Poorly delivered feedback can be misunderstood or perceived as criticism even though this was not the intention of the speaker. When giving feedback, is important to respect the feelings of others, to focus on what they said or did and to give reasons for your point of view. It is better to say, "I disagree strongly with what you have just said because...." rather than "How can you be so stupid, don't you see that?"

**Inappropriate activities:** It is inevitable that not all activities will suit all the participants all of the time. Be aware of the needs of all the participants in the group and of any sensitive emotions which might be triggered by a particular activity or part of it, make sure everyone knows that they are at no time under any pressure to say or reveal anything about themselves that they do not feel comfortable with, allow people time to warm up before and wind down afterwards, remember to allow enough time for debriefing and discussion so that everyone feels that their opinions and participation are valued.

**Responsibilities:** Some people thrive on responsibility others avoid it like the plague. Some people have a lot of responsibility at home others have very little so keep in mind that for some participants this may be a completely new and very scary experience. Make sure that all participants are comfortable and understand what they are being asked to do. Don't hesitate to intervene if you think that something isn't appropriate. Remember that the participants are experts in their own lives, strengths and capabilities so never impose anything, let them decide what they want to be responsible for and support them through the process.

## THE SIX-STEP GUIDE TO CONFLICT RESOLUTION

The foundation for any effort to collaboratively negotiate solutions to conflicts is a positive, respectful atmosphere in which to communicate. In reality you may have to accept that the relationship between the group or individuals involved is not one of trust, therefore, you have two options to consider:

- Build a sense of trust as a first priority
- Accept the lack of trust, and practically consider how to work together in spite of it

The following six-step guide can help you with this challenge:

**1) Name the fear** So often, we are reluctant to clearly identify the problems and challenges that inhibit us. By naming the fear, its sources and its triggers, we free ourselves to put that issue on the table

**2) Establish ground rules** This is a critical tool for clarifying needs and expectations in negotiation

**3) Set aside conflict negotiation for a while in order to clarify “desired outcomes” of the working relationship** This is a related activity, but less focused on conflict resolution than on team development. In this process, the group responds to the question, “What are your desired outcomes?” As individual responses to this question, they begin to identify sources of frustration (and conflict) that can become an action agenda. In some cases, this is accepted more easily than facilitating a mediation session

**4) Engage in a process that focuses on what has gone right in the past, and what we wish to bring forward as key themes and values for the future** This approach turns the conflict on its head. By reframing the situation to focus on positive elements, young people may be able to successfully shift from adversarial orientations to problem-solving attitudes

**5) Recognise the importance of seeing the bigger picture in understanding the meaning of a specific conflict** Addressing specific concerns cannot be done in a vacuum; they must be understood within the context that they are occurring

**6) Understand that conflict negotiation is an act of profound courage** Engaging in a dispute resolution process requires courage. It requires you to confront and acknowledge your fears, and face the threats embedded in the

conflict that people often would prefer not to acknowledge. As facilitator of a situation where people are stuck in conflict, you should resist the urge to “send them to bed early” or to “fix it for them.” Instead, you need to accept your responsibilities to facilitate a process by which the people can seek effective solutions together. If you approach this role with respect for the courage that is required, the people will feel much more confident and more willing to take the risks involved in the process.

### SUGGESTED ACTIVITY

Divide participants into groups of three (or four if necessary, the fourth person can act as an observer). Assign each group a “conflict” to resolve. This could be the issue of group members always arriving late for sessions, a lack of respect for a certain minority group i.e. racist comments (within or out of the group setting), a conflict of individual “personalities” etc, etc.

### METHODOLOGY

Ask the group to:

- i) Draw up a pathway plan of how they will resolve the conflict on flipchart paper
- ii) Prepare and practice their pathway plan as a role play (accepting feedback from the small group observer if one has been assigned)
- iii) Present their pathway plan and their role-play to whole group
- iv) Accept feedback from the whole group

### TIMESCALE

30 minutes for i) and ii)

40 minutes for iii) and iv)



### 3. FACILITATION (LEADERSHIP)

To ensure that your project runs smoothly and is interesting, relevant and good fun you first need to take a look at yourself, how you work with other people (other peer educators/multipliers and participants)

#### WHAT MAKES A GOOD FACILITATOR?

The dictionary states that to facilitate is...

*'To make easier, to help the progress of'*

BEARING IN MIND THE FOLLOWING – ANYONE CAN LEARN TO BE A FACILITATOR – IT JUST TAKES A BIT OF PRACTISE AND A WILLINGNESS TO ACCEPT CONSTRUCTIVE CRITICISM

The role of the facilitator within a group is...

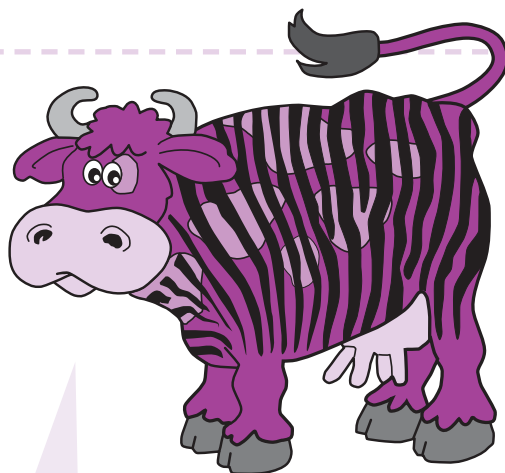
- To keep the group focused on the task
- Remain as neutral as possible
- To involve and encourage everyone in the group
- To listen and contribute
- To remind the group what has been discussed

A good group facilitator...

- Speeds up or slows down a group as required
- Protects others in the group from ridicule
- Is aware of different learning styles
- Is aware of other people's body language
- Is flexible
- Doesn't feel that they need to be the expert with all the answers
- Allows people space to discuss things
- Knows their own strengths and weaknesses

A facilitator is not...

- A trainer
- A teacher
- A lecturer



## Group Facilitators

### Notes and Checklist

Before the group arrives:

- Check the seating arrangement. Set the seats up in a circle, if possible, to help people feel more relaxed
- If working with other facilitators, agree who is doing what section of the workshop before you get there
- Spread yourselves out amongst the group, don't all huddle together. This will help the discussion flow

When the group arrives:

- Try to identify people who are shy, confident, jokers, etc. by their actions as they arrive
- Introduce yourself and explain why you are there
- Give clear instructions about what you will be doing with the group during the workshop
- Set ground rules

### 'Opening up' a topic:

- Make your work easy – think about who you are going to start with to get the workshop going, choose someone who is chatty
- If someone doesn't want to speak, don't force him or her
- Avoid questions that can only be answered 'yes' or 'no'
- You might want to ask people to work together in pairs during an exercise if everyone is reluctant to speak
- Use people's names where possible but don't put them on the spot

### During the Discussion:

- Know your own body language and that of the group members
- Encourage people to interrupt and ask questions if they don't understand something
- Stimulate the group – encourage them to discuss the topic
- Avoid direct confrontation when it is not necessary
- Try to maintain a relaxed atmosphere, avoid making members of the group feel uncomfortable
- Remember: Silence is not always a bad thing!

Adapted from: OPFS, Peer Group Facilitators Training Course, McCarthy, T, (2005)

## 3.1 GROUP FACILITATION – SUGGESTED METHODOLOGIES

### Open Space Technology

#### What is Open Space Technology?

Open Space Technology is a workshop design tool to use when situations include a diverse group of people who must deal with complex, and potentially conflicting material in innovative and productive ways. With Open Space, people tend to be creative, synergistic and self-motivated. It is a facilitation method in which people can identify specific issues on a given topic, self-select into discussion groups, and work with the issue with people also concerned with that issue.



## What To Expect

In this session, participants will learn and participate in a group discussion technique called Open Space Technology. This is a tested approach to the enhancement of group effectiveness. It can be used with groups of 5 to 500. It is particularly effective when a number of people must address complex and/or conflicted issues in a short period of time, with high levels of innovation, ownership, and synergy.

## The Circle

The circular chair arrangement signifies that all are equal here. Participants are all facing each other equally, with the opportunity to work together to discuss and resolve issues, if they so choose.

## Passion and Responsibility

Open Space runs on two principles: passion and responsibility. Without passion, nobody is interested. Without responsibility, nothing will get done. Obviously, different people feel passionately about different things and it is also obvious that people will not take responsibility for something they are not passionate about.

## Stating the Theme

The facilitator should tell the group that in a few minutes they will be asked to (and not everyone has to) identify some issue or opportunity related to the specific workshop or conference theme (such as "Cultural Diversity"), issues for which they have a genuine passion and for which they will take real responsibility for discussing. They should be thinking of powerful ideas that really grab them to the point that they will take the responsibility to make sure that something gets done about that issue. The facilitator should remind the group that if nothing occurs to someone, that is OK, and if someone has more than one issue or opportunity, that is OK too.

The facilitator should introduce and make flipcharts for the following concepts for Open Space:



### The Four Principles

- Whoever comes are the right people
- Whatever happens is all that could have
- Whenever it starts is the right time
- When it is over, it is over



### The Law of Two Feet

The Law of Two Feet implies that if, after being in part of a session you no longer interested in, you have permission to leave. The law puts responsibility for your own actions on your own shoulders.

### Bumblebees and Butterflies

Bumblebees and Butterflies are for those people who wish to use their two feet and “flit” from meeting to meeting. These people can pollinate and cross-fertilise, lending richness and variety to the discussions.

### Additionally, you should...

Put the chairs in a circle, and set the tone by presenting the theme and explaining the process and purpose of setting the agenda.

### Determining the Topics:

The facilitator should then tell the group that once they have their issue or opportunity in mind, to come out into the centre of the circle, grab a piece of paper and marker and write down a short title and sign their name. Once done, each should stand in front of the group and say “I would like to address “ \_\_\_\_\_”, or “I’d like to talk with people about “ \_\_\_\_\_”. After each person has announced their theme, they should take the piece of paper and tape it up on the blank wall.

Proposing an area for discussion, and taking responsibility for it does not require that the proposer be an expert or that a formal presentation be given. Either or both of those could be true, but it is equally possible that the proposer could be virtually ignorant of the subject and is looking for some people with whom to share the ignorance and develop some knowledge. Taking responsibility means the proposer will designate a time and space and then convene the session.

## Developing the Community Bulletin Board and Agenda

After people have announced their sessions, they should pass by a blank chart and affix their issue to it. Once the community bulletin board is created with all the possible discussion group topics, the facilitator should move on to talk about the market place.

## Creating the Agenda

Now that all the possible topics are on the wall, people need to develop an agenda by determining when and where the session/discussion will be held. Give people time to discuss together, negotiate, combine similar session topics, and move sessions around so that most people can attend the key sessions of their choice.

By the time the agenda is complete, the community should have specific discussion groups determined, as well as the time and place for each group.

A number of groups should run simultaneously.

## Session Recording

The facilitator should determine if the group wants each session proceedings recorded. If so, designate the facilitator / proposer of the session to use a recording form and ask for a volunteer to record critical and important ideas and points raised during the meeting.

## Suggested Timing for Open Space

### The Launch

Take about 15 minutes for the overview of the session and technique and spend the next 30 minutes with the group creating the topics and working though the bulletin board and the market place.

### The Sessions

These can take as long as necessary within the constraints of the workshop.

Source: [www.openspaceworld.org](http://www.openspaceworld.org)

### NEED MORE INSPIRATION?

Open space technology is only one, of many, group facilitation methods. We have provided brief descriptions and links to further examples, such as Theatre of the Oppressed and World Café on the online resources pages at the end of this booklet.

## 4. COMMUNICATION

**"If there is one general rule of communication it is that we never communicate as effectively as we think we do"** (Handy 1985)

All too often there is a difference between what we say and what we think we have said, and between how we feel we have dealt with people and how they think they have been treated. This gap between our intention and our action or interpretation is often referred to as a breakdown in communication. A breakdown in communication can lead to a crisis in relationships, make instructions difficult to interpret or cause offence, resentment or frustration.

### WHAT IS COMMUNICATION?

#### 50% is Body Language

- Gestures
- Posture
- Stance
- Eye contact

50% of your message and how others receive your message is due to your body language

#### 40% is Para-Language

- Pitch/Tone/Speed
- Volume
- Enthusiasm
- Enthusiastic "rubbish" sounds (mmm, ahh, uh uh) these sound better than unenthusiastic factual information (red is just not your colour, it makes you look ill)

#### 10% is Language Content

- What we actually say, what people actually hear

## 4 Ears

Good communication is critical to effectively working with diverse groups. But what is good communication?

One simple answer could be: effective communication is when what you say is being understood the way you meant it. Just like with the radio waves which are transmitted from the sender to a receiver. If for example weather conditions are bad, the receiver would most probably get a distorted message. The message would not reach the destination the way it is supposed to!

Human communication is even more complicated than radio waves. We communicate not only by the spoken word, but also using our whole body giving non-verbal signals. The German communication theoretician Friedemann Schulz von Thun states, that every message has at least four aspects:



Plain content

Sentiment

Request

Relation between  
the actors

For example, if you tell your friend "It is 5 o'clock", maybe you just want to state this fact, but maybe saying this, you want say that you are in a hurry revealing your sentiment. Another possibility is that you want to say: "Now I prefer doing something else instead of spending more time with you", stating your relation to your conversation partner. Or maybe saying this short sentence you want to ask your conversation partner to hurry up?

Anything we say, we stress on one or the other aspect of the message. Misunderstandings occur, when we send a message meaning one thing, but the "receiver" hears it differently, as if s/he would hear it with a different "ear".

According to this model, effective communication can take place, when the message is being received with the same meaning "code" that it has been sent. What can a "sender" of the message do, in order to make sure that the message reaches the recipient the way it is supposed to? First of all, even if it sounds obvious, it is essential to send a message the way the addressee can

understand it. It means talking to a person clearly in a language the person can understand, using the terms the person can understand, so that s/he makes the same sense out of the words s/he heard.

Depending on our personal development we tend to pick up on certain or specific aspects of a message. There are people, for example, who hear everything that is said to them, as if it was an accusation, even if it was not meant to be one. There are other people who hear everything as a command they have to obey, and so on. If you reflect upon some misunderstandings you have experienced, try to identify how you tend to hear?

Sure, these are just a few examples of what the message could contain. The code of the message depends on the context, body language and many other things. If you learn to "send" your messages expressing the code as clearly as possible, you help your conversation partners to understand you correctly. "Decoding" messages of the others could be a little bit more difficult. If you do not know the person, or s/he comes from a different cultural background than you, it could be difficult to understand the "code" of the message straight away. If you are not sure, instead of giving your reaction, the best way is to ask first: "What did you mean?"

Source: [www.schulz-von-thun.de](http://www.schulz-von-thun.de)

## 4.1 COMMUNICATION BREAKDOWN – THE SOLUTION ORIENTED APPROACH

Can you recall a difficult situation in a group? Most probably you were trying to identify the reasons for the problem, reconstructing the situation, trying to remember who said what and when, right? Well, this is the usual popular approach to problem solving. But it is not very effective, because it focuses on the past and on the problems. If you tell a child, holding a glass of water: "Watch out, don't spill out the water!" most probably he would do what you did not want him to do – spill the water.

Why does it happen like this? Researchers say, that our brain focuses on the concept we have in mind and encourages the action linked to that concept. The child does not totally control conscious rational thinking and his actions are more influenced by the subconscious. Rational thinking is only one part of the processes in our brain, there is so much more happening there without us realising it!

This means that if you talk about problems and dig for reasons, your subconscious will be working on finding more problems and more reasons. And this is not what you want, is it? If you really want to get rid of the problem, use the **solution oriented approach!**

If you want solutions – **focus on and speak about solutions** instead of problems. This means focusing your attention on needs and working out how you can meet those needs so that everyone is happy. But what does that mean practically?

It might seem unnatural at the beginning, because most of us are so used to focusing on the problems. But if you practice soon you will think in a solution oriented way. If someone approaches you and says “I have a problem!”, put the person back on track to a solution by **asking questions** leading to a solution like “What is your goal? How would you like things to be? How will you know the problem does not exist any more?”. While you are speaking avoid using words like “problem”, “didn’t work”, but **focus and speak** of needs, solutions and how things can work in the future.

**No one is responsible for the problem - everyone is responsible for the solution!**

## 4.2 DEALING WITH COMMUNICATION BREAKDOWN – SUGGESTED ACTIVITIES

### ACTIVE LISTENING

#### AIM

To improve one of the communication skills – active listening

#### METHODOLOGY

Have you ever experienced a situation when you wanted to explain something, but the person appeared busy doing something else and you could not attract their attention? Did this make you feel that you were talking to a brick wall? Active listening means that you give your conversation partner signals that you are following the flow of thought. This means turning with your body to the person and keeping eye contact. It also means making sure you understand what the person is saying by repeating back to the person what they have said to show that you have understood them. If the person feels that s/he is being listened to, s/he is more likely to talk to you. Here are few practical suggestions for active listening:

### Prepare with a positive, engaged attitude

- Focus your attention on the subject  
Stop all non-relevant activities beforehand to orient yourself to the speaker or the topic
- Review mentally what you already know about the subject  
Organise in advance relevant material in order to develop it further (previous lectures, TV programmes, newspaper articles, web sites, prior real life experience, etc.)
- Avoid distractions  
Seat yourself appropriately close to the speaker  
Avoid distractions (a window, a talkative neighbour, noise, etc.)
- Acknowledge any emotional state  
Suspend emotions until later, or  
passively participate unless you can control your emotions
- Set aside your prejudices, your opinions  
You are present to learn what the speaker has to say, not the other way around



### Actively listen

- Focus on the person communicating  
Follow and understand the speaker as if you were walking in their shoes  
Listen with your ears but also with your eyes and other senses
- Be aware: non-verbally acknowledge points in the speech  
Let the argument or presentation run its course  
Don't agree or disagree, but encourage the train of thought
- Be involved: Actively respond to questions and directions  
Use your body position (e.g. lean forward) and attention to encourage the speaker and signal your interest"

Source <http://www.studygs.net/listening.htm>



## BRAIN GYM – FUTURE LAB

### AIM

To encourage creative thinking; thinking beyond the borders of reality; expanding imagination

### DURATION

10 -15 min.

### METHODOLOGY

Ask the group to think of as many as possible new functions for an object of your choice. For example, if you take a nutshell, it could have a function of a boat for a elf, a rice container, a roof of a very small house, a funky shoe, an earring, etc. You might want to arrange a competition between two groups: who comes up with more original ideas? Take simple objects from everyday life – bottle caps, stones, strings, tissues, tape, etc.

This exercise is not about developing realistic inventions, it is about training your brain to think beyond the borders of reality. The crazier the ideas, the more fun you have, the more relaxed and creative you are!

## COMMUNICATION: CODE OF PRACTICE

### AIM

To highlight where and how breakdown of communication occurs and to identify positive ways of ensuring that we communicate efficiently and effectively

### METHODOLOGY

Ask group to brainstorm examples of where and when they have experienced breakdowns in communication – accept both personal and work/school examples. Probe for examples – don't just accept "in the group"

Ask group to select their top five "breakdowns" – list these on a fresh sheet of flip chart paper, leaving space below each one

Split into small groups - ask groups to come up with solutions to their top five "breakdowns"

Small groups feedback their solutions to larger group – get agreement on preferred solutions - write up solutions against the list on the flip chart

You now have a communication code of practice for your group!!!

## GIVING AND RECEIVING FEEDBACK

To prevent conflicts and cultivate a good atmosphere it is essential to be able to receive and to offer feedback. Giving and receiving feedback keeps you in contact with the others and gives you the opportunity to adjust your behaviour according to other peoples reactions.

Now, what is feedback? Just to give a wider view, here is a definition of what feedback means in cybernetics:

**"Feedback is a process whereby some proportion or function of the output signal of a system is passed (fed back) to the input again. Often this is done intentionally, in order to control the dynamic behaviour of the system".**

There are few rules you have to keep in mind, if you give feedback. Instead of starting with "You are always ... ", you should put your emotions in the following pattern:

Start your sentence with "I".

- Tell the person how you **feel** about their behaviour (*I felt upset, when you...*)
- Do not judge, but try instead to **describe** the person's behaviour as neutrally as possible: *"You were speaking very fast and loud and it made me feel..."*
- Tell her/him, what you need in **future** (*I would be grateful, if you could let me speak out without interrupting me*).



Receiving feedback is sometimes far more difficult than offering it. Even if you develop an ability to offer people feedback in a sensitive manner, you might not be able to receive the same from your mates. What can you do, if you are being yelled at or insulted as a result of someone's feedback to you?

If you are being confronted with a constructive feedback, **thank the person for it** – it is a resource, which can help you grow as a person, reflecting upon your own "blind spots".

If the feedback you receive is rather destructive, for example you are being shouted at and accused, it is crucial that you **respond to the person in a way which does not make things worse**. Sometimes it can be useful to ask to postpone the conversation. It can be that the person calms down and is then able to tell you about his/her concerns regarding your behaviour.

There could be several reasons why you get feedback: either your behaviour affected someone in a positive or negative manner, or the person talking to you projects his/her own issues on you, and they do not have anything to do with your actions.

In any case it is always worthwhile to deal with the feedback you get however it is presented to you and to look for the **fundamental truth in it**.

## 5. PROJECT MANAGEMENT

### INTRODUCTORY GUIDE TO ESTABLISHING AND MANAGING A PEER EDUCATION PROJECT

Establishing a Peer Education Project involves four key tasks: **Securing Funding, Recruiting Peer Educators, Programme Planning and Implementation, Programme Management**. Each key task has a number of sub tasks. The order of tasks as set out below may not be the order that **YOUR** planning process follows. In other words prepare to be flexible, let the participants set the agenda.

#### TASK ONE – SECURING FUNDING

Peer Education Programmes are resource intensive, particularly in people terms. Bear this in mind when preparing your funding applications. Always think “more than” and include this in your application. For example you might be looking at travel costs for weekly group meetings; just enough would be to assess the cost in terms of public transport, but what if a meeting runs late or there is a public transport strike and you had to use Taxis? This then is your “more than” factor.

#### Funding for Local and National Projects

Participating NGO's will already be familiar with potential local and national sources of funding. For those who are new to the work; the most likely sources are your own organisation and local and national grant making agencies that have **YOUTH** or **YOUTH PARTICIPATION** as a focus.

#### Funding for Multi-national Projects

Essentially, there are two parallel routes to funding a multi-national project. Route one involves each participating national NGO's current resources, with additional support from local and national grant making agencies if required. Route two involves application to one, or more, of the European Union's grant making agencies, to secure funding for the overall management of the project. This involves **ONE** of the participating national NGO's taking on the role of International Co-ordinator and making the application on behalf of all participants. For further information on European funding initiatives you should visit: [www.europa.eu.int](http://www.europa.eu.int)

## TASK TWO – RECRUITING A GROUP OF PEER EDUCATORS

### Selection

No “Job Description” or Person Specification” is available for the role of Peer Educator. The effectiveness of a Peer Educator cannot, and should not, be measured in terms of academic or vocational qualifications. What is important is motivation, personality and knowledge of, or a willingness to learn, the programme subject.

### Contracts

You may, or may not, decide to offer a “contract” to the peer educators where they sign up for the duration of the project. If you do offer a contract you should ensure that it is flexible enough to realise that people’s circumstances change and set out in a manner that does not make participants feel that they are trapped in a process that is no longer relevant to them.

## TASK THREE – PROGRAMME PLANNING AND IMPLEMENTATION

### PROGRAMME PLANNING – Aim and Objectives

#### Aims

What your project is setting out to achieve.

#### Objectives

Objectives set out in greater detail the results your project is aiming to achieve and the concrete and measurable tasks you will undertake to realise your aims. They are best outlined in a logical step-by-step approach that will lead participants back to the overall aim.

#### Project Programme

The project programme is a specific description of the content and methodology of your programme of work. It should include information regarding the aims and objectives, how the programme will be monitored and evaluated, timescales, the target group, all participants, including, the Co-ordinating Agency, Adult Supporters, Peer Educators, potential beneficiaries (other than the Peer Educators and the immediate target group) and Funding Agencies.

The Project Programme is an action plan that outlines the above-mentioned, and other appropriate, processes as a type of timetable. It is important to fully involve the Peer Educators in the building of the action plan, as they will be

the people who are actually delivering the programme of work.

As mentioned earlier, in the section on Funding, always think “more than”.

An effective action plan will be flexible enough to allow for negative **external** influences. For example, you may plan to deliver a series of workshops in a school setting, the first step in the process would be making contact with the school in question, don’t expect an immediate reply, the school curriculum is fairly rigid and they may not be able to offer you an opportunity to meet with your target group for several months.

The action plan should also allow for negative **internal** influences. Peoples circumstances and levels of motivation can and will change, people will move on. Realistically, if 50% of the Peer Educators moved on it would prove very difficult to achieve your aims.

### Project Evaluation

Evaluation is a planned process that aims to measure how far a programme of activities has achieved what it intended. Evaluation is not something that you “do” at the end of a programme to please your funding agencies. Evaluation is a necessary ongoing process that enables you to track the progress of the programme and highlight both achievements and areas of concern.

## IMPLEMENTATION

### Delivery

Consider how the programme will be delivered in terms of approach. It is best to utilise a number of parallel approaches. People’s learning preferences differ and if your target group varies in terms of age (in this case 15-25 years) it is unlikely that you will find those at the top end of the age range in a school or youth centre setting. Here we suggest two methods that have proved useful in past Peer Education Programmes.

### The Outreach Approach

This approach is particularly useful if your aim is to make direct contact with a wide range of individuals. Sessions can take place in schools, youth centres, cafes, and bars or on the street. To be effective it is important that the project is publicised, and contact is made with potential host organisations, well in advance of the implementation stage. In terms of evaluation, this approach will enable you to collect both quantitative and qualitative data directly from participants.

### The Dispersal Approach

This approach relies on dispersing information to your target group through existing communication networks: Youth Information Kiosks, School or Youth Centre Newsletters, Websites or Poster/Leaflet Campaigns. You should note that this approach could be difficult to evaluate, particularly in terms of qualitative data.

## TASK FOUR – PROGRAMME MANAGEMENT

### SUPPORT

This will be a new experience for many of the Peer Educators; during the course of the work they may find themselves in situations that challenge them both in personal and practical terms. It is important then that appropriate support systems are in place before the work begins. Support can be provided in a number of ways. At the very least your support system should include the following core elements:

- Regular meetings to enable reflection and evaluation
- Programme specific information updates
- Professional and technological advice and support
- Further training and learning experiences



### OWNERSHIP OF THE PROGRAMME

Peer Education Programme management structures are non-hierarchical. There are two distinct parallel roles in the management structure.

#### Role of Peer Educators

The Peer Educators are the “bosses”; they determine the direction of the Programme. They are the Programme Directors.

#### Role of Adult Support Workers

The Adult Support Workers guide and support the Peer Educators through the process. They are the Programme Facilitators.

Think of the ownership structure in terms of Rights and Responsibilities. The Peer Educators have the **right** to determine the direction of the Programme; the Adult Support Workers have the **responsibility** to help the Peer Educators fulfil their aims. Source: Tammi, L., Telling it like it is, Article 12 in Scotland (2005)



## ON-LINE RESOURCES

### TRAINING AND INFORMATION RESOURCES

#### GENERAL

**[www.salto-youth.net](http://www.salto-youth.net)** SALTO-YOUTH.net is a network of 8 Resource Centres working on European priority areas within the youth field. It provides youth work and training resources and organises training and contact-making activities to support organisations and National Agencies within the frame of the European Commission's YOUTH programme and beyond. Find databases of training, trainers, methods here.

**[www.training-youth.net](http://www.training-youth.net)** Find publications and T-KITS on intercultural learning, project management, language learning, social exclusion and much more here.

**[www.europa.eu.int/youth](http://www.europa.eu.int/youth)** Find information on national agencies, the YOUTH Programme, Users Guides on this site.

**[www.coe.int/youth](http://www.coe.int/youth)** The portal of the European Youth Foundation

#### SPECIFIC

#### CULTURAL DIVERSITY

**[www.incd.net](http://www.incd.net)** Portal of the International Network for Cultural Diversity

**[www.mcc.gouv.qc.ca](http://www.mcc.gouv.qc.ca)** Ministry of Culture and Communications of Quebec. Useful information about cultural diversity

**[www.peacecorps.gov/www/guides/looking/contents.html](http://www.peacecorps.gov/www/guides/looking/contents.html)** Meeting New Cultures: the readings and activities in this guide are designed to help students: recognise and appreciate differences in perception among individuals and cultures, define culture and recognise its role in developing perceptions of ourselves and others, challenge assumptions, promote cross-cultural awareness, and provide opportunities to practice the behaviours that make cross-cultural communication possible.

**[www.salto-youth.net/diversitylinks](http://www.salto-youth.net/diversitylinks)** Many more links to organisation, campaigns and sources of information to be found here.

## WORKING WITH GROUPS – THEORY AND PRACTICE

**[www.paulofreire.org](http://www.paulofreire.org)** it is not possible to transform society with only ideas and principles. We also need fortuitous and adequate strategies. Only by “reading” the world is it possible to create these strategies. Paulo Freire never tired of repeating that “before learning anything, a person must first read his/her world.” And what does it mean to read the world? It means to evaluate the limits and the potentialities, the historical and political forces of your world, in order to take the necessary and possible next step.

**[www.infed.org/thinkers/tuckman.htm](http://www.infed.org/thinkers/tuckman.htm)** Bruce Wayne Tuckman is probably best known for a short article – ‘Developmental sequence in small groups’ (Forming, Storming, Norming and Performing) first published in 1965. However, the vast bulk of his published work has been concerned more broadly with educational research and educational psychology.

**[www.nwlink.com](http://www.nwlink.com)** The theory of Leadership Behaviour

**[www.businessballs.com](http://www.businessballs.com)** Resources for personal and organisational development

**[www.new-paradigm.co.uk](http://www.new-paradigm.co.uk)** World Cafe is a participative process which enables people to have creative conversations while sitting cafe-style around small tables. Paper table cloths are often used so that the ideas and issues which emerge from the conversations can be recorded. After about 20-30 minutes, people move to a new table and the conversation continues. One member of the initial group will remain at the table to host the new conversation and help to build links between the different strands. Three rounds are usual.

**[www.theatreoftheoppressed.org](http://www.theatreoftheoppressed.org)** The Theatre of the Oppressed is based upon the principle that all human relationships should be of a dialogic nature. Acknowledging this reality, the main principle of Theatre of the Oppressed is to help restore dialogue among human beings.

**[www.openspaceworld.org](http://www.openspaceworld.org)** Open Space World

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# Tips and tricks to get you moooving on your own peer projects

**SALTO-YOUTH**  
CULTURAL DIVERSITY  
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Education and Culture