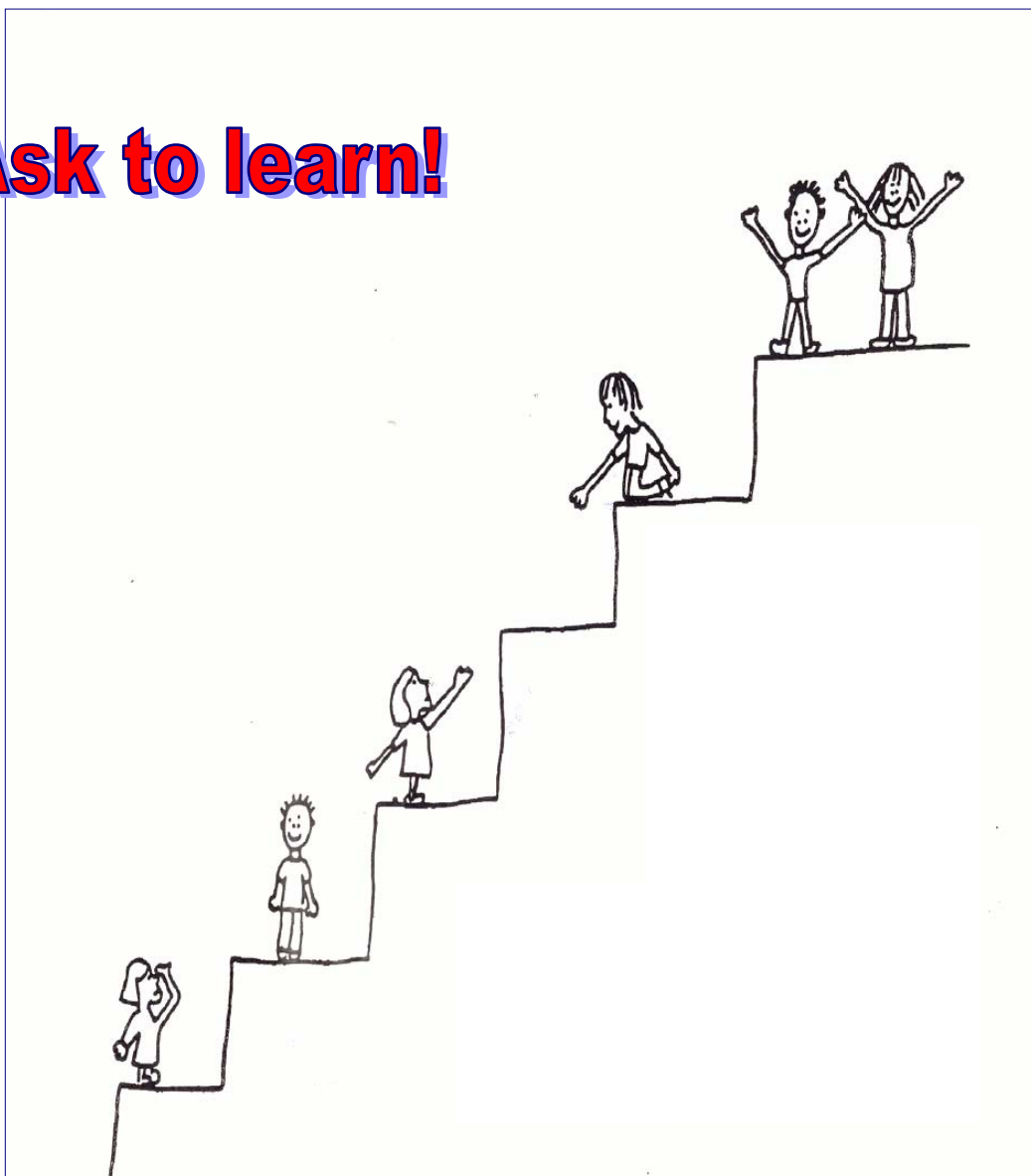# Let's do it together!
Participatory training for young people

TRAINING MATERIAL

Ask to learn!

Participatory training for young people
Training material

Table of contents

1. Introduction

This is a report of the Participatory training for young people, training model developed by the Ask-project in 2001-2003. The idea of the training is to prevent intoxicant abuse and intoxicant related problems by promoting healthy choices and developing personal skills of young people.

In this report there are basic and easy-to-follow instructions how to carry out a similar training for young people. These advices, trainings and exercises are free to adapt and utilize. If you wish more information about the training model or the project, please contact one of the partners.

1.1 What is the ASK-project?

ASK is a drug prevention project funded by European Commission. The objective of the project is to develop a youth training programme that contributes healthy ways of living and prevents intoxicant abuse. The project started on December 15th 2001 and it will last till March 2003.

The main goal of the ASK-project is to prevent drug dependence and intoxicant abuse of young people. The project aims to:

- activate youngsters to participate in the project as executors and seekers for solutions
- teach youngsters social skills and problem-solving skills
- strengthen youngsters' self-confidence
- activate school, parents and authorities cooperate more closely
- support and develop parental skills and encourage parents to form a network or a peer-group
- offer new working-models for teachers, school nurses, youth workers and other adults working with children and young people

The target population of the project are young people aged 12-20 and the strategic target group are parents, teachers, youth-workers and other adults in the near-community.

The project has developed and piloted new methods for youth trainings. The main idea is to apply participatory methods in training programmes and to activate young people to have an effect on their environment and community. The ASK project has developed three training programmes which are based on the participatory working approach: *Participatory training for the young, Peer group training for the young* and *Training for parents*.

The main principals of the project have been:

1) **Participation**. The whole idea of the trainings is based on the knowledge and motivation of the participants (young people). Instead of telling them what to do, they are activated to develop the actions themselves.

2) **Learning by doing**. In stead of theoretical lectures or "school teaching" the things are taught in different kind of activities, discussions and teamwork.

3) **Holistic view**. In stead of just talking about drugs, the training is focused on well-being and supporting the "protective factors" that protect the youngsters against drug abuse.

The organization responsible for the project is a Finnish non-governmental organization Mannerheim League for Child Welfare. The partner-organizations are Acciones Intergradas de Desarrollo (Spain) and Protasi (Greece).

2.1 What is Participatory training for young people?

Participatory training for young people is a tool that can be used to give youngsters a possibility to do something: influence the well being of themselves and their community. The training can also support the healthy living and healthy choices of young people, teach them ways to communicate and co-operate in a group, increase their self-esteem and help them to cope with difficulties and troubles in their lives.

The training model consists of two educational parts and homework that is done between the two parts. The first and second parts of the training last for two days or a week-end each. The homework time is from one week to two weeks.

Part I FIRST 2-DAY TRAI- NING	→	HOMEWORK (1-2 weeks)	→	**Part II** SECOND 2-DAY TRAI- NING
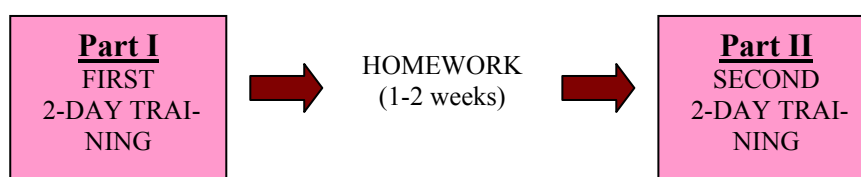
In the first part of the training the young people are made aware of their near community, the concept of well-being and their social surroundings. Then they are motivated and encouraged to make something to influence the community or increase the well-being of their community. The idea is to use participatory methods: use the knowledge and information that the youngsters have, and let them decide what is to be done. The first part ends in planning of the activities. The youngsters will do the homework and the activities they have planned in pairs or small groups.

The homework is actualizing the action plan or gathering more information about the subject the youngsters have chosen.

The second part of the training consists of presenting the work that has been done during the break (homework). The ideas of young people can be developed further and the activities can continue even after the training, if the youngsters are motivated and there is an adult instructor to support and guide them.

The drug prevention aspect can be emphasized depending on the participants. The original idea of this training was to ask youngsters themselves what leads to the drug use among young people and what can be done about it. Because most of the youngsters involved in this project were quite young and had no experience in drug abuse, the trainings focused more on the health promotion and life skills.

In the ASK-project the training model has been tested in different target groups: participating youngsters were from different age groups, different social backgrounds and different cultural contexts – also from different counties. By these diverse experiences the project has developed a training model that can be transferred in most youth groups in Europe.

2 Presentation of the partners

2.1 Finland
MANNERHEIM LEAGUE FOR CHILD WELFARE
(MLL)

Mannerheim League for Child Welfare is a non-governmental organization, which aims to promote the well-being of children, young people and families, to increase the evaluation and recognition of childhood in society, as well as to bring children's and young people's viewpoints into decision-making.

Mannerheim League is one of the biggest non-governmental organizations in Finland. It has 90.000 members and 550 local associations. The membership is open to everyone. The local associations and local activities are mostly run by volunteers, but the central organization is run by paid professionals. In the central organization there are about 100 employees. The Mannerheim League is financed by membership fees, the Slot Machine Association in Finland, donations and contributions from state authorities.

The goals of the Mannerheim League for Child Welfare are the following:
- A child is an equal member of society.
- Every child has a good and happy everyday environment.
- Parenthood and children's education are valued and supported.
- Voluntary work, helping, caring and joint responsibility increase in society.

The Mannerheim League produces and develops diverse services for families with children and co-operators with ministries, officials and other organizations. Youth work and addiction prevention are one part of the work of the League. The youth work of the League aims to prevent young people from the use of drugs, alcohol and also tobacco. There are some guidelines in the preventive work:

- LAW Intoxicants are not for people under 18 years old
- HOLISTIC The work should include all wellbeing, not only intoxicants
- FAMILY Parents and close relatives should be included in the work
- COMMUNITY School, municipality, governmental and non-governmental organizations should be included in the work.

One of the activities in the Mannerheim League For Child Welfare is the peer counsellor activity and prevention of drug abuse. The peer counsellor activity takes part in upper level secondary schools. It aims to promote good relations between students and also between students and teachers, as well as to promote social responsibility and safe and encouraging atmosphere at schools. Drug prevention of the Mannerheim League is established within the peer counsellor activities.

2.2 Spain
ACCIONES INTEGRADAS DE DESARROLLO (AID)

"Integrated actions for development" (A.I.D) is a national non governmental organisation without aim of lucre, but the mainly region where it is working is "Castilla-La Mancha", and more specific area in the Province of Ciudad Real (South of Spain). It was born in 1994 thanks to the collaboration between professional people who have been working in different social welfare programs.

The main objectives of A.I.D. are the following:

- To participate in the free citizen initiative in an autonomous way, in the social development to get an increment of the levels of quality of life trough a social and solidarity progress.
- To coordinate and to give possible solutions to the problems for the job market.
- To train young people who have given up the education system.
- To offer special training to disadvantaged young people into the job market.
- To implant active dynamics for creation of employment with the participation of all kind of socio-economic agents and with the non-governmental organizations.
- Training and qualification with training trainers programs for: advisers, agents of local development etc, to improve their knowledge and sensitisation in relative questions with the integration of disadvantaged people into the employment in which a major growth of employment is foreseen.

Since its creation, the Association has grown up expanding its work for different target groups into the "disadvantaged people" group. These target groups are:

- Young people without any qualification to access to the labour market.
- Children with problems living without their families.
- Elderly people with serious problems of health.

In this way, we are now developing new projects according with their needs:

- "Social Guarantee Training Courses". Where young people between ages 16 and 21 receive academical and vocational training to become a worker to be inserted into the job market, and at the same time, because of the ages, they receive also "training for life".
- Training Trainers.
- Houses for children who are a ward of Court, or in ward of the Regional Government.
- Big houses (Residences) for elderly people. Most of them with high problems of physical and mental health.
- Investigation in new methodologies of learning for disadvantaged sectors of population.
- Investigation in the new fields of employment.
- Creation of employment encouraging in the third sector or the social economy enterprises.

AID, according with its objectives, is inscribed in following national Registers:

- General Register of Associations of the Ministry of the Interior.
- Register of Entities and Centres of Social Services of Adviser of Social Welfare of Junta of Communities of Castilla-La Mancha.
- Register of Entities of Volunteered of Castilla-La Mancha.
- Register of as Juvenile Associations lender entity of services to the youth with the number.
- Centres for youth information.

Some examples of our experience:

A. Training and support to young disadvantaged people:

- Social Guarantee Courses.
- Plan of Insertion in the Job Market.
- Professional training programs.
- Project "Space Research + Development of young employment" - YOUTHSTART.
- Project "EVA" - SOCRATES.
- Project "C3" – SOCRATES
- Project "Information and Communication Technology: Changing the face of Adult Education in Europe" Grundtvig 2. Adult Education – SOCRATES.
- Project "EYE: Empower Youth for Europe " – CONNECT
- Centres of Information and Support for the Employment - HORIZON and YOUTHSTART
- Project "Urban Young" – URBAN.

B. New Jobs.

- Project "TRADESA". Art. 10 ERDF
- Project "RVS" Virtual Network of Systems - ADAPT

2.3 Greece
PROTASI

General aim and philosophy

Movement "PROTASI" is a Non Governmental Organization, which was established in 1988. It is a volunteers organization working in primary drug prevention in the local society of Patras. Part of Movement "PROTASI" is the Center of Creative Occupation (C.C.O.), which aims to motivate young people between 12 to 18 to participate in creative occupation groups (theatre, puppet theatre, photography, painting, artistic handicrafts, carnival) in their leisure time.

The coordinators of the groups are volunteer school teachers, social workers, sociologists, psychologists who have been members of Movement "PROTASI" and have obtained efficient training in primary drug prevention. The coordinators try through a pedagogic approach to encourage, animate and motivate young people in their groups to obtain and develop self esteem, communicative and other skills, ability to plan and implement actions according to their needs and desires. Additionally, young people obtain knowledge and information on the subjects they have selected to participate, as well as in general issues such as human rights, social exclusion, discriminations etc.

The team of coordinators is consisted of highly committed volunteers who are continuously trained in youth work and participate themselves in activities which improve their skills and knowledge in pedagogy

Concept and strategy of the implementation in the community

Apart from the volunteers, a small number of professionals (prevention executives) are occupied in the project mainly motivating, training and facilitating in organizational and administration matters, the volunteer coordinators of the groups. Every year movement "PROTASI" is holding long-term seminars for new volunteer members on subjects such as:

- Primary drug prevention
- Working in a group (group process)
- The characteristics of an efficient volunteer
- Methodology of implementation of a project
- Communication, trust, respecting skills.
- Problem solving – dealing with conflicts

These seminars are addressed to every one from the local society who wants to be trained. When these people finish their essential training they can become members of a volunteers group in PROTASI" or be multiplies of primary drug prevention in local society. The groups of "PROTASI" are:

- Group of primary school prevention
- Group of high school prevention
- Group for parents
- Group for the magazine "PROSOPO"

- Group for the support of "PROTASI" (short term activities, fund raising, public relations)
- Group for community interventions

In these groups the volunteers with the co-ordination of the prevention executives of "PROTASI" obtain experience and knowledge by implementing prevention activities and projects.

Community institutions and people involved

PROTASI" and the C.C.O. have developed a wide national and international network of co-operations with governmental and non-governmental organizations and institutions as well with individuals in the following fields:

- Financial support (sponsors, fund raisers) Governmental and Municipality financial support through the implementation of certain projects from the Ministries of Education, Health, National Youth Agency, O.KA.NA. (Governmental organization for the prevention of drugs).
- Support of services from individuals, the Municipality and the Government.
- Co-operation in the implementation of prevention projects and training courses (Primary and Secondary local Education Authorities and the surrounding prefectures, O.KA.NA., KETHEA – Therapeutic Communities -, Army)
- Local Network of the professional, social and syndicate unions for the secondary prevention of drugs.
- Participation to and implementation of transnational projects with ICEA (International Community Education Association), INEPS (International Network of Productive Schools), IPLE (Institution of Productive Learning in Europe)

The CCO (Centre of Creative Occupation)

As mentioned above, all the citizens of Patras can find their own place in the groups of "PROTASI" and at the same time in the prevention of drugs focusing on "individual responsibility". The C.C.O. focuses on young people between 12 and 18 years old with a tendency every year to lower the age of the target group who can be accepted in the creative occupation groups.

Since 1999 there is another group existing in the C.C.O. The "SEVAH" Group is consisted of young people who are more than 18 years old and have been members of the C.C.O. in the past. This group is the "seed bed" of young volunteers who are trained in peer leading and youth work. They also undertake great responsibilities in the functioning of the C.C.O. and the café, which is functioning for the members of the C.C.O. and the young people of Patras. The C.C.O. is opened to every young person who accepts some basic rules such as:
- To be between 12 and 18 years old
- To decide which group he or she is committed to participate from September till July. The groups make their "contract" and design their activities.

This year a priority has been given to the parents of the young people of the C.C.O. in the framework of the project "networking of the CCO - getting to know our neighbourhood". The aim is to give a holistic approach to the prevention projects, which are implemented by "PROTASI" and the C.C.O. The involvement of the parents depends on their disposal, their needs and the needs of the C.C.O. A research that took place in the members of the C.C.O. showed that the majority of them desire the involvement of their parents in a training process concerning the relations between them and their parents. Apart from the parents this project is discovering the resources around the CCO (schools, church and individuals) and motivates them.

3 Methodologies

3.1 Participatory methods

3.1.1. What are participatory methods?

Usually, when we work with young people, at school or at youth work, the adult gives the youngsters a task and defines the means and resources to get the task done. The youngsters accomplish the task according to the instructions they got. The motivation of the youngsters and the results and the consequences of the actions depend on how interesting the task is to the youngsters.

Participatory methods give youngsters the power to decide for themselves what their task is and how they are going to do it. The work of the youngsters grows from the participatory of the group: the youngsters plan their work themselves and they also choose the means they are going to use.

The starting points for the participatory methods are the participants' knowledge, experiences and expertise of the environment. In stead of trying to define in adult's point of view what kind of world the youngsters are living in, we should try to adduce their knowledge of the environment. In the participatory training model the objective is to activate young people to study their environment and in that way produce subjective information about the already existing experiences of the activities and the target group.

When the youngsters are being included at the planning and constructing stage, they are also more motivated and the result of their actions better. Also the commitment of young people rises because they get the responsibility and are within the execution.

Giving the responsibility and the right of decision to the youngsters doesn't mean they get to decide on everything. The youngsters always need the support and guidance of adults. The teachers, trainers, educators or youth workers help the youngsters to get to their target and ease them to develop the ideas by asking them the right questions. The adults also bear the final responsibility. Their role of the adult is to invite, to enable, to set going, to contribute and to support.

In learning the participatory methods are close to "learning-by-doing". The theory is adapted to practice instantly. The method also takes concern of those people who don't succeed in normal theory-based school teaching. By using the participatory methods all the youngsters can be inspired and can get the positive experiences.

3.1.2 The three principals in the participatory methods

The participatory methods lie on three principals:

ATTITUDE

SHARING IN-FORMATION   **METHODS**
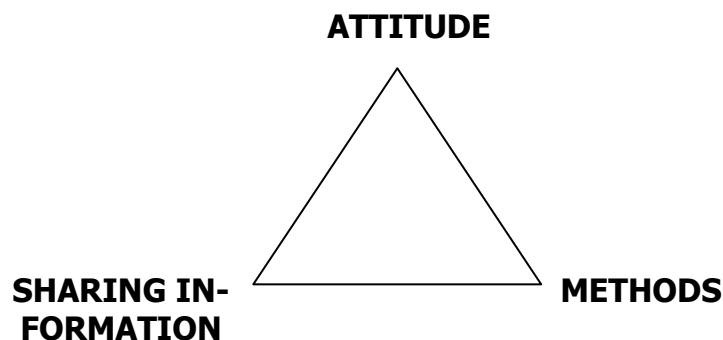
Attitudes come from the trainer's attitude towards the young people. The trainer (adult) has to take one step back, so to speak, to give the youngsters room to bring out their ideas and views.

The trainer can't make the decisions for the youngsters, but he has to give the say to the whole group. He has to give up his power to increase the youngsters' possibility to plan the activities and choose the means of working.

Sharing information means that all the members of the group share the knowledge and knowing that they have on the subject they are handling. The trainer shouldn't think he always knows better. Even if he has more theory based information, he should respect the information that the young people have.

The goal of sharing information is to get as much information as possible and to get a holistic view of the subject. This is necessary if we want to understand broader connections behind the phenomena, the motives and the background. To enable this sharing, the atmosphere of the group has to be open and safe, so that all the members feel free to give their opinions.

It is also important to encourage and to elicit opposite views, as long as they can be proved. This way the youngsters learn to state arguments in stead of just arguing. The different views of points help the group when they have to solve a problem; having a broad and many-sided information, they can easier find the solutions and also find new kind of solutions to the problems

Methods are exercises, rehearsals and trainings that are used in participatory approach. The common aspect to these exercises is, that they include all the participants, no one is excluded outside the group. In some cases this can become a challenge, for example if the group is very heterogeneous. There are some frequently used exercises, like map drawing, listing experiences of the group, group discussions and role playing, but any traditional training exercise can be modified to participatory by respecting the principles of attitudes and sharing information.

The project workers of the ASK-project compiled a board of "rules", dos and don'ts for the trainers. These can be found on the opposite page.

Dos and Don'ts

DO

Use the participation of the group
Allow differences: respect the diversity of the children
Listen > react > change
Communicate on a same level with the young
Be patient
Have sense of humour
Use solution based method: reverse negative attitudes
to positive ones
Give opportunity to express feelings – also negative
Be an example
Know your strengths and weakness
Be sensitive to group dynamics
Be motivated – do well what you are doing

DON'T

Don't think you have the only right answer
Don't take personal problems with us
Don't be ironic with the children
Don't show favourite ones
Don't use violence

3.1.3 Theoretical orientations behind the participatory training

The participatory orientation is based on actor-oriented view of society. Participation presupposes active individuals. Individuals aren't excluded from the society, neither they act in a vacuum: the surrounding society and communities create different kind of regulations for individual's actions.

For a young person it is essential to understand the ways and possibilities he has himself to influence his social surroundings. The youngsters have ideas and solutions to propose and participation in the project provides youngsters with a sense of purpose and direction. ASK –project's participatory training is a method that guides a young person to act and to be more aware of his social surroundings. Behind this method there lie different theoretical approaches that share the idea of democratic culture of action as part of the culture of active participation (Vesikansa 2002[1]).

The three theoretical orientations that are presented here are only the three possible orientations to look at participation. The orientations that have been examined here are the following:
- participatory methods in development, especially PRA (Participatory Rural Appraisal),
- empowerment
- sociocultural animation.

The containing of the orientations and the concepts are partly included in each other and they also complement each other. What is shared is the centrality of equal participation of actors and realization of democracy. The participatory training can be seen as at one possible intersection of frames of references that these three orientations represent.

Participatory methods

The concept of participation started to show up in development projects particularly in the 1960s via the actions of processes of community development that sought to involve local people in efforts to improve their communities. Community development started to loose its predominance in the late 1970s and 1980s because analyses and examinations of underdevelopment began to offer different explanations of the causes of people's poverty. Because of the changed view and attitudes also different forms of project design were suggested. (UNDP/CSOPP Documents[2].) One of the most popular and widely spread

---

[1] Vesikansa, Sari (2002): Demokratia kouluissa ja nuorisotyössä. Teoksessa Gretschel, Anu (toim.): Lapset nuoret ja aikuiset toimijoina – Artikkeleita osallisuudesta. Suomen Kuntaliitto, Helsinki.

[2] UNDP/CSOPP Documents: Empowering People – A Guide to Participation. Osoitteessa: http://www.undp.org/csopp/CSO/NewFiles/docemppeople1.html (15.10.2002)

forms of participatory development design is PRA (Participatory Rural Appraisal) that, according to Chambers[3], is:

> "a growing family of approaches, methods, **attitudes and behaviours** to enable and empower people to share, analyse and enhance their knowledge of life and conditions, and to plan, act, monitor, evaluate and **reflect**"

PRA has expanded and spread during the past decade from South to North and from rural to urban environment. It's no longer only about appraisal and analysis, but also action, monitoring and evaluation in many sectors and domains of societies. Spreading of PRA has been possible because it contains the spirit of inventiveness and improvisation that helps people in different parts of the world to feel liberated and able to develop their own varieties of approach and method. (Chambers 2002.)

Empowerment

Empowerment is a complex concept that includes a conflict of two views: empowerment-as-enablement and empowerment-by-authorization. In connection with empowerment-as-enablement to empower refers to making things realizable, finding out the person's own resources, life management, workability, facility for action and redistribution of power and resources. There are also different dimensions of empowerment like community empowerment and psychological or personal empowerment. (Siitonen & Robinson 2000[4].)

Sociocultural animation

Sociocultural animation has long traditions in Central Europe and Latin America. It was born both as a concept and as an action in France after World War II to construct solidarity-based society. Sociocultural animation aims at obtaining cultural democracy and creating a society with values of solidarity by participating the citizens into cultural and democratic actions. (Kurki 2000[5].)

The main concepts of animation, according to Merino, are:
  – (*animar*) to give a life, to animate
  – (*intervenir*) to intervene and support
  – (*trasformar*) qualitative (social) change towards attitudes of solidarity and equality

---

[3] Chambers, Robert (2002): Relaxed and Participatory appraisal: notes on practical approaches and methods for participants in PRA/PLA-related familiarisation workshops. The IDS Participation Resource Centre. (pdf.) (1/2002)

[4] Siitonen, Juha ja Robinson, Heljä (2001): Pohdintaa voimaantumisesta. Teoksessa: Muutoksen kautta kasvuun – Sytykkeitä ja tarinoita Kotilo ry:n toiminnan kehittämiseen. Kotilo ry, Pieksämäki.

[5] Kurki, Leena (2000): Sosiokulttuurinen innostaminen. Vastapaino, Tampere.

Animation is a technique of educational intervention in which a person is the subject of his own education. Sociocultural animation contains two contrary points of views of the action: (social) change and adaptation. (Kurki 2000.) Adaptation refers to more structural view of society and reproduction of it. Social change points out the changeable elements of society.

All three approaches aim at better and support individual's own life management skills. PRA is a methodology that has in a very concrete way developed working and training methods to contribute the local people's participation in the processes that influence their lives. These methods and training designs are on the base of ASK-project's training model.

Empowerment as a discourse is included in the two other orientations. As an individual orientation it has some controversial discourses inside its own discipline about the processes of empowerment. Empowerment –as-enablement supports the idea that the individual is the resource of his self management skills and an outsider can't empower another person. When talking about young person's empowerment discussion leads to the informal learning, because it doesn't support the idea of traditional authority-based learning.

Sociocultural animation emphasizes the role of animator as the prime mover of the process of action: the first idea and inspiration comes from outside but participants have to feel the ideas meaningful in their own social surroundings and life span so that they start to act. So the animator introduces ideas or ways to promote action but the participants make the decision of the action and participation.

In participatory training the youngsters might not have a clear idea what they are participating in. During the first training session the idea of the training is introduced and the decision of the action and of the commitment is moved to the hands of the youngsters. The trainers are there only to support, conduct and advice. Sociocultural animation sees the active individuals as democratic citizens that by having life management skills they can contribute the welfare of the community and the whole society.

In the field of youth work and prevention work these three theoretical orientations represent the bottom-up approach. The participatory training is not totally bottom-up based even if it realizes that ideology during the training. The need for the training doesn't necessarily come from the youngsters: the training is offered to them and to their supposed needs from upper levels. PRA has developed methods and techniques to involve people in action and planning. In the participatory training the youngsters are conducted to think of their own living surroundings and to analyze what happens there and what kind of things don't work. It's up to them, tough, if they want to intervene and act and in which way they are going to do that. The trainer's role is to work as facilitator and animator.

Empowerment orientation is not so easily adapted frame of reference in youth work. Children and young persons as disempowered groups have a specific and double-bottomed situation. First of all they are disempowered because of their chronological age: age limits are set to protect children and young, but on the other hand they also automatically reduce the power or possibilities of influence of these groups. Anyway age-

based disempowerment reduces a year after year. Secondly, the young can be disempowered in their peer group: so they are twice disempowered. It's important to realize these levels of disempowerment before to try to empower different youth groups.

All these three theoretical orientations leave a lot of space to the different forms of action. They don't define district models for empirical actions. On the contrary, they are wide discourses that outline, define and support democratic action. That's why the ASK's participatory training is easy to be looked at as an intersection of these discourses. By examining the action, the idea of individual and youth and the pedagogical methods of the training, the theoretical frame of the ASK-project could be constructed in a more exact way.

3.2 The participatory training as tool of prevention work

The ASK-project aims to prevent the intoxicant abuse of young people, addiction and intoxicant related problems. According to the academical studies among young people, the most effective way of primary stage prevention, is to increase the factors that protect the youngsters from the intoxicant use and experimentation. These protective factors can be either personality factors or environmental factors.

The main personality factors that protect an individual against drug abuse are good social and communication skills, good self-esteem and self-knowledge and ability to deal with difficult situations, make decisions and compromises. These skills are related to personality and characteristics, but they can also be learned, developed and enhanced. The participatory training model includes many different group exercises, self-evaluation and problem-solving, that help the participants to develop their personality.

The protective environmental factors are for example good relations to family and friends, good performance at school, adequate free-time activities, cultural norms that discourage substance abuse and laws and regulations. The participatory training tries to influence also the environmental factors. The most obvious consequence of the training is that it offers the participants optional free-time activities. The secondary aim is also that the training is based on the intention to increase the well-being of the environment.

One main factor in the training is that it offers the participants a positive learning experience. This is an essential feature in the participatory method, and it also combines the personal and environmental factors of self-concept and the feeling of belonging to the performance at school.

Already at an early stage of his life, a child or a young person suffering from learning and adapting difficulties at school may construct the identity of an excluded individual. He or she easily withdraws from the relationships in the school community.

In a traditional school the learning difficulties weaken the eager to learn. Very often the young people suffering from learning and adapting problems are not interested in vocational education after the compulsory school. Without vocational competence they cannot find a stationary job and integrate into the employment system of the society. In the course of time, the vicious circle of social exclusion swallows them – sooner or later, quickly or slowly.

Continual failures at school do not only weaken the learning motivation but also the self-esteem of a child or a young person. This does not happen suddenly but gradually. Often, the psychological roots of social exclusion, unemployment, social disadvantage, deprivation and declining behaviour are marked with a sign "made in school".

Because of the complexity and multi-dimensionality of social exclusion, there is a need for programmes and means, in which the causes and consequences of the exclusion of young people from education and working life are taken entirely into consideration, and which aim for full support of young people who are excluded or threatened with exclusion from education and employment systems. Not only individual but also institutional, structural and cultural factors should be taken into account.

The family and school play an important role in each individual life course – either in a positive or negative sense. As an answer to the question, what to do to prevent and ease the social exclusion of young people, the opportunities of family and school must be emphasized. Often the origins of social exclusions are connected with these two institutions. Therefore, it is reasonable to think that the solutions to the problems are also somehow connected with the family and school.

One of the first tasks in the endeavour to prevent the social exclusion of young people is concerned with school. There is a need to develop the teaching methods and working forms of the official school as well as organizing alternatives to official school systems. Not only the institutional structures but also the interactional forms of teaching and learning must be flexible and motivating. This is a pedagogical matter.

Beside the school reforms, the task of pedagogy is to help unemployed young people to find their lives meaningful and dignified in spite of their unemployment. It is primarily a pedagogical matter to strengthen the internal life management of unemployed and possibly poorly educated young people and to support their personal growth as human beings despite the fact that they have not integrated into the employment system of society. Only through pedagogical steps – in the largest sense of the word – their growth into life management can be promoted.

The psychological roots of social exclusion are often in family life and in the orientation of parents. By strengthening families – supporting parents both economically and mentally – some individual processes of social exclusion may be avoided. There is a need for a family policy, which enables parents to have both external security and the opportunity to learn the required knowledge, understanding and skills in the tasks of parenting. The strengthening of families is both a political and pedagogical matter.

In addition to family and school communities, active communities often promote the integration of children and young people into society. Also through personally developing interests, children and young people integrate themselves into culture, receive useful knowledge and skills, become close friends and strengthen their self-esteem. It is a pedagogical challenge and task to motivate the poorly-educated and unemployed young people or children, who have difficulties in the school, to seek and find efficient and pleasant hobbies in spite their integration problems in other spheres of life.

Interest groups often provide individuals with the opportunity to experience a sense of solidarity and ability to express themselves and grow as a personality. Exclusion from interest groups means deprivation from those functional systems of society in which a person can freely and creatively implement his ideas and develop himself as a citizen and as a human being. In the life of poorly educated and unemployed young persons, chances for involvement in simple interests can guard against depression, deprivation and marginalization.

Of course, the children and young people threatened with exclusion cannot wait for the change in the economical and social infrastructure of the society. They are there and must be helped here and now. Therefore, there is not only a need for long-range political and pedagogical strategies, which aim over generations but also such short-term strategies, which help the socially excluded children and young people and those threatened with exclusion to manage their lives and integrate into society, that is to say into participation and personal growth as active members of society.

There are many examples of what can happen when someone gives a young person or a group of young people an opportunity to take repose in somehow significant tasks. Young people, as well as we adults, feel the need to be respected, trusted and esteemed. One way to show this to unemployed and poorly-educated young persons is to give to them some significant tasks – work, which enables their self-fulfilment, self-respect and personal growth. It is very important to motivate young people to discuss both alone and together, what such work could be in each case, and encourage them to make suggestions of their own.

4 Training model

The training model consists of two 2-day trainings and a homework that is done between the training parts. The aims of the training are:

- Getting to know each other and creating team spirit
- Making the rules of the training
- Making the participants aware of their social surroundings and the factors that affect their well-being
- Activating the participants to come up with activities to promote the well-being of their social surroundings
- Sum up the activities or actions and make plans for the future

In this chapter we present the training model that has been used and tested in Finland, Greece and Spain. If you wish to make a similar training for young people, you can follow this model, but you are free to do modifications and add your own ideas to the training model as well. We try to give examples of trainings that can be used to reach the aims, but if you know other - maybe better - ways to give young people the same message, please take advantage of your experience!

PART I

1. Getting started -exercises
2. Explanation and definition of terms
3. Making rules for the training
4. Observing the social surroundings
5. Getting more information about the social surroundings
6. Making the action plan for the homework
7. Ending exercises

HOME WORK

PART II

8. Warming up -exercises
9. Presenting the homework
10. Analyzing the actions plans
11. Evaluation of the training
12. Feedback
13. Ending exercises

Part I

1. Let's get started

The training begins with ice breaking and becoming acquainted with the group. At first it is always good to ease tension when people are little nervous and unsure, and don't know what is going to happen next. Also, if the participants don't know each others too well yet, it is important to use time to learn the names and get some hints about how others behave in group situations. And even if the participants know each other and have worked together before, it's good to set the group for this training session and prepare working together.

The fist exercises create the base for the whole training, so it's not indifferent how to begin. We started by trying to create a warm, open and trustful atmosphere, so all the participants feel they are welcome and they can freely express their ideas and feelings in the group.

Creating a warm atmosphere

POSTCARDS
The trainer puts lots of picture-postcards on the floor. Everyone chooses (in their minds) three cards: one to describe his feelings at the moment, one to describe his background and one to describe his expectations of the training weekend. Then one by one the participants pick the cards and tell others about them.

HOW ARE YOU TODAY?
The participants stand in a circle. Everyone is invited to tell how he is feeling at this moment, what his mood is and what he is thinking about this group.

Learning names

TELL ABOUT THE HISTORY OF YOUR NAME
Each participant takes a piece of paper and draws his name by using colours. When everyone is finished, they present their drawing to others and tell about their name: the history and origin of the name, or why this name is given to him.

NAMES AND COLOURS
The participants sit in a circle. The first person says his name and favourite colour, or a colour that begins with the same letter than his name. For example George Gray or Michelle Milk-white. The next person has to repeat the first name-colour combination and then say his own name and colour. The next one tries to remember all the preceding colours and names, and so on, until the last one has to remember all the names and favourite colours.

I AM… AND I LIKE…

The first person says his name and something that he likes about, or something that describes him, favourite food, animal etc. The next one repeats this and adds his name and liking. Linking the name with something concrete helps people to remember it.

Getting to know each others better

THE CONCENTRIC CIRCLES

The trainer separates the group in two smaller ones, both of which consist of the same number of persons. These small groups form two concentric circles (each group a circle), in such a way that everybody in the inside circle faces someone from the external circle. Then the trainer gives a topic for discussion which lasts for a while (e.g. a minute). Then he gives a signal (e.g. clapping) to stop. The inside circle stays stable while the external circle makes a step so that everybody faces a new person from the inside circle. Then the trainer gives another topic for discussion. The procedure takes place until everybody from the external circle has talked to everybody from the inside circle.

CHANGING SEATS

The participants sit down on chairs in a circle. One person is a leader and he is standing up in the centre. He asks those persons who have something in common to stand up. For example, everyone who likes ice cream should stand up. Then all the people who are standing should change places, and also the leader tries to find a seat to sit. The person who can't find an empty seat is left at the centre and becomes the new leader.

GET TO KNOW ME!

The group sits in a circle. The trainer gives a small object, e.g. a toy or a key chain, to go around from hand to hand, until he says "stop". The person holding the object then tells his name and something about himself, e.g. his hobby or about his family. The topic is given by the trainer in advance. The game continues until everyone has told about them.

THIS IS ME

The participants are given a piece of paper and a marker, and they are told that this paper will be presented to others too. Each participant writes his name in the middle of the paper. On the top left corner he writes something good about himself, on the top right corner something he has achieved, on the bottom left corner somebody that he admires and on the bottom right corner something he likes doing. When everybody has finished, the papers are presented to the group. The trainer also takes part.

LICENCE TO LIE

In this game, it is allowed to lie, but within certain rules. The group is divided into pairs. Each pair interviews themselves in order to tell others about their partner. In this part they have to tell the truth! Then one by one, the participants tell the group about the person they interviewed and at this point,

they add three lies to the presentation. After the presentation, others can guess what was true and what was not.

Creating the team spirit

CHAIN RHYME or "I AM A BALLET DANCER.."
The first person starts by saying that he is something or somebody and he is looking for something important to him. For example: "I am a ballet dancer and I'm looking for my dancing shoe." Then the next person continues: "I am a dancing shoe and I'm looking for a foot." The third person might say "I am a foot and I'm looking for a football." This continues. If somebody can't think of a right word, the others help him together.

KNOT
One or two persons are chosen to be "solvers". The other participants form a circle by holding hands and then make knot of them. The solver is trying to open the knot, without breaking the handshakes.

CHAIRS
The participants are asked to take their chair to the spot in the room were they feel most at home: in the front, in the back, by the window, even to the corridor. When everyone has found his place, they are asked to stand on the chair and not to talk anymore. From now on it is forbidden to touch the ground or to keep any kind of noice. They are only able to stand on the chairs and make faces or gestures. Then, they are asked to form a line in front of the room. It might take a while and a lot of surprised faces until the participants realize that they have to co-operate and work together to get all the chairs and all the people in front of the room in a straight line.

BALL OF STRING
People are sitting in a circle. Someone says his name and throws a ball to someone else (and still holds the string) and ask a simple question. Next one answers and does the same to next person and so on

REASON AND CONSEQUENSES
People sit in a circle. First one says something and ends his phrase in a word *because.* Like "My friend is drinking because…" next person gives an answer and makes his own statement which ends with *because*… and so on.

THE NARRATIVE HAT or ONCE UPON A TIME…
One participant starts story wearing a hat on his head. Then, when he has told few sentences, he gives the hat to the next person, and this person continues. The story is continued by each participant adding a little to the story. The last participant will make ending to the story.

2 Explanation and definition of terms

After the ice breaking and getting to know each other it is important to make clear to the participants what the training is about. In the first exercises the trainer has heard what the participants are expecting or what thoughts are in their minds; this is the time to answer their questions, clarify their preconceptions and give them a brighter view of the training they are participating.

The participants should know that the training involves also the homework part and second training session part - before they are coming to the first meeting. This fact should also be emphasized at the beginning of the training, so the youngsters know what they are about to commit.

Here are some points that the trainer can bring up:

- Programme of the whole training period
- Programme of this first part of the training
- Aims of the training
- Homework and teamwork is essential parts of this training
- Where the youngsters can get support to their work

Here the trainer can also give more information about his organization or other matters concerning the relation between him and the participants. Here he can also give information about intoxicants or addiction, if this is regarded useful.

These explanations can also take part right after the first exercise, creating the atmosphere, and learning names and creating the team spirit can continue after this.

3 Making rules for the training

Next step of the training is to make a contract between the participants and make joint rules for the time they spend together. This is also a way of collecting information about what the participants expect to gain from their training and what they are willing to offer. This training also offers a forum where the participants are free to express their worries and speculation about the team.

By making a contract together the group forms operating-orders for their team. It also introduces the participants into a procedure of self-protection and self-knowledge.

MAKING A CONTRACT

Step 1
Each member of the group writes on a piece of paper his own thoughts about:
- what he is expecting
- what he is willing to offer
- what he is troubled or worried about
- which are (according to his opinion) the positive characteristics of the team.

Step 2
The participants are invited to form pairs to discuss about what they have written.

Step 3
The pairs are invited to form groups of 6-8 persons and to write down the common points in their discussion without excluding anything.

Step 4
The small groups present their papers and opinions to others.

Step 5
The trainers have followed the same steps in the same way: they present their list to others. They can also give arguments why some rules are not negotiable, for example use of physical and verbal violence, or using drugs or alcohol.

Step 6
Discussion about the common points in all the lists. Finally, a combination of the various notions is made and the procedure is concluded.

Step 7
The contract is signed by all the participants and the trainers and it is be hanged up in the meeting place during the proceedings so all the participants can see it during the whole training.

4 Social surroundings

Here begins the most interesting and important part of the participatory training. The aim of this section is to make the participants aware of their social surroundings and the factors that affect their well-being. This can be done in many different ways and the trainings we have here are just examples of the techniques we have been using in Finland, Greece and Spain during ASK-project. The technique has to be connected to the age group and social background of the participants. For example "values" might be too difficult concept for younger participants; then it is better to talk about "likings" and what "things" are important in life.

The clue in these exercises and trainings is to activate and motivate the young people to do something to promote the well-being of their social surroundings. This can only happen when we listen to the participants: bringing up and using their knowledge of their own social environment and community.

DISCUSSION ABOUT VALUES
Everyone thinks 5 values by themselves, what he has done for these values, what choices he has made, what he has given up for them, or hasn't he done anything and why? Then the group can discuss what their most popular values were, which values are easy to implement in practice, and which are difficult to follow.

VALUE AUCTION
The trainer (auctioneer) collects 20-30 values or important things (love, money, TV, health, nice clothes etc.). Every member of the group gets a sum of imaginary money, for example 10.000 €. The members try to get as many things as they can with their money. When many people try to get same things, the price gets higher, so they have to make choices.

WHAT IS IMPORTANT TO ME
Step1
The trainer gives 5-10 small papers to the participants. Everyone is asked to think about and write down 5-10 most important things in his life: things that they wouldn't want to give up.
Step 2
The papers are collected and all the important things are gathered together in a pig paper or black board.
Step 3
Discussion about the order of the things: Is it possible to do a "top 10" of the important things of this group?
Step 4
Discussion about the meaning of the important things and values in life. How these things appear in the every-day life? How they affect our choices? The trainer can stress that even if we all have our own values, there are a lot of common values in different groups.

CROSSROADS

This exercise can be used for making choices: the crossroads of life. The question at the crossroads can be for example "Should I try drugs?" Trainer draws a crossroad on a blackboard. There are two directions: yes and now. The group thinks what are the pros and cons, good and bad things in both choices.

REALIZING YOUR SOCIAL SURROUNDINGS

The trainer asks the participants to think a specific situation (e.g. when they are offered a drink or a cigarette, supporting a friend) trying to find out the people from whom they are influenced (e.g. parents, friends etc) and in which way these people influence them. Then the trainers ask them to classify these influences starting from the most important one and ending to the less important one and to tell in which way they support their thoughts or their decisions (e.g. not to smoke, not to drink, to support their own friend). Then these things are discussed in the group.

SPIDERWEB

Step 1

Everyone is given a paper and asked to draw a picture of them in the middle. Around the picture they draw a spider web. Then they add in the web the names or definitions of all the people they have met or talked to during the last seven days: mother, best fried, buss driver, dentist, neighbour etc. The names can be written closer or further of the self portrait according to how much time the participant has spent with the person.

Step 2

When everyone has finished his own spider web, the trainer will draw a wed on the blackboard. This will become a common web or a typical web of a teenager. The participants don't have to shop their own drawing to the others, but they can discuss about what kind of persons and relationships we all have in our lives. If someone is feeling lonely, this web can make him realize how many different people he has around him. Some of the people we meet during a normal week are more important than others. Social skills and manners help us with these meetings and make them more pleasant.

MAP OF OUR NEIGHBOURHOOD

Step 1

This step can be done individually or in pairs. The participants (or pairs) draw in a paper the places they usually spend their time. These places can be remembered better if they first list all the places they have been during the past two weeks. These places are drawn into a map. They can also add remarks about the places: who else goes there, at what time they go there, why do they do there.

Step 2

When the maps are finished, the group can compare them and discuss how different people see the same place differently. This exercise also gives adults information about how young people see their surroundings.

Step 3

Now the maps are examined critically: What problems or disadvantages can be found in these places? What creates these problems? How to increase

well-being in these places? The participants can also talk about the atmosphere and social relations in these places, not only the environmental problems or untidiness.

DISCUSSION TOPICS

- Why people take drugs?
- What are the reasons for young people to drink alcohol?
- What are the characteristics of a friend?
- Should there be an age limit for alcohol and cigarettes?
- What are your dreams and wishes for the future?
- What are you afraid of?

5. Getting more information

Next step of the training is to get more information about the social surroundings and the well-being of the community. If the participants have drawn a map of the neighbourhood, this step can be directly linked to the map: they will collect data about something they have found in their maps.

If there is more time to spend on this step, it is also possible to use the observation as a method to gather information. The young people can go about and to observe their environment, and write down all the things that they see. They can also make interviews or questionnaires to their friends or other people in the community. Collecting information can also be the objective of the homework.

Depending on the group, age and interests, it is also possible to go deeper in the theoretical analysis of getting information.

WAYS OF GETTING INFORMATION
The participants are free to invent ideas how to get more information of their social surroundings. All the ideas are collected in a big paper or black board.

THEORETICAL ANALYSIS
The trainers make a theoretical analysis to the participants for 3 ways of research: questionnaire, interview and observation. (This theoretical analysis is attached at the end of this material.)By using different techniques and discussion the trainers use the participation (workshops), the experience and the imagination of the youngsters.

6. Action plan for the homework

Next step is to sum up all the preceding steps of the training: what is important in life, what are the social surroundings like and what kind of information has been collected. The goal is to make the gathered information visible and to prepare ideas for the homework.

The participants have probably found several points that they would like to change in their environment. Maybe they have even come up with an idea to affect on the intoxicant abuse of young people in their area. Now it is time to develop their ideas into actions and make a plan how to better their social surrounding and make it more pleasant. Their actions can be just about anything: they can write an open letter to the decision makers, a video for their peers, a theme day at school. The actions depend on the target and on people who are doing it.

SUMMING UP THE IDEAS
Step 1
The pairs or small groups make a summary of what they have done in the preceding exercises and what disadvantages they have found in their neighbourhood. They can use unconventional methods like drawing, making a cartoon or a play.
Step 2
The small groups present their works to the whole group. The cartoons and the drawings can be attached at the walls so everybody can see them.
Step 3
When all the small groups have given their presentation, they can discuss what they had in common, and which of the ideas could be developed forward.

ACTION PLAN
Step 1
The participants can work together or they can be divided in to smaller groups according to their interests. They probably have many ideas about what they could do. The first thing is to decide what their target is and what the means of action are.
Step 2
Then the participants concentrate on the details. It would be a good idea to include at least following things in the action plan:

- Target: What is the subject of your actions?
- Arguments: Why are you going to do this?
- Activities: What are you going to do in practice?
- Target group: Who will benefit from these activities?
- Co-operation: Who could help achieving your target?

When these things are thought over and written to a paper, they become more concrete and are easier to accomplish.

Step 3
Next the group will divide the tasks. The responsibilities are decided and given to the members of the group. The participants make a timetable, contact the collaborators and design the activities so they can be accomplished. The trainer helps the youngsters to outline the tasks so they don't grow too big.

REALIZING THE ACTIONS

Step 1
The participants think a) where they are now and b) what is the ideal conclusion and final result they wish to achieve. These points are marked on a paper in a line: starting point at the present time and final outcome in the future.

Starting
point

Final
outcome
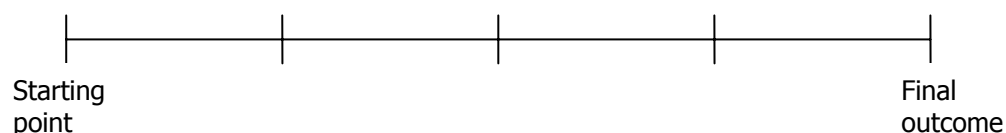
Step 2
Next the participants think of what should happen that they could get from the present time to the target. The line can be compared to stairs: they can't make the whole stairs from the beginning to the end at one jump, but they have to take the journey step by step.

Each step should consist of following questions:
- What is the first thing that should be done?
- How do you know that you have achieved your goal?
- What we need to get to first goal?

The line helps young people to see the steps to the goal and also see the things that can be measured.

Step 3
Next they will mark the difficulties or threads that might prevent them from achieving the target. It might happen that at some time they have to take one step back before they can continue. What are the things that might complicate the process? Lack of time? Lack of money? The participants can also try to find solutions to these problems.

Step 4
Finally the actual dates are marked to the line. When is possible to achieve the goal? Keep all the other tasks and hobbies in mind. The trainer or teacher can take part in this step, so he can anticipate if the youngsters need some help in the future.

This training can also be used when the youngsters already have started their activities. Then this line can motivate them and help them to find solutions to the problems they are facing.

7. End of Part I

The first part of the participatory training has ended. The trainer should repeat all the things the group has decided and remind them about the second part of the training.

It's good to end the training to some exercises that conclude the first part. It's also possible to give feedback to one another and evaluate the work that has been done.

NEWS OF TODAY
Everyone will write or draw a newspaper cover. The "news" are the events and feelings that have happened in the training. The papers are put together on the wall.

FEEDBACK CARDS
The participants are sitting in a circle. The first person has a pack of playing cards: he takes one card and gives the pack to the next person. If the card he has taken is red, he points out something good or something that went well, if the card is black he points out something to improve. If the number in the card is smaller than 7, he says it about himself, if it is 7 or bigger, he says it about the group.

HOMEWORK

After the first training part, the youngsters have one to two weeks time to accomplish their action plan. The youngsters do the homework independently, but if possible, the trainers can support the youngsters if they need some help.

The homework is done in pairs or small groups. The small groups are based on the same groups that made the action plans in the first part of the training, so they can actualize the actions they have been planning.

The homework is about taking the first steps of the action plan. The instructions of how to do the homework depend on the target the youngsters have chosen. It can be collecting information, for example interviewing other students, or observing the social surroundings. It can also be informing other students about the ideas and information the participants have gotten from the training.

Part II

8. Warming up

The second part of the training starts with some ice breaking exercises. These exercises remind the participants about the members of the group and the atmosphere in the first part, and help them to start working together again.

It is possible to use the same exercises as in part I chapter 1 "Let's get started". Here are also some new games that can be used too.

PIRANHAS
The participants stand up on a narrow bench. They have to make a queue by putting themselves in order according to their birthday. They have to be careful not to fall down from the bench because the piranhas are waiting for them. If someone falls down they start again from the beginning.

HIDDEN STONE
People are sitting in a circle, hands in fist, so that all fists are connected. One person is holding a small stone. The group has to move the stone from one hand to another secretly. One person tries to guess where the stone is going. He has only three guesses.

SEA WAVES
The trainer asks the participants to form a circle by using as many chairs as the participants except one. He gives instructions, "move right", "move left", while the others are sitting. The participants are moving according to the direction while the rhythm is getting faster and faster. When a participant falls and remains without a chair, the trainer takes his place and the participant takes the place of the trainer and the procedure goes on.

9. Presentation of homework

The main issue in the second part of the training is to go through the homework and to think of how to continue with the actions. The presentation of the homework can take part in many ways according to the type of the homework.

WHAT HAVE WE DONE?
Every small group is given time to present their work. They can use different methods, for example acting. After the presentation the others are free to give comments or ask questions about the work. Finally, when all the groups have given their presentations, they can discuss about all the works.

10. Analyzing actions

Next step is to analyze the work and develop the ideas further. For example the good actions should be made known among parents, teachers, decision-makers and so on. The group can also think if there are some actions that they would like to continue even after this training. These trainings can be used to develop the ideas and find ways to proceed.

After this part the group decides if they will continue their activities after the training. If they decide there is something that they want to do, they should plan and talk about it and maybe decide some meetings in the future.

LADDER
The trainers give participants the handout "Ladder" that can be found at the end of this material. The participants discuss in small groups "What steps should be taken to reach the final goal". They present their work and conclude to the final "Ladder".

PARACHUTE
The trainers give participants the handout "Parachute" that can be found at the end of this material. The person that tries to achieve a change is the trainee. The point of landing is the final target. The dome of parachute is anything and everyone that could give support to the trainee and the activity. The ropes stand for the skilfulness, the abilities that should be developed so that the trainee could have the chance to use the support. The weather represents all the circumstances, issues, events, people that could be an obstacle to the development of the activity. The boggy land stands for the risks that might appear if we are not careful. The participants fill in the "Parachute" and they discuss it in the plenary.

MIRACLE QUESTION
Think that you wake up tomorrow morning and a miracle has happened: The aim that you had in your action plan has come true. What has happened? What is the first thing you notice? What tells you that something good has happened? Miracle question helps to notice what happens between present time and the aim, and what the small steps to the solution are.

THE WORST FEAR
What are the risks in the action plan? Each group thinks three worst things that could happen. Then they discuss how to prevent the risks and is there something that they should do now.

SOLUTIONS FROM THE GROUP
Step 1
Every participant is given 3-5 small pieces of paper. They write questions, problems and other unclear matters that they have confronted while doing the homework. Only one thing is written in one paper.

Step 2

When everyone has written their questions, all the pieces of paper are collected and the questions are read out loud. Most likely it is noticed that many people have written same kind of questions and problems. Lack of time, lack of collaboration or too big tasks are usually the common problems. The problems are classified under headlines like "lack of time" or "bureaucracy" and so on.

Step 3

The big group is divided into small groups and the participants start to think about the solutions to the problems. Each small group is given one topic or headline. If there are not many problems, the solutions can also be considered in the big group.

11. Evaluation

The evaluation of the training can be done in many different ways. The training can be evaluated as a whole or the first and second part separately. If wanted, the evaluation can be gathered with a questionnaire also.

There are two different goals in the evaluation. 1) It gives information to the trainers about the work they have done and how their aims have been reached. 2) It gives the participants information about their actions and collaboration and how they have succeeded.

The evaluation can also be part of the learning process of the participants. In that case it should start from the first part of the training and continue during the homework and second part of the training.

The evaluation has to be adapted to the level of the participants. The evaluation questions are different if the youngsters are 12 years old than if they are 18 years old. Here are some ideas how the evaluation can be done.

EVALUATION OF THE TRAINING
The participants can answer following questions:
1. What was best in the training? Why?
2. What was worst in the training? Why?
3. What did you learn about yourself?
4. What did you learn about the group?
5. What kind of facts and skills did you learn?
6. What else you would like to say about the training?

LEARNING DIARY
This task should be given at the beginning of the training, right after the very first exercises. The participants are given a notebook and asked to keep a diary about the whole training process. They should take notice of for example their insights, feelings, reactions, learning new things and working in the group.

SELF EVALUATION
The participants are asked to evaluate their own behaviour during the training process. What did they learn, what was their role in the whole group or in the small groups, in which things did they succeed and what they could have done better. It is important to write down also the positive notions of their behaviour, like what are the strong points in yourself and in your work.

12. Feedback

The training is ended by giving feedback to the trainers and other participants. It is important that everyone has a change to say something. The feedback can be given in a circle, where everyone just tells their feelings. There are also different kind of games and exercises than can be used.

THE RULES OF GIVING POSITIVE FEEDBACK

Do this:	…don't do this:
1. Describe your feelings and thoughts…	… don't judge others in negative way.
2. Describe what happened, what the person did, what he said …	… don't use good – bad scale.
3. Use words "more – less"…	… don't use "either – or" alternatives.
4. Give feedback because of others…	… don't give it because of yourself.
5. Give the feedback about the behaviour…	… don't give it about the person.
6. Give information or ideas…	… don't give advice or teach, if not wanted
7. Give the feedback about this moment…	… don't remember bygones.
8. Concentrate on what happened…	… don't assess why it happened.
9. Concentrate on your observation…	… don't interpret or evaluate.
10. Concentrate on things that can be changed…	… don't describe characteristics.

SOMETHING SWEET

The participants form a circle. The first person has a bag of candies. He chooses somebody in the group to whom he wants to give a candy and says something positive about him. The person that got the candy and the feedback picks the next person and this continues until everyone has said and got something sweet.

POSITIVE CIRCLE

The participants sit in a circle. The first person says something positive about the person next to him. This continues until everyone has said something.

TRAVELLING DIARY

The participants sit in a circle. Everyone gets a paper and writes his name on it (Maria), then gives the paper to the next person, he writes something nice or characteristic about Maria on the other side of the paper and folds the paper so that nobody can see what he has written, but so that the name Maria can still be seen on the other side. Then he gives the paper to the next person. This continues until everyone has written something in everyone else's papers.

13. End of training

Finally it is time to say goodbye to this group and to this training. If the group has decided to continue with the activities, the trainer repeats the things they have decided and when and where they will meet next time. After this it is time for the final exercise.

The ending exercises give a warm feeling to the group and also show that the training has come to an end. Their aim is to let everyone express their feelings after the training.

POSTCARDS

This is the same exercise that is in the chapter 1 "Let's get started". By using the same kind of game at the beginning and the ending, the trainer both creates and ends the mood of the training. The trainer puts lots of picture-postcards on the floor. Everyone picks one card that describes his feelings at the moment.

JOINT HUG

The participants all give each other a big hug at the same time.

BALL OF STRING

Same as in getting to know us –exercises, but now the person who has the ball says something about his feelings at the ending of the training and throws the ball to somebody else. When everyone has said something, the net of string is solved by throwing the ball back to the person who gave it to you. This time everybody says something about the whole group.

Extra exercises

Here are also some additional games and exercises that can be used between the training exercises in the training model. These games are energizers and relaxizers that help the trainer to control the group. When the group is feeling tired, they can be put back in the mood by playing a funny and refreshing game. If they are getting too loud and hard to watch over, the trainer can get them to relax and slow down by using other kind of exercises.

Energizers

STEAL AND LOSE
Step 1
All the participants are given five clothes pegs. They have to put the clothes pegs to their clothes. Then they start to steal as many pegs as possible and attach them to their own clothes one by one. It is allowed to hold only one peg in your hand at the time. The person who has the most pegs is the winner.
Step 2
The game continues: Now they have to get rid of the clothes pegs by attaching them to other people's clothes. And the final winner is the person or persons who don't have any pegs left in their clothes.

ANIMAL EVOLUTION or AMEBA

The goal of this game is to become from amoeba to human, or actually superman, as in the evolution of the species.
Step 1 – amoeba
At first all the participants are amoebas. An amoeba moves by swimming and keeps a noise "amoeba, amoeba, amoeba…" So all the participants move around the room, making swimming gestures with their hands and saying "amoeba, amoeba…"
Step 2 – worm
When two amoebas meet, one of them has a chance to evolve. This is solved by playing the game "stone, scissors, paper". The stone wins the scissors, the scissors win the paper and the paper wins the stone. The winner becomes a worm and the loser stays as an amoeba. The worm moves squirming (with hand gestures) and makes a noise "worm, worm, worm…" The loser tries to find another amoeba so he can play the game again to become worm.
Step 3 – rabbit
When two worms meet, they play the "stone, scissors, paper" and the winner becomes a rabbit. A rabbit moves jumping with hands on the head as ears, and keeps a noise "fluff, fluff, fluff…" All the amoebas and worms are still trying to find partners to become rabbits. It is also possible to play the game

so, that the loser has to move one step back. So, when two worms meet, the winner becomes a rabbit but the loser becomes an amoeba again.

Step 4 – gorilla

When two rabbits meet and play, the winner becomes a gorilla. Gorillas move hammering their chest and saying "gorilla, gorilla, gorilla…"

Step 5 - superman

The final stage of evaluation is Superman. Superman moves flying with one hand in front and making the noise "Ssssshhhhhh…" When two supermen meet, the winner becomes a human being and has won the game.

FORMULA 1

The group is sitting in a circle and one person starts to make a sound like formula 1 car. Next one continues clockwise. If someone makes breaking sound then direction is changed. If someone starts to laugh he drops out of game. Keep on going until there is only one person left!

ALPHABETICAL ORDER OF NAMES

People are standing on chairs and try to arrange themselves on alphabetical order by moving the chairs. They are not allowed to touch the ground.

BODY PARTS

The group is wandering around the room. The trainer orders them to form groups where certain body parts touch each others. For example: "three left legs!" The three people have to put their legs together. If someone doesn't fit in to the group he is out of the game. The game is continued until there is only two people left.

IM THE ONLY ONE WHO HAS DONE THIS!

One person makes a claim about something he is proud of, or something very special he has done. For example "I'm the only one who has done a parashoot jump". If there are others in the group who have done the same thing, they will sit on persons lap.

FISH NET

The participants form two groups. In the other group the participants form a circle holding hands. The other group stays inside this circle. The circle is a net and the people inside are the fishes. The fishes try to get out of the net (the circle) and the people forming the net try to stop them. When all the fishes are out, the parts change. This time the participants that were fish will form the net.

Relaxizers

TECHNIQUE OF RELAXATION
The trainer tells a story creating an appropriate atmosphere to relax the participants and let them exercise their feelings by using soft music.

I HAVE NEVER DONE….
Each participant tries to figure out something he has never done, but others have. For example "I have never ridden a horse". If there is no one in the group who haven't also done that person gets a point.

TRY TO CONCERTRATE
The participants form pairs. The pairs stand back to back, eyes close. Then they slowly turn around and try to find their partners fingertips. Next they try to find and join together their elbows and so on.

THROWING SMILE
The participants form a circle. The first person tries to smile, takes the smile off his face with his hand and points somebody in the circle. The person that got the smile, starts smiling and then throws it to somebody else. The others can't smile or laugh. If somebody laughs, he is out of the circle.

DRAWING GOSSIP
Participants form one or several queues. The first person is standing at the end of the queue. He draws a simple figure on the back of the person standing in front of him. The figure can be a hart, a triangle, a star etc. The second person continues, and draws the same figure on the third person's back and so on. Finally the last and the first person both draw the figures on the black board. How did the gossip change?

CICRLE OF WISHES
The participants form a circle, holding hands, eyes closed. One by one they make a wish in their mind. A small hand squeeze is a sign for the next person that it is his time to make a wish.

HEARING VOICES
The Participants sit or lie silently in a room and concentrate on the noises that they hear: breathing, clock ticking, traffic, voices outside the room… The exercise ends and everyone tells what he heard.

5 Experiences from the youth trainings

The Participatory training for young people was realized in the autumn of 2002 in all the three countries. In this chapter are the reports of the local trainings (5.1-5.3) and a summary of the experiences (5.4). All the three partners followed the same structure, as presented in chapter 4 of this material, but in each country the training model was adapted to the local target group(s) and local aims of the partner organization.

5.1 Finland: Mannerheim League for Child Welfare

5.1.1. Introduction

Mannerheim League for Child welfare collaborates with local comprehensive schools and it has introduced peer activities in schools for 30 years ago. Another important area are the local associations and the local youth work, that takes part after school. Mannerheim League does a lot of voluntary work in general, but most of the youth activities are done by paid professionals. In ASK-project the workers were paid.

The participatory training was partly supporting the peer activities in school and this part was build on the structure that the League has developed in its earlier work before the project. Secondly the training was developing the voluntary youth work of the League.

5.1.2 Target groups of the participatory training in Finland

In Finland there were two target groups in the training.

A) Peer students in schools
These peer students are pupils in upper grade comprehensive school (see table 1). They have been chosen by their class mates and trained to be co-operators, listeners and helpers in the school community. The participatory training was introduced as a complementary training for a group of peer students.

The group consisted of 20 young people aged 14 to 16. There were both boys and girls in the group. The youngsters were selected by their teacher. The criteria were that they have to be active and ready to commit to this training and the activities. There had been some discussions about drinking and smoking in this group, as is usual in this age group in Finland.
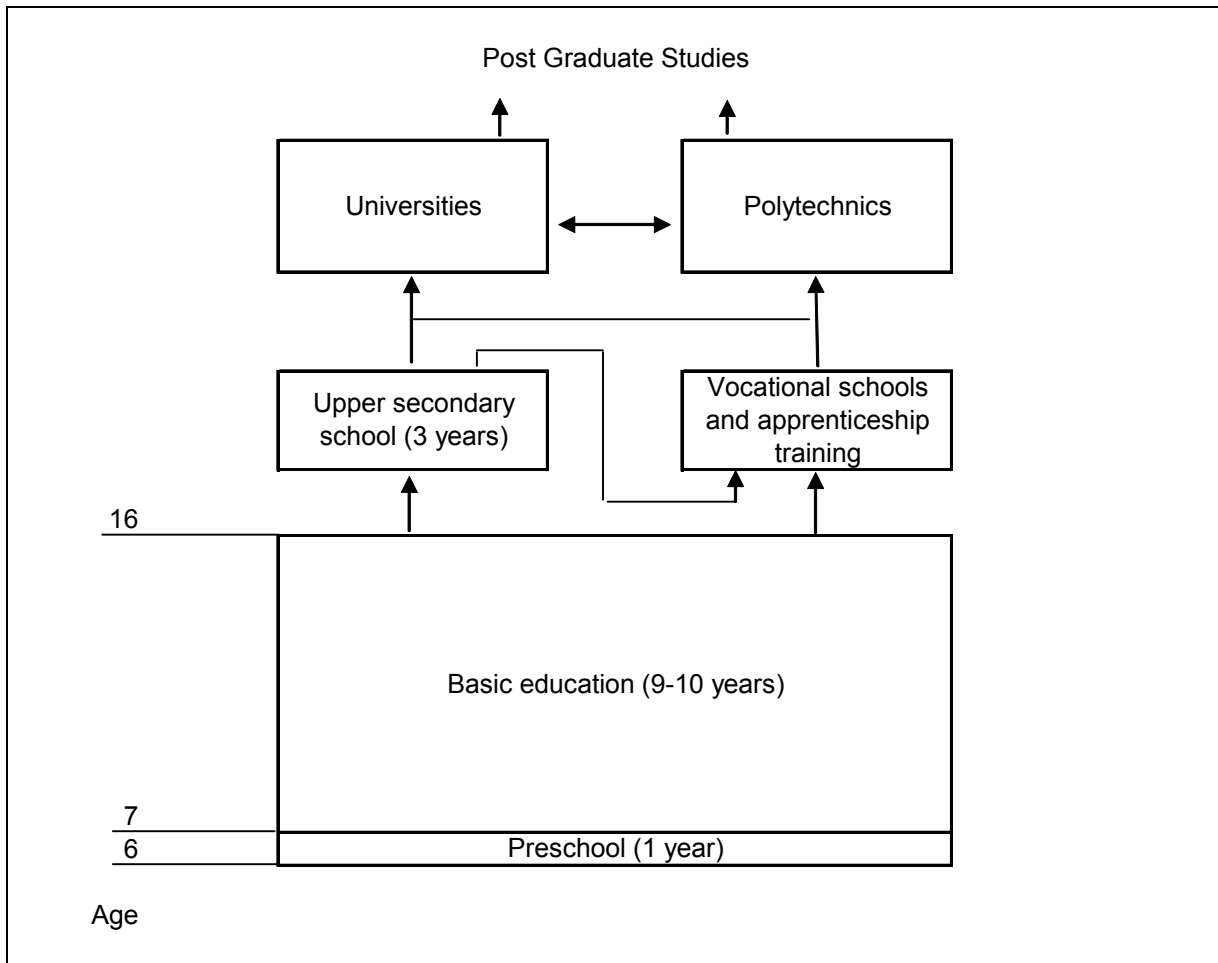
```
                    Post Graduate Studies
                         ↑              ↑

        ┌──────────────────┐      ┌──────────────────┐
        │   Universities   │ ←──→ │   Polytechnics   │
        └──────────────────┘      └──────────────────┘
                  ↑                        ↑

        ┌──────────────────┐      ┌──────────────────┐
        │  Upper secondary │      │ Vocational schools│
        │  school (3 years)│      │ and apprenticeship│
        │                  │      │     training     │
        └──────────────────┘      └──────────────────┘
                  ↑                        ↑   ↑
   16  ──────────────────────────────────────────────
        ┌─────────────────────────────────────────────┐
        │                                             │
        │         Basic education (9-10 years)        │
        │                                             │
        │                                             │
    7  ─┤                                             │
    6  ─┼─────────────────────────────────────────────┤
        │            Preschool (1 year)               │
        └─────────────────────────────────────────────┘
   Age
```

Table 1. Education system in Finland

B) Voluntary young people

The other target group in Finland was a group of youngsters that go to a youth house after school. The participatory training was aimed to this group in order to enhance the voluntary activities in the community and to give the youngsters more possibilities to spend their free time. The youngsters were chosen by a local youth worker and volunteer.

The group was planned to be 15 people aged 14 to 16. Unfortunately there were misunderstandings in the preceding information about the training and only 3 participants came to the first meeting. The training was postponed and it was marketed to other youngsters too. However there were not enough participants and the training was decided to be cancelled.

5.1.3 Structure of the training in Finland

The training followed the training model: there were two training sessions and a homework that was done between these sessions. The training lasted for 15 hours, the homework was done in 10 days and there were also several additional meetings after the trainings. The well-being of social surroundings was emphasized and the intoxicants and addiction were present in the discussions.

5.1.4. Activation of young people in Finland

The homework was to get more information about the situation in the area and to plan the activities. The small groups had very different kind of targets in their action plans: Some of them wanted to focus on the environment and they for example tidied up the place they the youngsters hang around. Some of the youngsters saw the drug use as the problem and they organized training for younger students. Some of the youngsters focused on teasing at school. They interviewed their peers and made a video for the teachers as rules how to handle the situations. Most of the activities were quite large, and they were not possible to finish within the training sessions. The meetings and activities continued for some weeks or even some months after the training. The teachers of these peer students were involved, so they could support the work of the youngsters.

5.1.5 Evaluation of the training model

The first experience with the peer students was very positive and for them this training model suits well. They are active people that are used to work as a group. Also the school and their teachers helped to accomplish the training and the later activities.
The other target group was a failure and unfortunately the training couldn't be accomplished. The volunteer had too much responsibility about the training, and when she failed to gather the youngsters, the whole training failed.

5.1.6 Conclusions

The training model suits very well in the Finnish youth work. It also focuses more on the preventive factors that are important in the addiction and abuse prevention.

International co-operation has brought some new aspects to the training model. It has become more versatile and complex, and thus it will be easier to adjust the training according to different needs of the target group. In Finland this training will remain as part of the peer activities in schools and the peer students can participate the training as a complimentary education. The Mannerheim League for Child Welfare will also continue to develop the voluntary youth work and this training can be a big help in this area.

5.2 Spain: Acciones Integradas de Desarrollo

5.2.1. Introduction

When the Association MLL contacted us for this project, we thought that it would be a very interesting opportunity to work deeper in the field of drugs prevention for young people, one of the most important target groups we are working with. This opportunity not only covered youngsters, also children who have been inserted in our fields of working, same of them with a very high social and familiar problems, and where drugs are the responsible of their problems.

Our experiences in drugs prevention have been addressed mainly to trainers or technical people who are working with young people, and also with very specific groups of young people who already knew drugs and who have had contact with them. In this point, we have developed actions for volunteers working in our projects and for other organisations under the Regional Government Founds.

Now, we have opened and structured this project for different target groups, permitting to share knowledge and experiences between trainers, children and young people and making at the same time a common itinerary for training and adapting it to the specific social reality or surroundings.

The work made in an "European Area" have permitted us to give to this experiences the *European concept* to the actions; having the collaboration of public and private institutions and involving in this task all the possible social agents. At the same time, the fact of different countries involved, has permitted us to know more about works made for drugs prevention and how is the reality in every country.

5.2.2. Target groups of the participatory training in Spain

According to the main objectives in AID, our most important target group is disadvantaged people, but also, we work with people who are going to work with this kind of people, or they are already working with. In participatory training there were two groups of young people. Also the trainers can be considered as a target group.

A) Trainers
People who are working in the projects where this methodology has been developed: Pedagogues and Educators working with children and young people who are living in houses in ward of the Regional Government, and people working in the "Ludoteca" (a place where children can play and learn having ludic activities)

B) Children
Children between 8 and 15 years old who came to the "Ludoteca" almost every day. Some of these children are the children living in the houses under the AID management and who are separated of their families for different reasons: abandonment, not familiar structures, problems with the law, etc.

C) Young people

Young people taking part in the "Social Guarantee Courses". These courses are integrated into the Educational Plan of Spain (see table 2). They try to give training in different ways: academical training and vocational training, to young people between 16 and 21 years old who stopped formal studies without any qualification. Reasons for stopping studies are very varied, but most of them have a social or familiar problem.
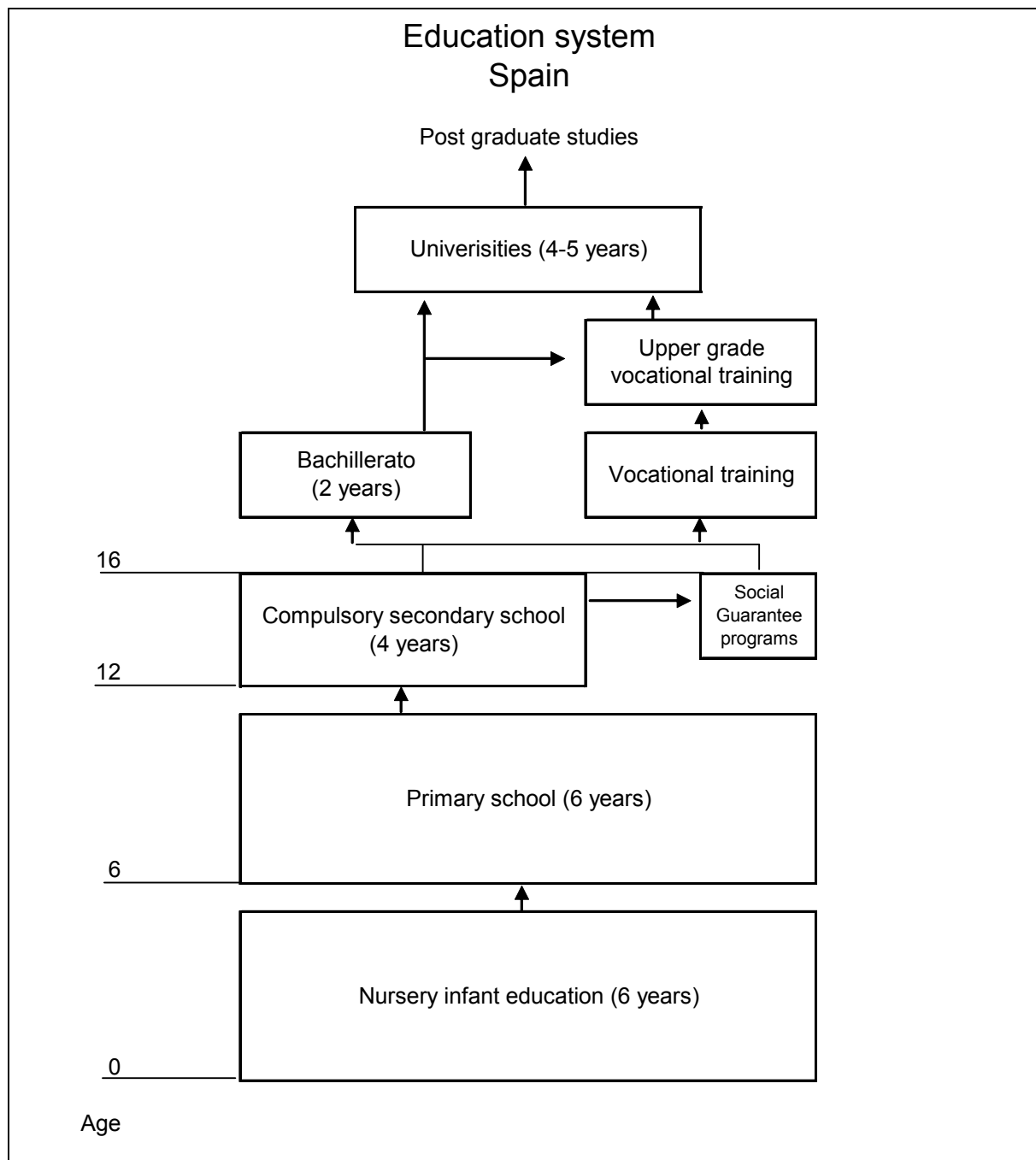

Table 2. Education system in Spain

5.2.3. Structure of the training and evaluation of the model in Spain

a) Translation of all the "Participatory Training Methodology" and all the documents in relation with the project: aims of the ASK project, conclusions for meeting carried up, etc.

b) Meeting with trainers and people working in the project to study the methodology and how to implant it into our projects and targets groups. These discussions have permitted us to know more about needs and field where to work with every group.

c) When we had the "final methodology"; we started to work with people working with young people into the projects that AID is managing now (training trainers): "Ludoteca" "Houses for children" and "Social Guarantee Courses".

d) These Trainers are including now this methodology as a part of their "plans of education" in every project they are working. Specific activities are already developed with children and young people.

e) The "Participatory Training Methodology" is included in different training courses. This is going to facilitate us its evaluation and further adaptations according with needs and target groups.

5.2.4 Motivation for young people

During training exercises, and according with every target group, motivations are very different. Children were looking for enjoyable activities during their free time. So, we tried to focus all the activities like a game where they are the main actors. The "Ludoteca" offers to the children a good place where to find a big choice of activities. During the normal period, children have to pay a small price to go into this place, but, during the training they didn't pay any money.

For young people, also games are interesting, but we use another tool: COMPUTERS and all the possibilities that Internet offer us. Training with young people has been reinforced with new exercises. We made a very basically investigation about specific drugs they wanted to know more about. We studied effects and they made a small "home work" about it.

5.2.5 Conclusions

The participatory training methodology is not isolated into the global methodology in this Association. We consider this new training methodology like a exercise more to do with our target groups.

The participatory training methodology, as its name says, pretends the "active involvement" of young people into their learning processes. We are working with this kind

of methodology for years trough the principle: "learning by doing" and we have had very good results with disadvantaged young people in all the training activities.

We think that this methodology works betters if we adapt some exercises to the "social reality" of every country and let to run the creativity and the interests according with the motivation of young people, target groups, ages, etc.

The participatory Training Methodology has been enlarged introducing the ICT as a tool in the field of research and investigation. These activities, as we said before (motivations), promote to take responsibilities into the small and big groups.

These exercises work indirectly in drugs prevention; it promotes healthy habits of life trough good choices to have fun, to live and to have a good communication between people.

Working with young people between 16 and 21 years old, one of the our target group, we have include the "case study" for every person, as an activity which doesn't exclude the others, but it permits to give us another point of view of young life and experiences in drugs.

5.3 Greece: Protasi

5.3.1. Introduction

Movement "PROTASI" is a Non Governmental Organization. It is a volunteer's organization working in primary drug prevention in the local society of Patras. Part of Movement "PROTASI" is the Center of Creative Occupation (C.C.O.), which aims to motivate young people, between 12 to 18, to participate in creative occupation groups in their leisure time.

The coordinators of the groups are volunteers who are members of Movement "PROTASI" and have obtained efficient training in primary drug prevention. The coordinators try through a pedagogic approach to encourage, animate and motivate young people in their groups to obtain and develop self esteem, communicative and other skills, ability to plan and implement actions according to their needs and desires. Additionally, young people obtain knowledge and information on the subjects they have selected to participate, as well as in general issues such as human rights, social exclusion, discriminations etc.

Apart from the volunteers, a small number of professionals (prevention executives) are occupied in the project mainly motivating, training and facilitating in organizational and administration matters, the volunteer coordinators of the groups. Every year movement "PROTASI" is holding long-term seminars for new volunteer members, teachers, health professionals and volunteers.

5.3.2. Target groups of the participatory training in Greece

In Greece there were two target groups in the training, which interacted between them forming a group of 31 young people. More specifically the target groups were:

A) Students from the CCO
17 young students, members of the groups of the CCO between 12 to 16 years old. Some of them are new members, some other older members of the CCO. All of them have developed the group esteem and are familiar to team working.

B) Students from the Secondary school

14 young students from the 6th Gymnasium of Patras, a school which is near the CCO and "PROTASI", has developed good relations by training the teachers and implementing projects in the school community with the involvement of parents as well. (See table 3.)

The students were selected by the teacher and the headmaster of the school as being very committed members of last year's health promotion group, which was dealing with integration of immigrant students – equality – diversity.
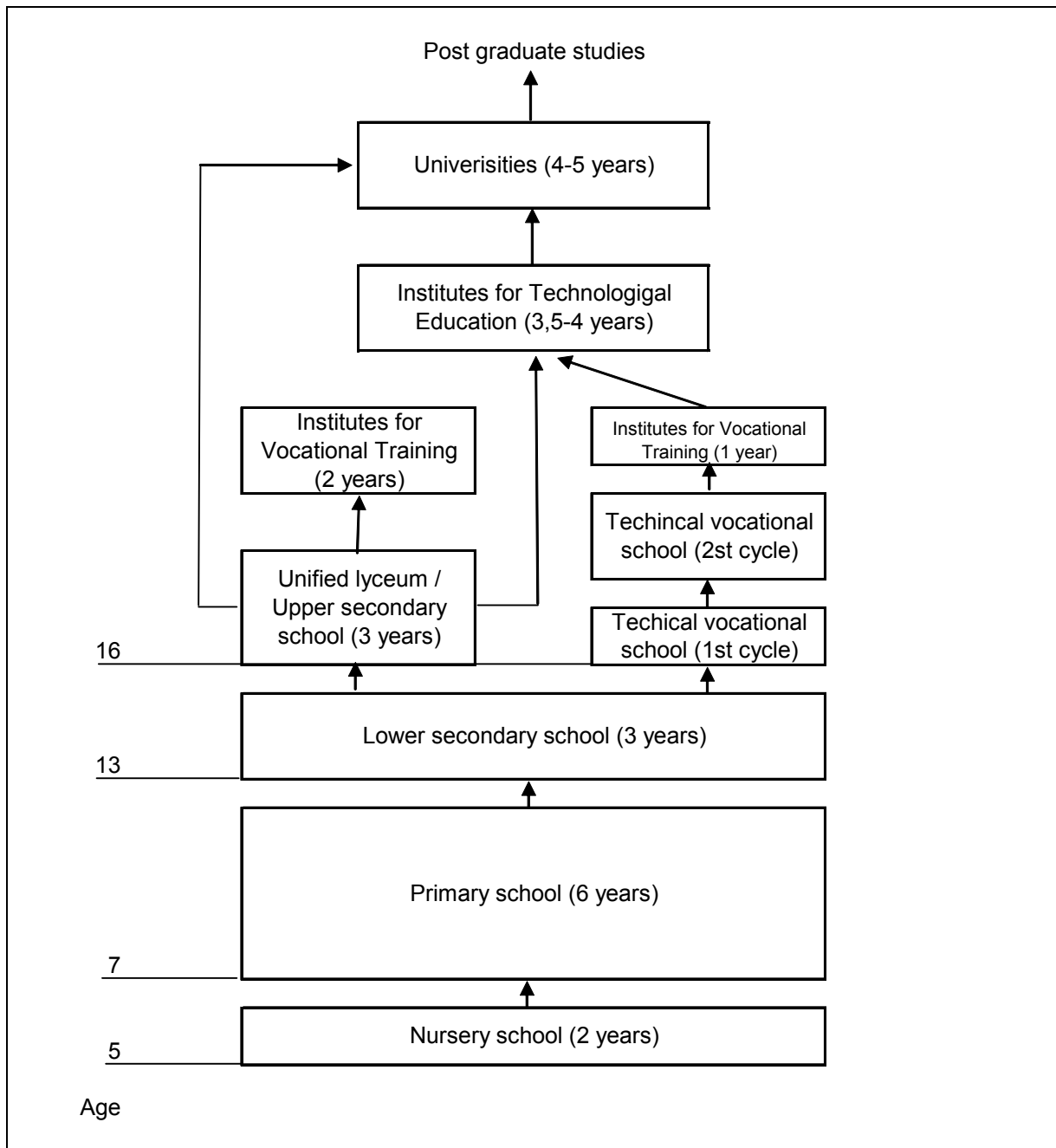

Table 3. Education system in Greece.

5.3.3 Structure of the training in Greece

The training was divided into 3 phases:

- First training, which lasted for two days and took place in the Environmental Centre of Klitoria, 180 km away from Patras, at the mountains.
- Homework phase, which lasted for two weeks just after the first training and the students worked in 6 subgroups with the assistance and counselling of the trainers. The students used the place of the CCO for their meetings.
- Second training, which lasted for two days at the CCO and the students fulfilled their homeworks and decided for the intervention in their school.

The preparation, follow up and evaluations of the trainings were coordinated by the group of 10 Greek trainers, all members of "PROTASI", and took place in 22 meetings from the beginning until the end of the project.

5.3.4. Activation of young people in Greece

The first training focused on rising the ASK group esteem (combining two different target groups) and deciding on a "contract" that would help the students to realize their availability, their responsibility and commitment. These principles helped them to work systematically on the ASK project but it was also a training itself creating multipliers on the ideas of ASK project by the pedagogic methods chosen for the occasion. This first training helped them to work effectively on their homework task of realizing their environment, investigating the needs of other young people and take actions themselves in their school community as a starting point, which would affect their wider environment.

The planning process was a great experience for them, as they had to elaborate in details ideas and goals in a realistic way. They also managed to combine a lot of different ideas to a final one (making a graffiti at their school) justifying and giving reasons for their choice. The meetings and activities continue even now after the training and the students with the help of their teachers and coordinators of the CCO are on the way to realize their goal.

5.3.5 Evaluation of the training model

The training model was very suitable to their needs, abilities and expectations. Having being themselves members of other groups they were adapted quickly to this new group and it seems that they want to continue to belong to the same group although the project has finished.

The teachers and coordinators of the CCO realized that the students got a lot of benefit out of this project since these students play an important role in the school and CCO community and act as multipliers and leaders in other later activities.

5.3.6 Conclusions

The training model was very much similar to the principles and values "PROTASI" promotes to young people. The personal growth, the high commitment, the continuation of actions were some of the goals that the ASK project helped to be achieved. An active citizen is the preventive model, which was introduced to the life of young people.

Apart from the students, the volunteers and professionals of "PROTASI" who were involved in this project as trainers benefited a lot by gaining new experiences, realizing new training and methodological techniques and interacting with the transnational partners.

"PROTASI" will continue to implement this training in its voluntary youth work very much enriched, improved and tested in an international level through the ASK project.

Matrix of the structure of the pilots

	Peer Students in Finland	Volunteer Students in Finland	Social Guarantee Group in Spain	Child protection Group in Spain	Ludoteca Group in Spain	Primary school Group in Greece	CCO Group in Greece
Who	Peer Students in upper grade comprehensive school in Pori	Active youngsters in a small community of Loppi	Youngsters without educational qualifications who have some social problems in Ciudad Real	Children living without their family in Ciudad Real ⟶	Children who come to Ludoteca in Ciudad Real	Students in Patras ⟶	Youngsters who come to Center of Creative Occupation in Patras
Age	14-16 years	14-16 years	16-21 years		11-16		13-16
Size of the Group	20	15	10		20		31
Selection of the group	Teachers were told about the training and they chose the youngsters	Youngsters were asked personally to participate	Youngsters attend the Social Guarantee group to gain education and social support. ASK-training was accomplished within this group.		Those youngsters that come everyday after school to the Ludoteca		Participation was voluntary. Protasi was already co-operation with the school
Training Structure	Two 2-day sessions + homework		Regular meetings, homework was done in the group		Regular meetings in a 2 week time, homework was done in the place too		Two 2-day sessions + homework
Homework	Getting more information and going on with the action plan		Research work about drugs		The contract, the rules for Ludoteca, discussions about attitudes		Maps
Action Plan	Video, trainings for younger students, Environmental work		Youngsters made a "Case study" of themselves				Proposals for the future: changes in the school environment
Future plans	Training will be used as part of the peer student trainings		Training model will be used in as part of the Social Guarantee trainings				

5.4 Summary

To sum up the experiences, all the three partner organizations were satisfied with the trainings and saw that their aims had been reached. The trainings in the different countries varied to some extent: the structure of the training was modified according to the local facilities and resources and also to the needs of the partner organizations. The target groups were also different in each country. The education system of the countries also had an effect on the trainings, because they were done in collaboration with the local schools. The educational systems of the countries are presented in the Tables 1-3.

The main result of the experiences was that the training model is suitable for training young people in drug prevention and activating the youngsters in order to influence their social surroundings and promote their well-being – in different counties. The training model is developed by the experiences to be adaptable in any European country.

The development of the training model took place after the local youth trainings had been concluded in each country. The pros and cons of the training model were gathered by country and then compared together. All the countries could find both positive and negative factors in the training. However, there weren't any negative factors that would be common in all the three countries. So it this respect the training model can be considered successful and appropriate to adapt in different cultures and different target groups.

However all organizations agreed that the training could fail in some extent if there wasn't already existing group of the young. The helping factor in these pilots was that the youngsters have had preceding experiences in group work. They either already formed a group together, or at least had the knowledge how to function in a group.

All the pilots were realized in groups were most of the youngsters already knew themselves and had been working together earlier, except Finland's pilot in volunteer group that failed. The trainer didn't reach enough participants partly because the marketing of the training was directed towards individual young persons and not for a group of the young. Anyway it's important to remember that this experience is for the time being only an individual try to find the youngsters openly into the training and maybe in some other time and place the training would have been succeeded. All the pilots were open to all young people interested to participate but the pilots that succeeded where carried out with the young that where somehow familiar with the organizations and that already participated in their activities.

Greece and Spain named only one shared negative element: the training could only be done during a very specific period of time and so it's hard to realize. One minor difficulty was also that many of the games were considered childish in Spain and in Greece. This has also something to do with the group dynamics, because at first the youngsters were very reserved about the games, but later on when they feel accepted in the group, the started to ask for more games. In Finland the trainers didn't have this problem, probably because the peer students are used to these kinds of games and exercises and they expected it already when they came to the training.

Greece and Finland found two shared difficulties: the drop-out of participants and confusion about the project and the waste of time that it caused. The confusion about the projects refers to the fact that the young didn't know what the aim of the project was, and so they had various expectations/not expectations at all for the training. Finland and Spain didn't have any common difficulties.

Two negative or difficult aspects were taken to the general discussion: the difficulties to transfer and to disseminate the results of the training into the young's social environment (friends, families, etc.) and the lack of, or not very clear and strong, commitment of the parents to facilitate the programme.

The positive elements that all three organizations' pilots shared were many. Pre-training elements were: exact and detailed planning, experienced and motivated local trainers, good premises, free training for the young and existing group of trainees. The shared positive elements during the training were: the lack of prejudices (from the part of the trainer), successful group process, commitment of the young to the training, appropriate games and dynamics, motivation towards the subject, active involvement in homework, cohesion of the group (both the young and the trainers) and the energetic learning methodology.

Making the Contract in the beginning of the training was a very useful exercise and it was seen as one of the most important parts of the training. It's a mean to find one's own responsibility and decision making skills. Contract of the training doesn't mean same as the rules. The importance of the contract arises of the fact that it makes invisible and "obvious" things visible and to be constructed in collaboration. By making the contract the youngsters were taking responsibility of themselves and their actions. Now it happened in this training, but later in life the same things can happen when they are making the choice about taking or leaving drugs.

The Map exercise was also useful and it really motivated the youngsters. In Greece it was noticed that the concentration of youngsters was best when they were taken outside their normal environment. The first part of the training was in the countryside and this also worked as a motivational factor, a "carrot".

Some of the exercises used in the pilot trainings didn't work in all the countries and they are left out of the final material. As usual in these kinds of projects, there were some problems with the busy schedule and lack of time. However all the countries could accomplish the training or even several trainings and the project got very useful experiences.

Some of the training exercises were seen very useful in many ways and they can be recommended to use in the forthcoming trainings also. Still the training model is very flexible and many of the aims or topics can be reached alternatively, choosing a different method depending on the target group. This adjustment according to the needs of the social and cultural background of the target group was seen essential in implementing the training model in different countries.

6 Conclusions

The Participatory Training for Young People is a tool for primary stage prevention work with children and young people. In the ASK-project the training model has been tested in three different countries and discovered to be functional, useful, adaptable and flexible. The training includes the important protective factors that should be maintained when working with youngsters and the used methodology helps to motivate and inspire the participants.

ASK-project has developed this training model as a support and inspiration to professionals and volunteers working with young people. The participatory training activates youngsters to participate as subjects, executors and seekers for solutions, not just objects of actions. The idea in the training is that the participants design and compose themselves actions and activities to promote the well-being of their social surroundings.

The training consists of two educational parts and homework. The homework and most of the exercises are done in small groups. The exercises that have been presented in this material teach youngsters social skills and problem-solving skills and also help them to strengthen their self-confidence because they experience positive succeeding. Together as a training programme the trainings activate the youngsters to become interested in their social surroundings and inspire them to do something for the common well-being and comfort. Realizing their action plans is also a way to give the youngsters the experience that they are important members of the society and their actions can affect both themselves and their peers, families and other people around them. All together the training model supports the factors that protect the youngsters from the intoxicant use and experimentation.

The training has also supported the collaboration between the adults in the social surroundings of a young person: educators, youth workers, teachers and parents. Because the training is accomplished outside the NGO:s, in schools and youth houses, it activates schools, parents and authorities cooperate more closely.

There have been four groups of beneficiaries in the project / training:

1) Young people

The principal benefit from the project was the training for the students and the training model that can be repeated also in the future. The young people that now took part in the training pilots are still giving positive feedback to the trainers. The training has activated these youngsters, they have learned new skills and have now better basis for intoxicant-free living. They have also multiplied the effects of the training by transferring their ideas and learning to their peers.

2) Volunteers

In the partner organizations, the project was used as a tool to educate and motivate the volunteers involved in the project and the training. In all the countries there were a number of adults taking part in the training and the aspect of motivation and commitment rose as an important aspect in respect to the succeeding of the training.

The Participatory training and the whole ASK-project gave a chance to the volunteer workers in the partner organizations to develop their skills as well. By taking part in the trainings the volunteers were committed to a process that gave them knowledge, initiative and contributed their personal growth. Training the volunteers also benefits the organizations. In Greece, for example, the people involved in the ASK-project formed a new volunteer group that continues working even after the project has ended.

3) Organizations

The Mannerheim League, Protasi and Acciones Integradas de Desarrollo have benefited from the project by getting education to their professionals and volunteers but also by getting people interested in their philosophy and methodology. The training was a way to get attention from the local authorities and media, and make the work of the organizations more widely known.

More importantly the project helped the partners to develop their methodologies and learn from each other. The European exchange of ideas and experiences helped the partners to make their work more effective. The experiences from the ASK-project and the knowledge shared in the transnational meetings will also direct the future plans of the organizations: the Finnish peer education model for example has raised interest in the other countries.

4) Teachers

Because the project collaborated with local schools, they can also be seen as beneficiaries of the project. The teachers, too, have been involved in the training process and it has supported their work and given them new tools to work with youngsters.

The pilot trainings succeeded in all three countries. The experiences proved that the training can be carried out in different countries and different cultural contexts. In the pilot trainings there were very versatile target groups from active and prosperous youngsters to youngster with social problems, and the training can be adapted to the needs and aims of the group. For example, the training could be used also as a way to integrate immigrants to the group, as happened in Greece.

The problem of guidance was also an important topic in the trainings: where to draw the line between freedom and guidance? The methodology of participatory approach underlines the youngsters' involvement in the decision making, but in practise the trainings were introduced by adults and the youngsters had very little say in the evolvement of the trainings. However, in separate exercises very good examples of the methods were seen. The contract making is one example of the respectful guidance. In the process of making the contract the need of the children and their awareness of them become visible. The

contract expects commitment from the part of the participants and confidence from the part of the trainers.

Dissemination of the results of the training to the adults of their social surroundings remains one of the main question marks in the training. How should the family and parents be involved in the training? The primary prevention should take place at home and at school and youth work's role is only to support the prevention done by parents and teachers. So the role of the parents in prevention work is essential but in relation to this training hard to define.

It is also good to keep in mind the importance of time in prevention work: project is an intervention to a young person's life and a short project or individual training often operates on a very superficial level. The work should continue within the schools, youth work and families also after this kind of intervention.

What new did the ASK -project give then? The general conclusion is that the methods and training exercises were already known to the partners and participatory methods were in some level used in organizations. Although the participatory approach was already familiar to all the participants before the ASK-project and the training experiences didn't produce anything new to the methodology of the partners, the training model in itself can be seen as a new way of working with children and young people. Another important new result is that this method works effectively in all countries. The participatory training is one method or mean which helps and supports the prevention work that organizations do.

The project has thus brought new methods and new approaches to all the partner organizations. It has also given the partnership a new direction: to work with peer education. A new notion has been how to combine peer work to voluntary work. The peer education could be the solution for volunteers to take health education and promotion to schools.

The partners of the ASK-project have found similar philosophy in prevention of drugs and other intoxicants among young people. All the partners will continue using this training technique also in the future as part of their organization's youth activities and disseminate the model as part of their work. The ASK-project has also raised future interest and ideas how to continue the work that was started in this project.

Attachments

Attachment 1
WAYS TO COLLECT INFORMATION (DATA)

The most widely used ways of collecting data for a research program are: 1. the questionnaire, 2. the interview and 3. the observation.

1. THE QUESTIONNAIRE

General characteristics:
The questionnaire is given in a printed form that includes a selection of questions relative to the subject. The person involved will firstly read carefully the instructions and then he / she will answer in writing.

- The printed form is either sent by mail to the parson who is supposed to complete it, or it is given directly to him / her.
- The questions and the instructions must be written in a clear and distinct way, so that there will not be any misinterpretations.
- It would be wise to remind the person involved that we would like his / her honest opinion and that the questionnaire is anonymous

Instructions for the researcher:
- Before writing down the questions, the researcher must specify the main goals of his / her research.
- The second thing to do, when writing the questions, is to be careful with the selection of the words he will use, in order not to write questions that might direct to certain answers.
- It's not either practical not convenient to have too many questions as it may be tiring for the person who will complete the questionnaire and it also may be difficult for the researcher to process the results.
- Simplicity, clarity and inclusion must characterize the questions.
- In case the researcher uses questions whose answers include preferences he / she must have a variety of answers that will cover all tastes.

There are two types of questions: a) the open type question and b) the closed type question.

Examples of written closed type questions

- Short answer: The answer is restricted to a few lines or words
- Selection of one answer between many alternative answers: The answers are two or more and are mutually excluded

- Degreed questionnaire: The several answers are degreed according to like – dislike or agree – disagree (there are 3 or 5 degrees). The person who completes the questionnaire selects one.
- Multiple choice: There are several different answers from which you can choose only one or more than one.
- Compulsory questions: There is a pair of answers from which you can choose the most acceptable one.

Open type questions

The person who is questioned can express his / her opinion by using his / her own words. The most difficult thing about the open type questions is that they can't be easily codified in order to extract the results. The use of thematic categories can be very helpful.

Pros and cons of the two types of questions

Close type questions: They are easily completed, they demand a little time in order to be answered, they restrict the person who completes the questionnaire to the subject.

Open type questions: They can provide the researcher with further information related to the subject. However, they are difficult to be codified and analyzed due to the variety of answers we may take.
Usually, one questionnaire includes both kinds of questions.

2 THE INTERVIEW

The interview is a personal communication between the interviewer – researcher and the person who is interviewed. The selected questions are asked aurally and the answers must be written by the interviewer accurately. The interview is quite similar to the questionnaire. The only main difference between the interview and the questionnaire is related to the way that the researcher and the person who answers the questions communicate. The interviewer should know and follow some rules which can lead his interview to a better result.
- To arrange the time of the interview and the place that it will be given
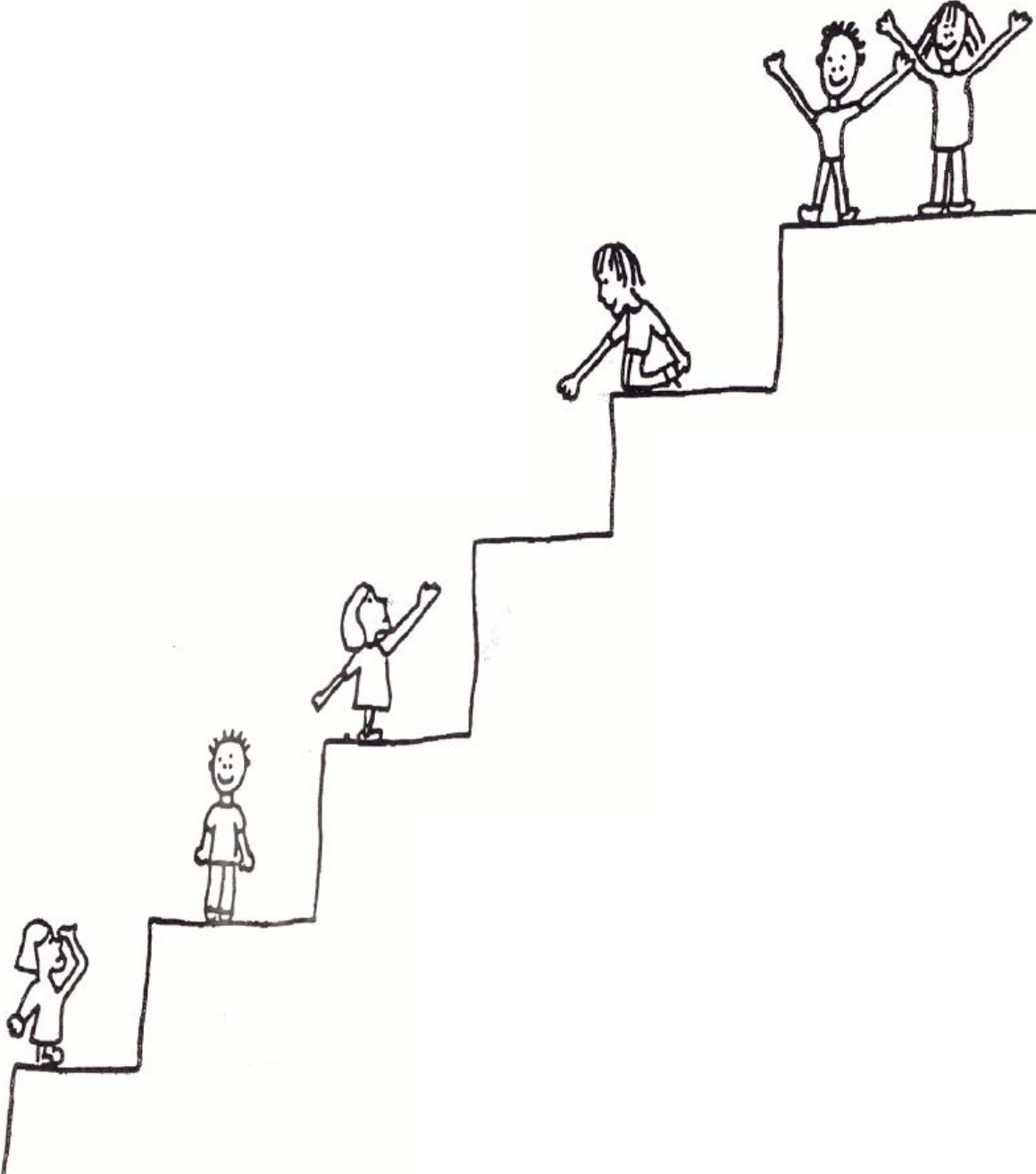- To create a comfortable and friendly atmosphere between him and the person who is interviewed.

3 THE OBSERVATION

The observatory must write down situations and behaviors related to the subject that he examines, based on his own observations and conclusions.

MY PARACHUTE
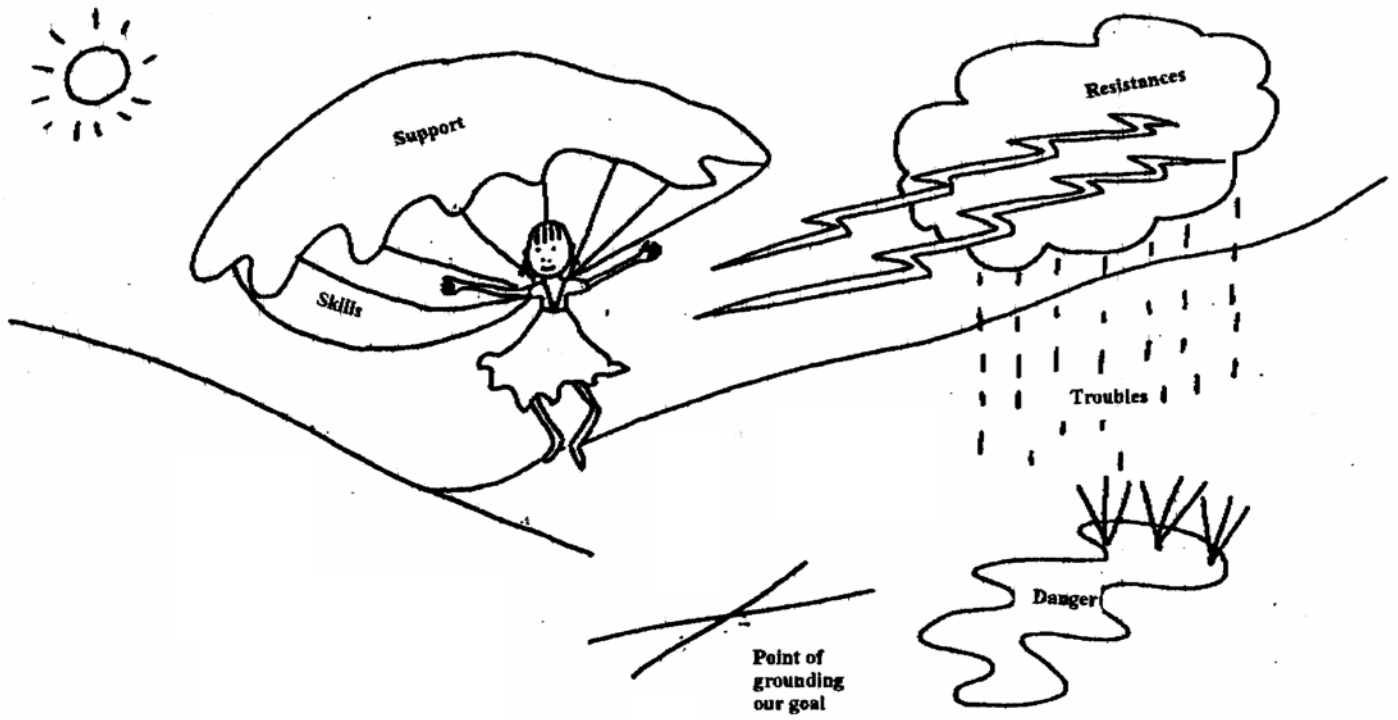
Contact information

ASK-project

http://www.ask-project.org

MANNERHEIM LEAGUE FOR CHILD WELFARE (MLL)

Address: Toinen Linja 17
             00530 Helsinki
             Finland
Telephone: +358-9-3481 1500
Fax: +358-9-3481 1510
E-mail: mll@mll.fi

http://www.mll.fi

ACCIONES INTEGRADAS DE DESARROLLO (AID)

Address: C/General Aguilera, 3 – 5 B
             C.P. – 13001 Ciudad Real
Tel/Fax: +34 926 225 319 – 926 250 201
E-mail: aid@inteco.es

http://www.accindes.org

PROTASI

Address: Sarantaporou St. 20   Agiou Georgiu St. 104
             Patras 262 23   Patras 262 25
             Greece   Greece
Telephone: +0030-0610 451790
E-mail: protasi@pat.forthnet.gr

http://www.forthnet.gr/protasi

FUNDED BY THE EUROPEAN COMMISSION