

EUROPEAN VOLUNTARY SERVICE (EVS) FOR BEGINNERS

MULTIPLIERS TRAINING PACK



www.article12.org
Make Rights Matter

Connect Youth



ABOUT THE AUTHORS

Article 12 in Scotland is a youth led NGO that works across Scotland, Europe and the Meda Countries to promote youth rights as set out in International Human Rights Charters relevant to young people, including the European White Paper on Youth, through the medium of Peer Education.

Active in all areas of the YOUTH Programme we are a sending organisation and the sole training organisation responsible for European Voluntary Service (EVS) volunteers in Scotland.

ABOUT THIS BOOKLET

The British Council, Connect Youth Section, administrators of the YOUTH Programme in the UK, has commissioned this booklet as a method of promoting European Voluntary Service to young People in Scotland and elsewhere in the UK.

The booklet has two key aims:

To educate and inform you, the reader, about the YOUTH Programme and European Voluntary Service (EVS)

To equip you with the skills necessary to share this information in the form of workshops, training events or simply by "word of mouth" with other young people in your community by taking on the role of EVS Peer Educator/Multiplier

It is set out in three short sections:

(i) Section one takes a look at the **ROLES/DEFINITIONS** of peer/multiplier education

(ii) Section two offers you the **KNOWLEDGE** by informing you about the YOUTH Programme and European Voluntary Service (EVS)

(iii) Section three offers you some of the key **SKILLS AND SELF AWARENESS** you will require to undertake a successful peer education/multiplier workshop or training session

*The Training Team
Article 12 in Scotland (2006)*

(i) PEER EDUCATION AND PEER EDUCATORS/MULTIPLIERS - 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!!!!

WHAT IS A PEER EDUCATOR/MULTIPLIER?

A Peer Educator/Multiplier:

- Respects differences of opinion and knows what is going on in the lives of the peers. He/She creates a safe and friendly environment, is objective and has the tools and knowledge to work in partnership with the peers
- Does not "teach" young people but helps them to find the best solution to a given situation

Is a facilitator who shares information, an open-minded person who can understand the group and make the information relevant, they promote discussion, accepting and respecting others views and changing methods when necessary, they make the learning fun.

Source: Peer 2 Peer 4 You International Peer Education Project: Article 12 in Scotland (2005)

(ii) THE KNOWLEDGE - KNOW YOUR STUFF!!!

What is the YOUTH programme?

The YOUTH programme is the European Union's (EU) current mobility and non-formal education programme targeting young people aged between 15 and 25 years. In 2007 the YOUTH Programme will change; becoming the **"YOUTH in Action Programme"**. Visit <http://www.europa.eu.int/youth> for updates, which you can add to this training pack in preparation for the change over.

The Programme is open to youth in 31 European countries. The YOUTH programme offers possibilities to young people in the form of group exchanges and individual voluntary work, as well as support activities. The YOUTH programme started in spring 2000 but incorporates, and is based on, the experiences faced by the former Youth for Europe and European Voluntary Service programmes.

There are National Agencies for the YOUTH programme established in all 31 Programme Countries. The Agencies assist with the promotion and implementation of the Programme at national level. Furthermore, the Euro-Med Youth programme, involving Euro-Mediterranean partner countries, is one of the YOUTH programme's main activities. National Coordinators based in the 10 Mediterranean partner countries facilitate the implementation of this Programme. The YOUTH programme also supports international co-operation activities with other Partner Countries in South East Europe (SEE), the Eastern Europe and the Caucasus and Latin America (LA).

The European Commission has created eight Resource Centres within the YOUTH National Agencies. These Resource centres are called SALTO-YOUTH, and their role is to provide different kinds of resource and support to improve the quality of YOUTH projects in priority areas. The SALTO-YOUTH Resource Centres provide training courses, training tools, information on good practices, networks and partnerships development, partner finding etc. They work in close cooperation with the National Agencies and the National Coordinators to reach the users of the YOUTH programme. For further information, please consult: <http://www.salto-youth.net>.

How is the YOUTH programme structured?

The overall structure of the YOUTH programme promotes crossovers between, and integration of, different Actions. This integrated approach facilitates a greater synergy between Actions so that best practices developed in one Action may be transferred to others.

The five main Actions are:

Action 1 - Youth for Europe

Youth exchanges offer an opportunity for groups of young people (aged 15-25) from different countries to meet to explore common themes and learn about each other's cultures.

Action 2 - European Voluntary Service (EVS)

Under this Action, young people aged between 18 and 25 (rising to 30 in 2007) are able to spend up to 12 months abroad as European volunteers helping in local projects in a wide range of fields: social, ecological and environmental, arts and culture, new technologies, leisure and sports, etc.

Action 3 - Youth Initiatives

Through this Action, young people aged between 15/18 and 25 can obtain support to carry out a project at local level. The intention is to give them a chance to develop as well as express their creativity and spirit of initiative. It also aims at providing former EVS volunteers with a concrete opportunity to build upon the expertise and skills acquired during their voluntary service.

Action 4 - Joint Actions

This Action brings together the SOCRATES (education), LEONARDO DA VINCI (vocational training) and YOUTH (non-formal education) programmes. It will provide support for initiatives that build on the complementary nature of these three programmes and others, such as Culture 2000.

Action 5 - Support Measures

These measures underpin and complement the other YOUTH programme Actions, so as to consolidate and enhance their benefits, to continue and develop innovative actions at Community level, and to boost the quality of youth projects, for instance through exchanges of good practices or training of project organisers.

Call for large-scale projects

In addition and complementary to the opportunities offered by Action 5, the European Commission launches annual calls, published in the Official Journal of the European Communities, for large scale projects targeted at specific priorities in the fields of networking and partnership, training and information.

Special events

Special events consist of specific activities under Actions 1 and 2, which have a significant impact in terms of volume and visibility of the YOUTH programme. They are considered on a case-by-case basis and are expected to provide a clear added promotional value for the YOUTH programme. For further information please contact the European Commission.

Which are the Programme countries?

Countries, which can participate in all five Actions of the YOUTH programme, are called "Programme countries".

Member States of the European Union (EU)		
Austria Belgium Cyprus Czech Republic Denmark Estonia Finland France	Germany Greece Hungary Ireland Italy Latvia Lithuania Luxembourg	Malta Netherlands Poland Portugal Slovak Republic Slovenia Spain Sweden United Kingdom

Countries in the European Free Trade Association (EFTA) which are members of the European Economic Area (EEA)		
Iceland	Liechtenstein	Norway

Countries which are candidates for accession to the European Union (Pre-accession countries)		
Bulgaria	Romania	Turkey

Which other countries can participate in the YOUTH programme?

The countries in other parts of the world ("third countries") that can participate in Actions 1, 2 and 5 of the YOUTH programme are divided into the following priority regions:

	Priority 1 regions		Priority 2 region
Mediterranean partner countries	Eastern Europe and the Caucasus (former CIS - Commonwealth of Independent States)	South Eastern Europe	Latin America
Algeria Cyprus Egypt Israel Jordan Lebanon Malta Morocco Palestine Syria Tunisia Turkey	Armenia Azerbaijan Belarus Georgia Moldova Russia Ukraine	Albania Bosnia and Herzegovina Croatia Former Yugoslav Republic of Macedonia (FYROM) Federal Republic of Yugoslavia	Argentina Bolivia Brazil Chile Colombia Costa Rica Cuba Ecuador Guatemala Honduras Mexico Nicaragua Panama Paraguay Peru El Salvador Uruguay Venezuela

Source: <http://www.europa.eu.int>

WHAT IS EUROPEAN VOLUNTARY SERVICE?

EUROPEAN VOLUNTARY SERVICE (EVS) is.....	EUROPEAN VOLUNTARY SERVICE (EVS) is not.....
☺ A chance for 18-25 year olds (rising to 30 in 2007) to live and work in a foreign country on a short term project (three weeks to six months) or a long term project (six months to twelve months) and to receive professional support, supervision and mentoring during your project and a certificate of achievement from the European Commission on completion of your project ☺ A chance to learn about people from other countries: their culture, traditions, beliefs ☺ A chance to learn another language ☺ A chance to challenge or change your views and opinions ☺ A three way "official" agreement between you, the volunteer, your sending organisation (the organisation which arranges your placement and applies for funding for the costs of SENDING you) and the host organisation (the organisation that applies for funding for the costs of HOSTING you) ☺ FREE The European Commission meets all costs of an EVS Placement. You get free travel to and from your host country, free accommodation and food, or a food allowance, free language tuition, additional support if you have any special or extra needs and approximately £30.00 pocket money each week	☺ A holiday: you will be expected to work between 30 and 35 hours each week ☺ A way to escape from problems at home: problems will follow you ☺ A chance for you to do whatever you want: there are some rules to follow: ✓ You must participate in on arrival, mid-term and final evaluation meetings ✓ Accept the role of the supervisor and mentor and attend meetings with him/her ✓ Undertake the agreed work tasks as set out in your EVS Contract ✓ Keep the host organisation informed of your whereabouts ✓ Take good care of your accommodation ✓ Give the sending organisation regular feedback ✓ If you decide to leave your project you must first consult your hosting and sending organisations

FIND OUT MORE AT: www.sosforevs.org

Source: What is EVS: Article 12 in Scotland (2005)

How to become an EVS volunteer

Step by Step Guidelines

Step 1. Finding a Sending Organisation

The EVS programme operates through a system of approved Sending Organisations (SO), that are responsible for recruiting, preparing, sending and keeping in touch with volunteers. To take part in EVS, you need to either:

- a) Register with an already approved EVS SO in your local area (a list with contact details can be obtained from Connect Youth), or...
- b) Persuade an organisation you already know (should have experience of working with young people and be able to offer you appropriate support) to become approved as an EVS SO (application form available from Connect Youth)

Step 2. Finding a Host Placement

All SOs operate slightly differently, and have different capacities for sending volunteers. For example some organisations only work with already established partners overseas, whereas others are open to working with a wide variety of European placements and use the official EVS host-placement database. You can access the database on:

http://europa.eu.int/comm/youth/program/sos/index_en.html

Most organisations will also make sure that you fully understand the concept of volunteering and that you are truly committed to a period of voluntary service before formally agreeing to take you on board.

What all SOs have in common though, is the fact that they are responsible for:

- Helping you find a suitable placement (some SOs will engage you in the work of finding a placement, as this is usually a very time-consuming activity)
- Negotiating the terms of your volunteering placement with the Host Organisation (agreeing start and end-dates, leave-entitlements, working hours, living-arrangements etc.)
- Applying for a European Commission grant to cover your costs
- Helping you to prepare for your experience abroad (could include language training, your rights/responsibilities as a volunteer, country- information, problem-solving techniques etc)
- Keeping in contact with you throughout the experience (email/telephone) and undertaking some kind of follow-up when you return. The SO might want your help in promoting the EVS programme, and you might want to learn more about other opportunities available to you (e.g. *Future Capital* - funding made available to ex-EVS volunteers who wish to set up their own project)

Step 3. Completing the application

When all three partners (you, your SO and Host placement) have agreed a placement and clarified all practical arrangements (don't be afraid of asking questions like - where will I live, who will be my supervisor, are there any other volunteers in my placement, and will I receive any training?), your SO and Host organisation will submit grant applications seeking European Commission funding.

The grant will cover costs like travel, insurance, board & lodging, training and your pocket money (varies depending on your destination).

There are 5 deadlines for submitting applications each year:

Deadline	For activities starting between:
1 February	May 1 and September 30
1 April	July 1 and November 30
1 June	September 1 and January 31
1 September	December 1 and April 30
1 November	February 1 and June 30

Step 4. Approving your application

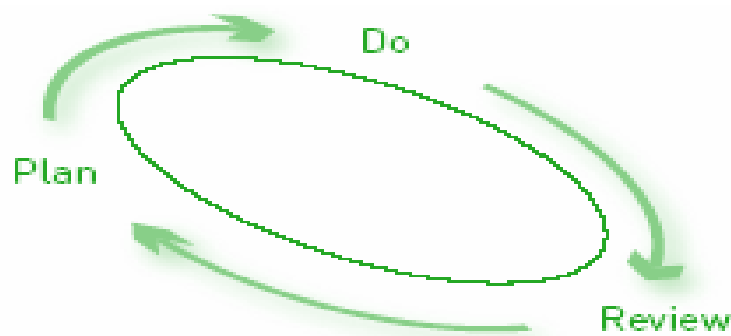
You should on average expect a waiting period of approximately 1.5 - 2 months from the deadline, before you get a result from your SO.

- If your application is approved, you and your SO can start to finalise arrangements such as booking flights, arranging insurance etc. You will also attend a pre-departure training event, organised by Connect Youth, where you will meet other outgoing EVS volunteers and discuss a number of topics such as health and safety, your expectations, who to contact in case of emergencies etc.
- If your application is rejected - you may want to discuss a possible re-submission for the following deadline.

(iii) THE SKILLS - THE DO'S AND DON'TS OF A PEER EDUCATOR/MULTIPLIER AND PEER EDUCATION WORKSHOP OR TRAINING COURSE

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 Friday 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 Saturday 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 Friday? 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.



*Adapted from: Kolb, D.A. (1984) **Experiential Learning: Experience as the Source of Learning and Development**, Prentice-Hall Inc., New Jersey*

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 Friday night!!)

Means **PRACTICE, PRACTICE, PRACTICE:** always have at least one dry run before your first "official" event, what looks good on paper might not always work in practice.

DOING

Means delivering a well **PLANNED** training course and workshop 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 **KNOWING YOUR STUFF** - 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

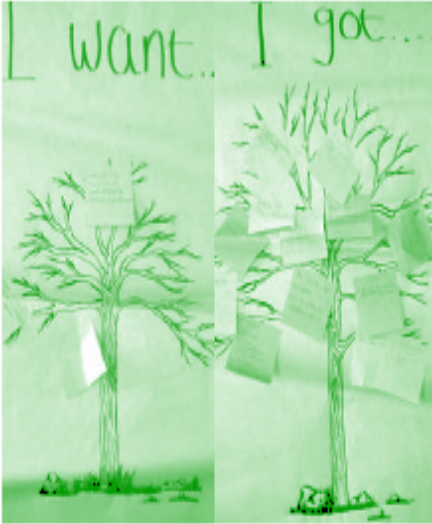
When planning a **REVIEWING/EVALUATION** process there are three key categories you should consider: the **WHY** you are doing it, the **WHO** you will involve and the **WHAT** you expect to achieve (the outcomes). At the very least these three categories should include the following:

WHY?	WHO?
√ To measure impact	√ Participants
√ To improve quality	√ Peer Educators/Multipliers
√ To equip participants with new skills	√ Local community
√ To justify investment	√ Funding agencies
WHAT?	
√ Identify the positives - celebrate!	
√ 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. Here is one of our favourites to get you started:

The Evolution Trees- expectations and outcomes



Purpose: To identify individual expected outcomes and to measure how well those expectations were met.

Method: At the start of your project ask the young people to write down what they as individuals expect to gain from participating in the activity on "post it" notes. These notes are then posted to the "I want tree". At the end of the activity ask the young people to return to the "I want tree" to consider which of their expectations have been met. Fulfilled expectations are then transferred to the "I got tree".

Source: *Going International: Opportunities for All* <http://www.salt-youth.net> (2005)

MANAGING YOUR WORKSHOP OR TRAINING COURSE

To ensure that your workshop or training course 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) **FACILITATION**, and how other people might view you or how you get your message across **COMMUNICATION**.

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 PRACTICE AND A WILLINGNESS TO ACCEPT CONSTRUCTIVE CRITICISM

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

- To keep the group focussed 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)

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

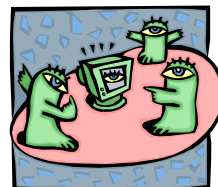
- Gestures
- Posture
- Stance
- Eye contact

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



40% is Para-Language

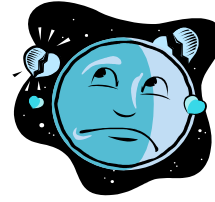
- Pitch/Tone/Speed
- Volume
- Enthusiasm
- Enthusiastic "rubbish" sounds (mmm, ahh, uh uh) these sound better than unenthusiastic factual information (red is just not your colour, it makes you look ill)



10% is Language Content

- What we actually say, what people actually hear

Tammi, L, TELLING IT LIKE IT IS© Article 12 in Scotland (2005)



POSITIVE BODY LANGUAGE

Respect people's personal space

Use appropriate eye contact

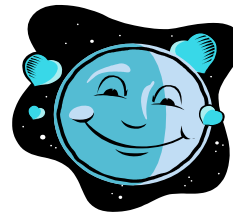
Demonstrate "open" body language - for example: do not cross your arms

Observe other people's body language and copy it. This will help to improve rapport, we relate best to those who are like us

Show that you are listening. Keep your body still and your head turned towards the other person. Avoid playing with objects, looking out the window, drumming your fingers or generally appearing distracted by other things

Support your verbal messages with complimentary non-verbal messages

Emphasise and/or describe important points with positive gestures



Genuine smiles work wonders!

Tammi, L, TELLING IT LIKE IT IS© Article 12 in Scotland (2005)

ASSERTIVE, PASSIVE, AGGRESSIVE?

Basic Concepts:

Assertion theory is based on the idea that everyone has basic human rights:

- The right to be treated with respect
- The right to make mistakes and be responsible for them
- The right to refuse requests without having to feel guilty or selfish
- The right to ask for what you want (realising that the other person has the right to say 'no')
- The right to be listened to and to be taken seriously
- The right to say "I don't understand"
- The right to ask for information

There are three response styles:

- Passive
- Aggressive
- Assertive

A **passive response** is to behave as if other people's rights matter more than yours.

An **aggressive response** is to behave as if your rights matter more than those of other people.

An **assertive response** is to respect yourself and others equally.

You may think that you have a basic personality type: "timid", "pushy", "shy", "bossy". By using your assertiveness skills you can work towards what you want rather than pushing others around or being a pushover. People will respond differently to you too.

The thoughts we have about ourselves can help or hinder. Often we put ourselves down by saying things like "They won't like me if I say this", "I am crap at this" etc. We can change this by saying more positive and helpful things about ourselves instead, like "I have the right to ask for what I want" or "It wasn't perfect but it was OK".

Making Requests:

1. Be clear about what you want
2. Plan and Practice
3. Make your request short ("This is mine. I want it back.")

Broken Record

This can be used when making requests if people are trying to get round you, or if you are not being listened to, or for saying 'no'. A broken record sounds like it is stuck in a groove; it goes on and on.

Decide what you want to say and stick to it, then repeat your statement without getting sidetracked into a tangent.

Saying 'no'

We have the right to say no.

Listen to your body and your feelings: what do you really want to say? What do you really want to do?

If you are not sure, you can say, "I don't know. I need more time or more information." When you say 'no', say it early and if possible, say it first.

No excuses

Keep your body assertive, don't smile and keep good eye contact. (Practice an assertive stance - back straight, shoulders back - in front of the mirror, also practice at keeping eye contact with people, practice on family or a friend.)

To make it easier to say no, you may want to offer an alternative suggestion, negotiate. When we say no to someone, we are rejecting his or her request, not the person.

Fogging

If you respond to an insult with more insults, it builds up. You do not need to do this: you can 'fog'.

Fogging swallows up insults like fog swallows up sights and sounds. When other people say insulting things, you don't have to react by arguing or getting upset, you can absorb it into the imaginary fog that you have around us.

If it's true you can respond, "That's right"

If it's not true, you can respond "You could be right" or "it's possible" or "you might be right".

Keep the answers short and bland. This may seem very strange at first but fogging offers an alternative to distress and violence.

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

And finally...the following quiz is provided to (i) help you identify the way **you** communicate and to encourage **you** to consider how this might impact on your peers or the quality of your work and (ii) for use with participants of proposed EVS workshops or training events. Good Luck!!!!!!

ASSERTIVE, PASSIVE, AGGRESSIVE? QUIZ

Please complete the following questions as honestly as you can, as the outcomes will help identify and address your strengths and weaknesses.

1. YOU ARE AT A PLANNING MEETING AND THE CHAIRPERSON ASKS YOU TO TAKE THE MINUTES. THE CHAIRPERSON MUST HAVE FORGOTTEN THAT YOU TOOK THE MINUTES AT THE LAST MEETING.

DO YOU?

- A) Say nothing, you really don't mind doing them
- B) Explain that you did them the last time and that it should be someone else's turn
- C) Bang your fist on the table and say there is no way you are doing the minutes again

2. THE LAST ITEM ON THE AGENDA OF THE PLANNING MEETING IS YOURS. EVERYONE IS KEEN TO FINISH AND GO HOME. YOU FEEL THAT THE GROUP HAS NOT DISCUSSED YOUR ISSUE PROPERLY AND IS GOING TO MAKE A QUICK DECISION JUST TO GET AWAY.

DO YOU?

- C) Accuse the group of not caring about your issue
- A) Think that perhaps a quick decision will be the right one and not say anything
- B) Suggest that rather than rush a decision the group could discuss the issue at the next meeting

3. AT A WORKSHOP YOU ARE FACILITATING YOU NOTICE TWO OF THE PARTICIPANTS ARE TALKING AND LAUGHING WHILE YOU ARE SPEAKING.

DO YOU?

- B) Ask them to respect your right to be listened to
- C) Start chatting loudly and laughing when they are speaking
- A) Just ignore them; everyone knows they are losers anyway

4. WHILE WAITING FOR YOUR WORKSHOP TO START, SOMEONE STARTS TO TELL A RACIST JOKE

DO YOU?

- A) Say nothing, you don't want them to ask questions about your ethnic background
- C) Get angry and leave the room saying you don't want to work with a bunch of racists
- B) Ask them to stop telling the joke as you find it offensive

5. DURING A TRAINING EVENT SOME PEOPLE SAY THEY DON'T LIKE THE TRAINING PROGRAMME AND ACTIVITIES. THEY DON'T KNOW THAT YOU HELPED PLAN AND DESIGN IT.

DO YOU?

- B) Let them know you were involved in the planning and design and overall you have had good feedback
- C) Join in with them and slag it off
- A) Ask them what planning and design qualifications they have

6. YOU HAVE LOST THE RECEIPTS FOR SOME RESOURCES YOU BOUGHT FOR YOUR WORKSHOP

DO YOU?

- A) Just forget it, you couldn't ask for the money back without a receipt
- C) Demand the money- you should not have to get the resources anyway
- B) Apologise for losing the receipt, but ask for the money back anyway

7. YOU ARE FACILITATING A TRAINING SESSION. EVERYONE IS TALKING AT ONCE.

DO YOU?

- A) Let them get on with it, it is an interesting debate
- B) Ask the group to talk one at a time
- C) Tell them all to shut up

8. YOU FEEL THAT SOME PEOPLE ARE DOMINATING A GROUP DISCUSSION

DO YOU?

- A) Complain to the other trainers afterwards
- C) Walk out
- B) Ask the people during a break to please give others the chance to contribute

When you have answered all the questions please check if you answered mostly A's, B's and C's then turn to the following page for the results.

MOSTLY A'S	PASSIVE
MOSTLY B'S	ASSERTIVE
MOSTLY C'S	AGGRESSIVE

REMEMBER!!!!

ALTHOUGH THIS QUIZ IS NOT AN ACCURATE MEASURE OF YOUR PERSONALITY IT CAN HELP YOU TO THINK ABOUT HOW YOU DEAL WITH PEOPLE AND SITUATIONS WHEN YOU ARE TRYING TO COMMUNICATE YOUR THOUGHTS, FEELING AND OPINIONS.

SOMETIMES IT CAN BE DIFFICULT TO SAY WHAT YOU REALLY FEEL BUT IF YOU ARE PASSIVE YOU ARE DENYING YOURSELF THE RIGHT TO BE LISTENED TO AND YOU MAY END UP FEELING FRUSTRATED OR DEPRESSED. IF YOU ARE AGGRESSIVE YOU MIGHT UPSET OTHER PEOPLE AND MAKE OTHERS FEEL UNSAFE AND INSECURE.

BEING ASSERTIVE IS THE BEST WAY TO COMMUNICATE; SPEAKING CLEARLY AND STAYING CALM WILL GIVE YOU THE BEST CHANCE TO GET YOUR MESSAGE ACROSS.

Quiz adapted from: Bored Meetings, Edinburgh Youth Social Inclusion Partnership, (2004)

ONLINE REFERENCES AND FURTHER READING

www.article12.org

Article 12 in Scotland is a youth led NGO that works across Scotland, Europe and the Meda Countries to promote youth rights as set out in International Human Rights Charters. Active in all actions of the YOUTH Programme, Article 12 in Scotland is an EVS sending organisation, Scotland representative on the UK EVS Task Group and the sole training organisation responsible for EVS volunteers in Scotland. On our Website you will find information about youth rights in the UK, Europe and elsewhere in the world: including copies of international human rights charters (including the European White Paper on Youth), guides to international human rights law, and updates on our rights based work at local, national and international levels.

www.connectyouthinternational.com

Connect Youth is the UK national agency for the European YOUTH Programme. Along with the European Commission, our aim is to help young people discover Europe. On our site you will find information about Youth Exchanges, European Voluntary Service, Youth Initiatives and Support Measures. So whether you want to hold an exchange with a youth group in Italy, complete volunteer work in rural Spain or create a project that changes your own community, then Connect Youth can help.

www.europa.eu.int

EUROPA is the portal site of the European Union. It provides up-to-date coverage of European Union affairs and essential information on European integration. Users can also consult all legislation currently in force or under discussion, access the websites of each of the EU institutions and find out about the policies administered by the European Union under the powers devolved to it by the Treaties.

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. SALTO-YOUTH's history started in 2000 and is part of the European Commission's Training Strategy within the YOUTH programme and works in synergy and complementarity with other partners in the field.

www.sosforevs.org

The SOS Volunteer Helpdesk offers information and advice to any young person interested in the European Voluntary Service (EVS), the Action 2 of the YOUTH programme. The SOS Volunteer Helpdesk serves as an additional contact point, being a backup for advisors, counsellors, mentors and volunteers. In addition, you can find up to date documentation and information on all things youth in Europe.



www.article12.org
Make Rights Matter