EPTO

EUROPEAN
PEER
TRAINING
ORGANISATION

TOOLKIT
FOR QUALITY PEER EDUCATION

Toolkit FOR QUALITY PEER EDUCATION

ACKNOWLEDGEMENTS

INDEX

INTRODUCTION

INTRODUCTION

As the European Peer Training Organisation (EPTO), we decided to draft a Toolkit for Quality Peer Education because we believe strongly in the power of this methodology. Peer education encourages young people to find solutions for their own problems, to shape their own lives and the world around them, and to feel good about who they are with all their diversity.

We hope that youth groups and youth-serving organisations can find here enough practical information, tips, advice and motivation to engage in quality peer education projects and to support young people in realizing their unique potential.

1

WHAT YOU NEED TO KNOW ABOUT EPTO

1.1. A powerful vision of youth leadership

"People enjoy learning from each other how to embrace their differences and realize their unique potential."

EPTO provides a space where young people can be learners and educators, sharing with their peers their competences in a spirit of collaboration. In EPTO, individual knowledge becomes collective knowledge.

EPTO members are catalysts for peer education. They may train their peers themselves or create the conditions for peer education to happen between young people through training, mentoring and coaching, creating a snowball effect.

In EPTO, young people can:
- Learn more about themselves and discover the great gift of human diversity.
- Learn how to become a peer trainer and train their peers about a variety of different topics: diversity and anti-discrimination, well-being, participation...
- Get to know other peer educators and youth workers using peer education.
- Participate in European meetings with other young people.
- Become activists and initiate their own projects.
- Make a difference... and risk having fun along the way.

By building capacity for young people and youth-serving organisations to implement quality peer training and offering progressive personal and professional development, EPTO furthers the European Union's objective to create a widespread snowball effect where young people are active actors of social change through their participation: "empowering other young Europeans and creat(ing) a momentum of activities, which in the long run, could affect civil society as a whole."

1.2. Activities

- **Training:** EPTO organises and delivers trainings for youth and youth workers.

- **Peer education:** EPTO supports youth, youth workers and youth-serving organisations in the implementation of peer education projects.

- **Membership:** EPTO supports its members through resources, training and coaching.

- **Advocacy:** EPTO advocates for the recognition of peer education as a contribution to youth participation and employability.

- **Sustainability:** EPTO develops and sustain partnerships with key stakeholders in the fields of youth, diversity and education.

Through its activities, EPTO supports the work of its members, peer trainers and youth-serving organisations all over Europe. In partnership with numerous local and national associations, youth leaders from several European countries have been trained and certified in raising awareness of different expressions of identity and diversity, addressing all forms of discrimination and advocating for more inclusive environments, resulting in an impact on thousands of young people. Over the next decade, EPTO will continue to grow as the reference for peer education in Europe.

Please visit our website www.epto.org for more information on all our activities.

1.3. Methods

Materials and tools used by EPTO are built upon internationally recognized pedagogical programmes and frameworks, the most notable being:

- the 'Peer training programme' of the Anti-Defamation League A WORLD OF DIFFERENCE® Institute;

- the award-winning Belieforama™ (religious diversity and anti-discrimination training) programme of CEJI-A Jewish Contribution to an Inclusive Europe;

- the 'Learning for Well-Being' framework of the Universal Education Foundation.

Over the years, EPTO has developed a unique expertise in combining peer training, experiential learning and diversity education. We create highly participatory, experiential and interactive environments where participants develop self-awareness, genuine communication, impactful engagement, metacognitive abilities and competences of leadership, facilitation, role-modelling and project management.

1.4. History

The history of EPTO is full of the passion, dedication and enthusiasm of many different people, organisations and institutions, which has made it possible to grow into an independent and sustainable European youth-led organisation.

EPTO began in 1996 as a pilot project of CEJI-A Jewish Contribution to an Inclusive Europe encouraging young peer trainers in Europe to lead activities dealing with all forms of discrimination. In 1996 and 1998 the first two train-the-trainer seminars were organised in Europe through a partnership between CEJI (EU), Anti-Defamation League A WORLD OF DIFFERENCE® Institute (US), the European Commission (EU) and the European Youth Forum (EU).

In 2001 peer trainers from all over Europe gave birth to the "European Peer Training Organisation" as a way to bring together the people who had been trained since the pilot project.

From 2007, EPTO became a legal non-profit organisation, developing materials and supporting a network of peer trainers over Europe in getting active locally and being represented on the European level.

By 2013 EPTO had developed progressively towards becoming a membership-based organisation, supporting and representing local organisations that promote peer education and broadening the scope of its topics and approaches beyond anti-bias education. An important step in this expansion was the partnership with the Universal Education Foundation in 2010, through which EPTO progressively integrated Learning for Well-Being as an underpinning framework for its programmes and activities.

(2)

WHY A TOOLKIT FOR PEER EDUCATION?

Peer education is often used but not always recognised by the same name. Even though many groups use it actively, hardly anyone knows what it is, how to explain it or how to give it a framework. Sometimes organizations or groups do not even know that what they do IS peer education!

Since 1996, EPTO has trained and reached thousands of young people all over Europe, as have other youth organizations using peer education. However, the huge impact such a methodology can have on young people's lives is still unknown to a lot of people.

That is precisely why EPTO decided to create this Toolkit: to explain how peer education works, what value it holds for youth and youth workers, and to give it more visibility and recognition.

It is meant to help youth, youth workers, youth leaders, trainers and facilitators to design and implement quality peer education projects, based on best practices and experiences gathered over the years at local and European levels. This Toolkit was notably developed throughout the following events:

- **The EPTO "Together We Learn, Together We Change" Campaign** (2011), dedicated to the promotion of peer education as a form of youth activism which contributes to the promotion of human rights, the empowerment of young people and overcoming prejudice and discrimination.

- **"Together We Learn, Together We Change: Seminar on Methodology and Quality of Peer Education"** (Hütten, Germany, May 2013): using their experience in the field, representatives of a variety of European youth and youth serving organizations brainstormed, collected and agreed on quality standards in peer education, and defined what quality peer education should look like.

- **An online consultation** (June to August 2013): the results of the brainstorming were put online so that reflections and inputs from people who had not attended the seminar could be integrated in the further development of the Toolkit.

- **"Together We Learn, Together We Change: Pilot Training on Quality Peer Education"** (Brussels, Belgium, October 2013): this event was EPTO's first attempt to organize a training solely dedicated to peer education as a method, demonstrating that it can work in a variety of fields and with different topics. The evaluation and feedback of this pilot training therefore also contributed to the further design and creation of the Toolkit.

- The **Peer Forum "Quality in Peer Education"** (Budapest, Hungary, October 2014): following the structure of this document, youth-serving organisations were coached in planning and implementing peer education projects on local level.

After having successfully created, developed, tested and tweaked it over the course of three years, we felt confident enough to publish this Toolkit. We hope that you agree and that it supports you to set up easily some successful peer education projects yourself!

3

HOW TO USE THIS TOOLKIT?

his Toolkit will help you to envision your peer education project not as a single event to organise but as a sustainable process. Indeed, implementing a quality peer education project requires defining in detail all aspects BEFORE a kick-off event, identifying everything that is needed DURING an activity and to plan what should be done AFTER in terms of evaluation and follow-up.

Structured in 8 chapters, this Toolkit will talk you through all the steps and practical aspects of a peer education project and make it qualitative:

1. Understanding peer education
2. How to get started
3. How to plan and prepare
4. How to work with people
5. How to sustain learning
6. How to ensure participation
7. How to monitor and evaluate
8. How to follow up

The Toolkit was designed so that anyone anywhere could use EPTO's model and guidelines and apply it to their own project. That's why in each chapter you will find both general considerations drawn from theory and field experience but also practical exercises and process questions which

will enable you to conceive your own peer education project step by step, and envision all the aspects at stake when doing so. We really invite you to use this Toolkit as an exercise book to write down your reflections and project ideas. You might consider that some exercises are a bit offputting in the first place or make you only "state the obvious", but we can guarantee that if you commit to the whole process you will achieve quality in your planning and delivery.

Keep in mind while designing your first peer education project that you could enjoy doing it, that young people could ask you to pursue the project or that your community may want to see it going further... If you are in such a situation, it means that your project is actually answering a need and you did a good job!
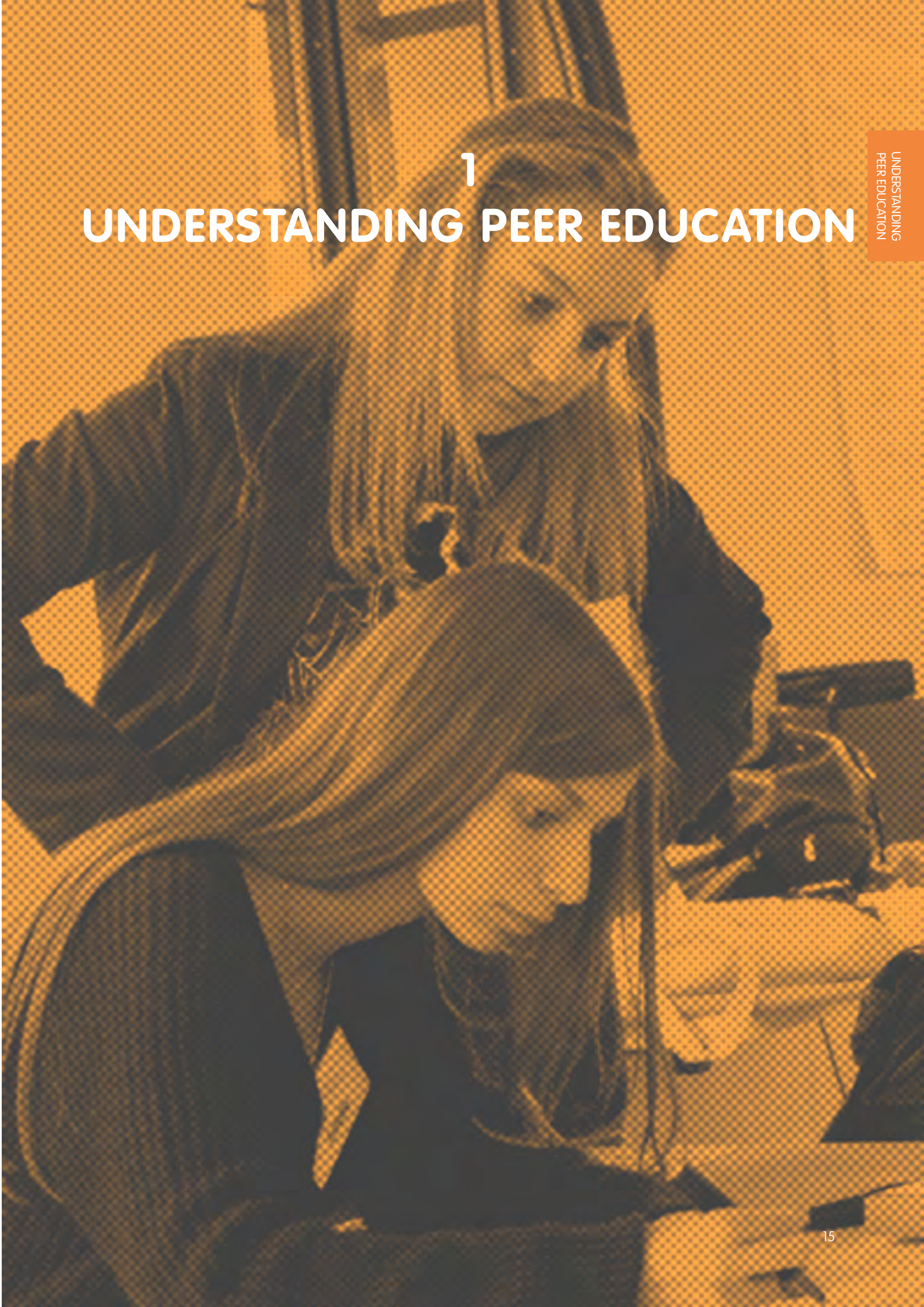
1
UNDERSTANDING PEER EDUCATION

CHAPTER 1: UNDERSTANDING PEER EDUCATION

1

WHAT IS A PEER?

- A bug?
- A fruit?
- A friend?
- A city in Belgium?
- Something else?

What a weird word: "peer". Its meaning remains unknown for most of us, especially if English is not your mother tongue, but you are probably surrounded by many peers without even realizing it (and don't worry: it's not a bug.)

A peer is a person who belongs to the same social group as another person or group. Peers are individuals who share related values, experiences and lifestyles and who are approximately the same age. The connecting element (or "peer factor" as we like to call it in EPTO) can also be based on other aspects of a person's identity such as:

- ethnicity → *members of an association of immigrants*
- religious or philosophical belief → *pupils in Catholic Sunday school*
- gender → *a group of girl scouts*
- sexual orientation → *members of a LGBTQ association*
- occupation → *a colleague at work or school*
- socio-economic and/or health status > *homeless people, or patients of a centre supporting people with diabetes*
- physical or personality traits → *red haired people in school*
- history or origins → *a club for young members of an African Diaspora*

Age
Origins
Religion
PEERS
may share the same...
Gender
Occupation
Physical possibilities
Sexual orientation
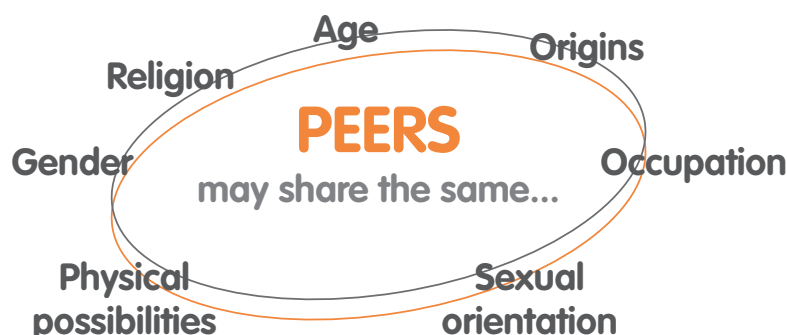
Peer also means "equal": "meaning we all learn together and that all our contributions are of equal worth".[1]

Essentially, your "peer" will be someone in whom you see part of yourself. Someone "like you" in one or more aspects of your identity. Recognizing someone as a peer is often unconscious and intuitive. It doesn't necessarily mean that this person is your friend, but may as well be a start.

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2

WHAT IS PEER EDUCATION?

</div>

We learn a lot of what we know and who we are throughout our lives from our peers. Peer education is a way of giving an intention to such an important influence. It is a way of influencing our peers' life in a way that is positive.

Peer education is a **"non-formal learning process that gives empowerment, confidence and independence to young people whatever their background"**.[2]

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1 SALTO Youth Cultural Diversity Resource Centre. *PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects.*

2 Ibid.

Peer education happens when **young people carry out informal or organised activities with their peers, over a period of time, to develop their knowledge, skills, beliefs and attitudes enabling them to be responsible for themselves and others and to create a space where they can feel well, safe and respected.**[3]

Peer education rests on the idea that "young people are the experts on their own lives and are therefore the best starting point in any learning process"[4]. Peer education enables youth to deal effectively with problems that affect them. The process can be partly social; thereby establishing forums for young people to explore new frontiers; helping to solve problems; and letting people in positions of authority gain a better understanding of the point of view of youth.

As obvious as it may sound, the success of peer education initiatives lies first and foremost in one's capability to truly consider youth as equal partners. According to the Domino Manual produced by the Council of Europe:

- Youth are ready-made experts. They have a unique perspective on the issues that affect them and can often "make things happen".

- As role models to their peer group, youth have the potential to demonstrate effective communication styles and approaches. This may be accomplished through workshops and games, music and mass media, discussion or story telling.

- Where resources are limited and large numbers of people have to be reached, peer group education has a multiplier effect. Such programmes also have an informal cascade effect, creating "buzz" in a local community.

- If encouraged and supported, youth can control the process of education and information exchange. Whether or not this occurs depends upon the setting in which a programme is operating. Peer group education can help to foster youth participation in programmes of formal and informal education[.5]

Note: EPTO focuses on peer education by, with and for young people; but it can be used with many populations and age groups for various goals.

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3 Adapted from *United Nations Population Fund and Youth Peer Education Network (2005). Youth Peer Education Toolkit. Training of Trainers Manual, New York (USA).*

4 SALTO Youth Cultural Diversity Resource Centre. P*EERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects.*

5 Council of Europe (1996). *DOmino. A manual to use peer group education as a means to fight racism, xenophobia, anti-semitism and intolerance.*

③

WHERE DO YOU FIND PEER EDUCATION?

Peer education can take place in any setting where young people feel comfortable: in schools and universities, clubs, churches, community centres, workplaces, on the street, on the Internet... It can happen in small groups or just between two people.

Peer education can be as simple and informal as when your friend is teaching you how to use makeup, how to juggle, how to play an instrument, how to fix your radiator... It can also be more "formalised". Here are some examples of youth peer education activities:

- **Within schools**: training a group of peer trainers who could raise the awareness of other youngsters on specific topics (for instance by organising a 2h workshop in a classroom, by participating in a thematic week/day in the school, by contributing to an external activity with classmates…).

- **Within youth organisations/youth centres**: training a group of peer trainers who could organise specific activities for the other members (for instance through workshops, sport, exhibitions, music, drama, street education…).

- **Within youth movements**: scouts, guides and others have been using peer education for years. Some of them could be trained on issues they would like to address and discuss with others (for instance how to deal with cultural diversities when organising camps abroad).

- **Within institutions for young offenders**: training a group of peer trainers who could support newcomers (for instance by negotiating the ground rules, by raising awareness on stereotypes, by being more aware of their rights and responsibilities as citizens…).

- **Within the media**: training young journalists on how to support and mentor colleagues in dealing with sensitive issues, on how to use specific techniques and materials...

- **Within political groups, within a group of volunteers, within a community centre, within a healthcare institution, within a group of students, in your neighbourhood, with your friends and family, with your fitness club…**

PEER EDUCATION DIAGRAM

Peer education in informal settings:

PEER A teaches something (how to knit) to PEER B
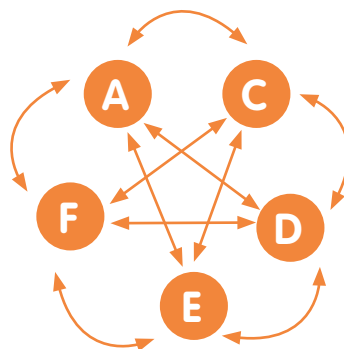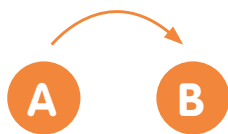
Peer educator developing a project with its peers:

PEER A is organising an exhibition with PEERS C, D, E, F

A youth worker encouraging peer exchanges, peer education between members of a youth groups:

Someone who's not a peer for the group (a 50 years-old youth worker) encouraging peer exchanges, peer education
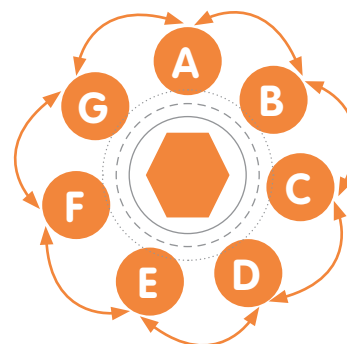
Peer trainers train other peer trainers who will train other peer trainers:

PEER A trains PEERS B, C, D, E to become peer trainers who then train other peers, etc. = Snowball effect
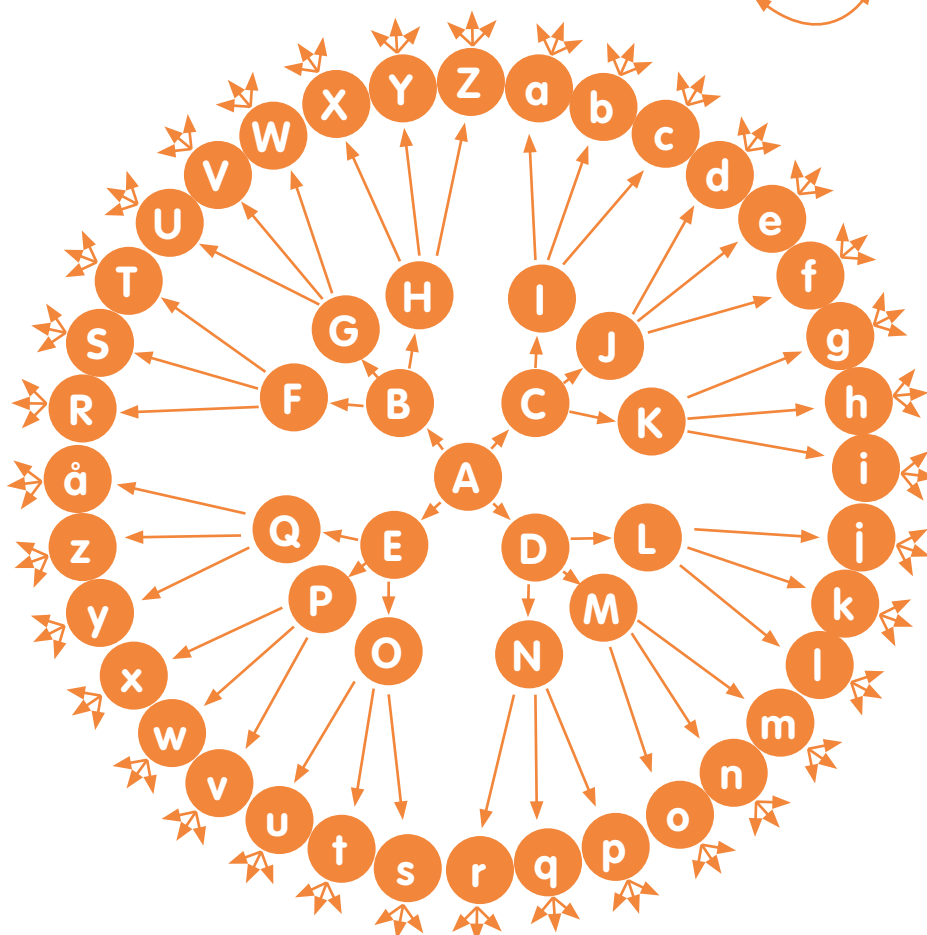
You may have heard of a variety of peer-related approaches. In most of them there is some form of education involved, so "Peer Education" is a big umbrella term into which we can fit many other approaches: Peer Training, Peer Information, Peer Review, Peer Leadership…

4

WHAT IS PEER TRAINING?

4.1. A horizontal process

The method of peer training is based upon the belief that **young people deliver a message to their peers that is often more credible and efficient than when it is delivered by authority figures.** Contrarily to formal education settings where the transmission of knowledge is vertical (typically: a lecture delivered by a teacher to their pupils), peer training is a horizontal process where peers educate each other in a spirit of mutual learning. It assumes that all individuals are both learners and teachers and that the knowledge of a group is necessarily greater than the knowledge of one individual.

Peer training methods have been used by many over the years, from upholding the theories of Aristotle to joint educational systems, which were very popular in Europe in the 18th century.

Peer training is now an increasingly important form of non-formal education in the youth sector, providing opportunities for youth empowerment through the development of self-awareness, social consciousness, special skills or talents, intercultural competencies and community-based projects.

It requires a pedagogical reflection about how to support young people in the long term to develop competences such as a growth mindset, self-awareness, self-confidence, communication skills, teamwork skills, public speaking skills, facilitation skills, leadership skills, etc. Therefore it entails to designing training processes for young people, defining learning outcomes, and creating mechanisms to support youth in assessing, improving and transferring their competences in their personal and professional lives constantly.

4.2. A form of social action

Education is never neutral. It is either designed to maintain the existing situation, imposing the dominant culture, knowledge and values; or education is designed to liberate people, helping them to become critical, creative, free, active and responsible members of society.

People will act on the issues on which they have strong feelings. Training is a way of identifying issues of importance NOW to youth, generating critical thinking and motivation to participate in addressing social or political issues.
Peer training is, as an independent process, a political action that facilitates youth participation in society. Through training, young people experience intercultural microcosms, learn to articulate

values and concerns, gain valuable skills, and can be motivated to take social or political action. Whether they are conscious social or political actors, or merely getting through life, youth have influence in a variety of sectors. The great potential they have to make positive contributions to society with consciousness and intention has not been fully tapped.

Educating and supporting young people as change agents of any kind can ultimately inspire a general evolution in the culture at large. Adults, organizations, and institutions can consider youth perspectives and needs when making decisions. If the general youth culture has an intercultural consciousness and demonstrates new competences to succeed in a diverse world, many other sectors in society will follow.

5

IS MY PROJECT A PEER EDUCATION PROJECT?

Peer education projects:

- give young people the opportunity to utilise their skills and share their knowledge with their peers

- help create positive images of young people

- help to change attitudes and behaviours towards young people

- encourage adults to recognise the value that young peoples' contributions bring to society[6]

- can be simple or complex

- can be short or long-term

- may involve small or large groups of people

- may be delivered directly or indirectly.

In other words there is no "one size fits all". What you choose to do is unique to you and the group of young people you wish to involve.

At this point, you may already have a vague idea of a project you would like to implement, involving youth and using educational processes; but you may wonder if it is actually a 'peer education' project. The following questions will help you determine if your idea can lead to such

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6 Adapted from: SALTO Youth Cultural Diversity Resource Centre. PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects.

a project. If yes, this Toolkit will hopefully be of great interest to you; if not, this Toolkit could help you redesign it into a peer education project or inspire you to invent a new one!

1. **Does a peer factor connect the participants in my project?**

   ◯ **YES**   ◯ **NO**

   What is/are the peer factor(s)?

2. **Does my project enable young people to deal with issues that affect them directly?**

   ◯ **YES**   ◯ **NO**

   Which issues? How?

3. **Does my project enable young people to influence their learning process and the one of their peers?**

   ◯ **YES**   ◯ **NO**

    How?

4. **Does my project enable young people to develop knowledge, skills, beliefs and attitudes?**

   ◯ **YES**   ◯ **NO**

   How?

5. **Does my project enable young people to be multipliers and agents of social change?**

   ◯ **YES**   ◯ **NO**

   How?

6

USEFUL TIPS

- Peer groups have a big influence on the growth and development of young people.

- Young people are the experts on their own lives.

- Young people can strongly influence the societies in which they live.

- All individuals are teachers and learners.

- Peer trainers need to understand themselves as people: their unique potential, the way they learn and communicate, their skills, attitudes and values.

- Peer training is a form of social action.

2
HOW TO GET STARTED

CHAPTER 2: HOW TO GET STARTED

1
INTRODUCTION

So here you are: you think that young people could play an important role in your school, organisation or community but you don't know how exactly? You are concerned about things that affect young people and want to make a positive difference? Starting a project often begins with an urge to help people and create something new. This chapter will talk you through the early days of any peer education project.

2
FINDING OUT THE WHAT AND WHY

So why should you run a project in the first place?

It may seem surprising, but it is possible to work on a project without knowing 'the what and why', just like you may find yourself walking without a compass or cooking without a recipe. However not having much sense of direction is a costly strategy in the long run, be it in time, frustration, impact or achievements.

Figuring out 'the what and why' is about finding out what your work is all about. It's the reason why you get up every morning and why you want to invest your time in making a difference in the first place. Another way of looking at this question is to ask yourself:

What is important to me?
What difference do I want to make?
Why is this an important area?

3
FINDING YOUR TRUE NORTH[1]

There are times when doing something feels so automatic, it becomes easy to forget the true reason why we do it in the first place. For instance we each have our own morning routine and

....

1 True North is "the internal compass that guides you successfully through life. It represents who you are as a human being at your deepest level. It is your orienting point — your fixed point in a spinning world — that helps you stay on track as a leader. Your True North is based on what is most important to you, your most cherished values, your passions and motivations, the sources of satisfaction in your life." (from the book "True North" by Bill George).

rarely, if ever, do we question why we eat breakfast or go to work. These behaviours are so automatic, we don't tend to think about them a great deal. However running a project is different from a routine. If we are not aware of the true why, it becomes much harder to reach the finish line and much easier to get distracted along the way. Just as a journey of a thousand miles begins with a single step, you shouldn't start your project without knowing the true north.

So go on and ask yourself :

What is important to me?

What difference do I want to make?

Why is this an important area?

4

FINDING THE RIGHT FIT

Feeling passionate about helping young people is a great starting point. But before you translate your passion into action, you need to make sure that your idea resonates with the young people in your community who are essential to your project.

To illustrate this, think about the last time someone was trying to sell you something. You may have liked the person, but if their product didn't add value to your life or promise to solve your problems, you were unlikely to make a purchase.

Things are not different when you run a project, except that on this occasion, you are standing in the shoes of that salesman. Your best strategy is to come up with a project which solves the problems of the young people in your community or helps them in some way. The more your idea appeals to the young people, the easier it will be to bring them on board.

5

TALKING TO PEOPLE

Since people are less likely to engage in things they don't find worth pursuing, getting to know your audience before you plan your project is key at this stage. And the good news is that it doesn't have to be time-consuming or complicated – all you need is to connect with a few people representative of your target group and find out what life is like for them.

Of course you may already have much experience in your area and it can be tempting to rely on your own assumptions rather than talk to real people. However listening to your stakeholders will help you see things how they are, directly from your audience.

There are several ways of doing it; we propose 2 methods: an individual one, the interview, and a collective one, the focus group. An interview is the best way to have a formal face-to-face conversation with someone. A focus group is useful for collecting the ideas of a group of people.

> **What is a focus group?[2]**
>
> A focus group is a qualitative research method especially useful for gathering ideas and insights. It has 6 characteristics: (1) People (2) assembled in a series of groups (3) possess certain characteristics, (4) provide data (5) of qualitative nature (6) in a focus discussion. It is usually composed of 8 to 10 people, but it can range from 5 to 14: it must be small enough for everyone to have an opportunity to share insights, and yet large enough to provide a diversity of perceptions. It goes through several different types of questions, each of which serves a distinct purpose:
>
> - **Engagement questions**: introduce participants and make them comfortable with the topic of discussion.
>
> - **Exploration questions**: the core of the discussion; these drive the study and require the greatest attention.
>
> - **Ending questions**: close the discussion and enable participants to add further comments.

....

2 Remark: We introduce the focus group here briefly as a tool to collect information from and about your target group, but it is of course a research methodology which requires a deeper exploration when used for academic purposes.

To test this, why not try the following exercise:

- **Part A, your views** : use this part to write down your own thoughts.

- **Part B – option 1, the interview** : With your detective hat on, identify at least 2 people representative of your target group and simply talk to them.

- **Part B – option 2, the focus group** : Gather 6 to 14 young people and run a focus group, using the guiding questions.

- **Part C, reflections**: Use this space to reflect on your idea.

EXERCISE: Talking to people: PART A
Your views

Who are the young people I care about?

What does their world look like?

What needs, problems and aspirations do they have?

How do they deal with them at present?

EXERCISE: Talking to people: PART B – option 1

The interview

Name of the interviewee : _____

I would like to learn more about the views of young people in this community. Could you tell me a bit more about yourself?

What does your daily life look like?

What's your biggest dream in life?

Is there anything about your life or community you wish was different?

How do you deal with this issue at present?

EXERCISE: Talking to people: PART B – option 2

The focus group

Participants:

1		**8**	
2		**9**	
3		**10**	
4		**11**	
5		**12**	
6		**13**	
7		**14**	

(1) Engagement questions

Could you tell us what is your name and your age?

What does your daily life look like?

What's your biggest dream in life?

(2) Exploration questions

Is there anything about your life or community you wish was different?

How do you deal with this issue at present?

(3) Ending questions

Is there anything you would like to add?

EXERCISE: Talking to people: PART C

Reflections

What did your learn about your target group by talking to people?

Did anything surprise you?

Are there any changes to your project since this exercise?

How will you go about making them?

EXERCISE: Talking to people: PART C

6
OTHER KEY PLAYERS

In addition to your target group, there is another important group to consider: other key players. Regardless of where you live, there is probably no shortage of projects taking place all the time.

A common path people take is to find out what you want to do and just go on and do it. While this approach can work to some extent, it can also put you at risk of making a small impact, or worse, creating something that already exists.

Here is how to turn things around in your favour. Regardless of the nature of your project, make sure you research your idea, get to know your audience and find out who else is interested in this area. If while doing so you realise that a similar project already exists elsewhere, don't let this discourage you.

Running a project is not the same as running a race. In fact quite the opposite: by getting to know other key players you may find a great deal of support, learn from their experience and come up with new ideas. Just because another project already exists, it doesn't mean that it caters for everyone, everywhere. By finding out more about the work happening elsewhere, you will get a clearer idea how your project could add value to what already exists and what the real gaps are. You will also learn about what services are in high demand, what works and what doesn't and who could help you. These lessons are like gold dust, they can't be learnt by reading books or browsing the web, but simply by meeting people and learning from their experience.

Who are the key players in my immediate community?

Who are the key players elsewhere?

What strengths/projects/ resources do they have?

Are there any gaps?

Who could help me and how?

How could my project add value to other work already taking place?

7

A NOTE ON FLEXIBILITY

Well done - you have listened to your target group and found out more about them. Perhaps you are reading this and wondering what if things change and my path or strategy is no longer suitable. It's important to know that risk is an integral part of what we do. Without risk, there would be no need for problem solving. No risk, no gain.

Sometimes external or internal circumstances will force you to take a different path, or even to take a step back. For instance some of your team may drop out or the issue you wanted to tackle opens up a door to other issues you weren't aware of before. As long as you know and prioritise why you do what you do, having to change your path will not overshadow the big why. Instead, it will help you reach your finish line.

So from the very moment you start a project, be sure that you will encounter the unexpected. The key is not be afraid of it, but to embrace it. As long as your vision is clear and resonates with the young people, you will always find the path to your aim, your true North. While the path itself may change, your goal can still be reached.

8

THE FINISH LINE

Imagine yourself reaching the finish line - what would it look like?

9
BRINGING IT ALL TOGETHER

Once you have specified your idea, got to know your audience and found out what's already out there, you've learnt what it takes to start a project.

GETTING TO KNOW YOUR PARTICIPANTS →

What issues are important to young people I care about?

WHAT AND WHY? →

What is my project trying to achieve?

How could I make a difference to young poeple?

BIGGER PICTURE →

Who are the key players?

Are there any obvious gaps?

How could we work together?

10
USEFUL TIPS

Getting started with a peer education project implies that you ask yourself a few essential questions: why am I doing it? What is important to me? Is this important to my target group too? Can I translate my idea into concrete action? Am I ready for unexpected hitches?

3
HOW TO PLAN AND PREPARE

CHAPTER 3: HOW TO PLAN AND PREPARE

1
INTRODUCTION

Once you know what you want to do and why you want to do it, the next important step is to plan your project. There are times when we want to just get on with the work without making the plan. It's a great gift to feel the energy to do something and planning isn't designed to take it away from you – quite the contrary: having a good plan is about drawing a path from A to B so that you have enough resources to get your project to the finish line.

2
FINDING YOUR AIMS

Aim setting is an important part of any project. Don't be discouraged if it takes you a little time to pin down your aims. A simple way to think about your aims is to ask yourself: **why are we running this project?**

There are many potential reasons why you want to run a project. For instance, you might be interested in helping young people learn new skills or improving their lives. Whatever drives your work is unique to you, your team and your project. So go on and ask yourself:

Why are we running this project?

Now take a look at your answers above. Do they look a bit like this?

- To help people
- To do something
- To change the world
- It's the right thing to do

If so, it's time to refine your aims.

When your aims are broad, it is more difficult to know if and when you've reached them and what difference did your project actually make.

So, before you move on to the next part of the planning process, have a go at this **SMART test.**

3

THE SMART TEST

1. Are my aims specific?

◯ **YES**   ◯ **NO**

2. Are my aims measurable?

◯ **YES**   ◯ **NO**

3. Are my aims attainable?

◯ **YES**   ◯ **NO**

4. Are my aims realistic?

◯ **YES**   ◯ **NO**

5. Are my aims timely?

◯ **YES**   ◯ **NO**

Once you complete the SMART test, have a look at your answers. Are there any 'No' answers on your sheet? If so, how could you refine your aims? Let's have a look at the examples below:

- Are my aims SPECIFIC?

NO → ~~To help people~~
YES → To support 500 young people to quit smoking by 2020.

- Are my aims MEASURABLE?

NO → ~~To do something~~
YES → To run social club for young people with disabilities

- Are my aims ATTAINABLE?

NO → ~~To eradicate poverty in Europe~~
YES → To organise a charity event for homeless people in my town

- Are my aims REALISTIC?

NO → ~~To change the world~~
YES → To create a bullying-free culture at my local high school.

- Are my aims TIMELY?

NO → ~~To deliver 20 workshops by the end of the month~~
YES → To deliver 10 workshops within the next 6 months

4

THE 5WS AND 1H

Once you've defined your aims, you have set your finish line. The next step involves planning your route to that finish line. The easiest way to do is by answering the 5Ws and 1H.

Your audience

WHO?

Who are the young people you want to make a difference to?

Aims

WHAT?

What are you aiming for? What does your finish line look like?

Big picture

WHY?

Why is this an important area?

Key activities

HOW?

What key activities, skills and resources (people, money, time) will help you reach your finish line?

Timescales

WHEN?

How much time do you need? How much time do you have?

Venue & format

WHERE?

Where will you deliver your project? What format will you use?

NOW IT'S YOUR TURN!

It's time to complete your project plan.

PROJECT NAME:

Your audience
WHO?

Aims
WHAT?

Big picture
WHY?

Key activities
HOW?

Timescales
WHEN?

Venue & format
WHERE?

HOW TO PLAN AND PREPARE
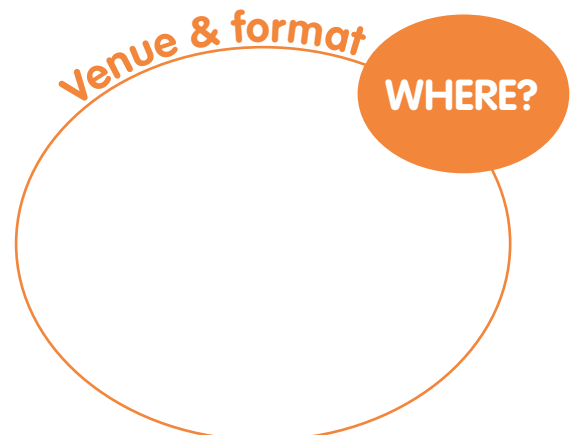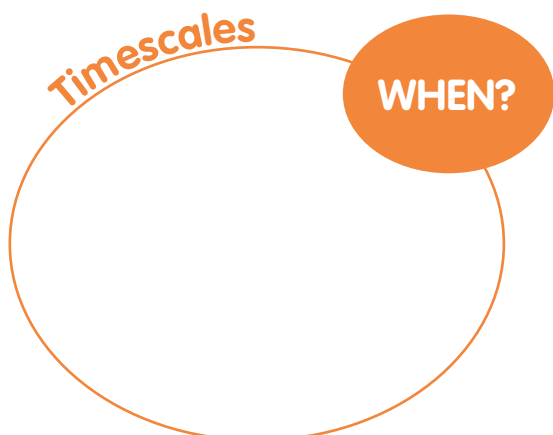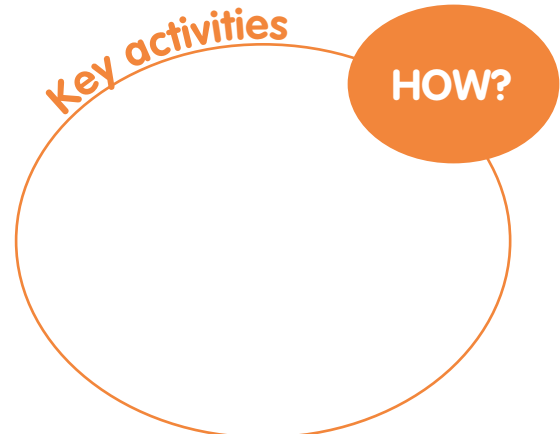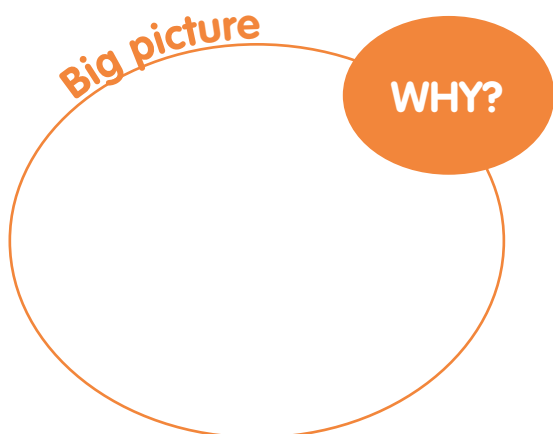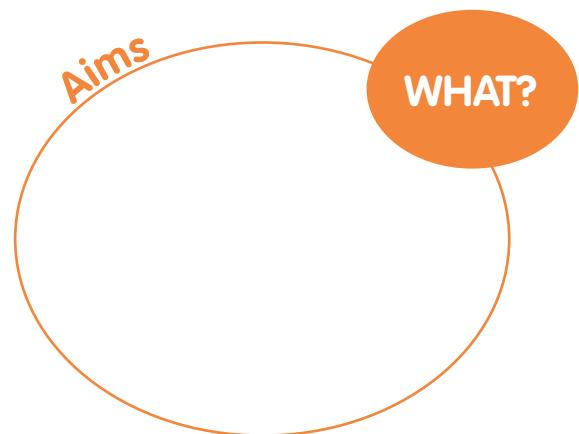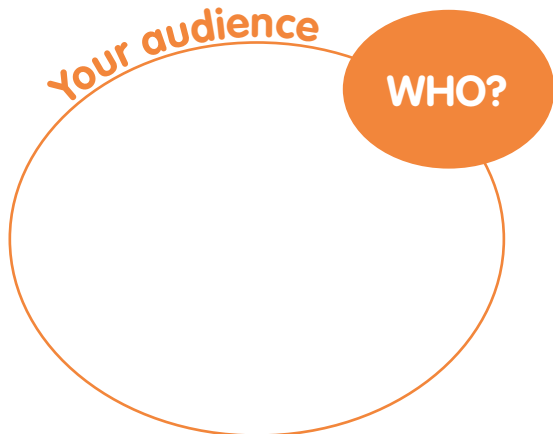
5

USEFUL TIPS

Use the 5 Ws and 1H to map the route to your finish line. Planning is not a contest so if you think that something will take you between 2 and 5 days, or will require between 2 and 4 people, always go with your mid-to-high estimate. It's always better to have plenty of time to do something than to skip some parts of your project due to running out of time.

Planning is a part of your project. Most projects don't happen overnight so there is always time to pause and plan how to go about them and what resources are needed. Even if you feel you know your project inside out, having a plan will help your team stay on the same page and have something to fall back while your project is under way.

At this stage, it is important to start thinking of your project follow-up. The follow-up should be planned according to your aims and fully considered as a part of the whole. Chapter 8 is dedicated entirely to follow-up. As you will see, planning it from this stage on will definitely increase the quality and success of your project.

4
HOW TO WORK WITH PEOPLE

CHAPTER 4: HOW TO WORK WITH PEOPLE

1
INTRODUCTION

Since you're about to work on a project with young people, finding a way to involve them in your work can make a huge difference to your outcomes. In project terminology, anyone involved in your project is called a stakeholder. But here comes a disclaimer: the stakeholders are not a uniform group. Their needs, roles, agendas and wishes will determine how you engage with them. In this chapter we will take a closer look at different types of stakeholders and how to manage them.

2
WHO IS A STAKEHOLDER?

A stakeholder is anyone involved in your project, from the young person you invite to your workshop, to the other organisations who also work in this area. Stakeholders are a vast group of people with different interests. Here are some examples below:

HOW TO WORK
WITH PEOPLE

- Young people
- Community
- Project sponsor
- Local suppliers
- School/ University
- Media
- Parents
- Other organisation
- Public authority

3

MANAGING STAKEHOLDERS

Knowing your stakeholders will help you get the best out of people you are working with and build positive relationships. For instance, if your project involves students, knowing that their interests are different to those of their teachers will help you find a way to engage with both groups more effectively.

Just as not every stakeholder shares the same interest, they also differ in what they could offer to your project. For instance, if your project involves drama, teaming up with your local youth hub could give you access to better facilities, while teaming up with your local council could help you with promoting your event or even finding a sponsor. As you can see, it's not a "one size fits all" situation.

In this next exercise, think about anyone involved in your project. Map out some key stakeholders together with their interests and what they bring to your project:

NAME/TYPE #1	INTEREST	PARTICIPATION

NAME/TYPE #2	INTEREST	PARTICIPATION

NAME/TYPE #3	INTEREST	PARTICIPATION

NAME/TYPE #4	INTEREST	PARTICIPATION

4

BUILDING A DREAM TEAM

In addition to building relationships with your stakeholders, the other group of people you need to take care of are the people on your team. It is hard to deliver a project entirely on your own for two reasons. The first reason is that no matter how talented you are, you cannot be a master of everything. Running a project requires a range of skills, i.e. communication, training, advertising, negotiating, looking after your money and planning. The other reason is that it is much harder for one person to satisfy the needs of your stakeholders, so spreading the load will not just help you and your project but also make your stakeholders happy.

5

PROJECT TEAM

Involving others in your project will enable you to reach out much further than when working alone. More people also mean more ideas, contacts, skills and talents, and these are great assets you will need if you want to run a project. Often the most successful project teams are the ones which involve people with different skills and expertise and which promote collaboration between members.

So who exactly should be on your team?

Leader/Coordinator

A leader is responsible for overseeing the project and its people. Leading a peer education project is not about telling people what to do but about coordinating them in a way that allows and welcomes participation and responsibility over the project.

Team/Helpers

From setting up the room, to taking pictures, to supporting group work, helpers are always at hand to support the facilitator and the group.

Trainer(s)/Facilitator(s)

A trainer is someone who delivers a training or a workshop to a group of people. They are responsible for engaging with a wide range of participants and ensure that everyone feels valued and has a chance to contribute.[1]

....

1 Read more about competent facilitation in chapter 5 "How to sustain learning"/ 2. The learning environment

Complete the next exercise to clarify who will be part of your team:

	Name(s)	Role(s)
Leader/Coordinator		
Team/Helpers		
Trainer(s)/Facilitator(s)		

6

PARTICIPANTS

ince this Toolkit is suggesting ways to develop a peer education project, your participants will most likely be young people who wish to engage on the topic you will be working on. You will see in chapter 6 "How to ensure participation" that your participants might be involved at different levels of your project. No matter when they take an active part in the process, there are still a few questions that you want to clarify when it comes to your target group.

While doing so, bear in mind that it is generally less efficient to just call for participants "out in the open" than finding ways for already existing peer groups to select among them several individuals to send to a training or a particular event. These individuals will then come back to the group with more legitimacy and impact: they will be more eager to diffuse what they have learned to their peers and to take action with their support.

Who is your target group?	

What will your recruitment procedure look like?	

What information will you communicate to them and how?

What criteria will you use to select them?

What is the minimum and maximum number of people that should/can participate?

7

VENUE

When you work with people, it is important to think of the settings where they will gather. The venue is the location where your project activities will take place.

At some point in the process, you will have to choose a venue that fits your project. When you gather a group of people somewhere, it's important to think of their well-being. What kind of place would be appropriate for your target group? We encourage you to think from their perspective and identify a venue they would feel connect with. A proper environment will help the group to feel more comfortable and willing to engage.

Here are a couple of parameters that you need to take into consideration when choosing the venue:

7.1. Space

You will likely need a room for your project activities. Its size depends on the nature of the activities and the number of persons involved.

- Is the space large enough for the size of your group?

- How many chairs and tables will you need?

- Is there enough space to store them when you are not using them?

You might also need to think about extra space if you plan to break into smaller groups or separate space for free time. This might sound obvious, but make sure the room is equipped with windows that can be opened. If a certain amount of people are coming together in the same space for a certain amount of time, it is necessary to have fresh air from time to time. Likewise, natural light will be much more agreeable than neon lighting and no outside view. These are the practical and important supportive factors for a learning process.

7.2. Accessibility

Before taking the final decision, make sure you find out how to get there. Is it easily accessible by public transport? If not you might need to organize the transportation yourself. Moreover, is the place equipped for people with disabilities? Peer education is also about inclusion; keep this in mind when searching for a venue.Ideally, the venue needs to be checked in person before the event to make sure that it supports people's well-being and that it fits your purpose.

NOW IT'S YOUR TURN!

How many rooms do you need and for which activities?

What size should it/they have?

What facilities will you need?

Do you already have some venue in mind that could fit these parameters? If not, can you think of someone that might help you find one?

If you already have a place in mind, is it easily accessible and how? Or will you need to organise transportation?

8

WHAT IF YOU NEED MONEY TO RUN THE PROJECT?

Often, we think that without money we cannot do anything. Sometimes it is true and sometimes it is not. You will be surprised to find out that you can get a lot of resources for free if you dare to ask and negotiate!

You might also consider having participants to pay to be part of your project (e.g. participation fee, travel costs, preparation). In this case, you must be aware of their financial background. If someone wants to come but cannot afford the bus ticket, does that mean he/she cannot come or can you propose another solution for that? An exchange of services can be a way to overcome financial issues. Depending on what you need and what the person can offer, it could take the form of a logistics support in organising the activity, a helping hand in communication such as taking pictures and posting them on social networks, ensuring that participants got all the information they need before and during the activity and taking care of their well-being...

Moreover, you can start approaching the right people to provide you with what you need, money or else.

Here are some steps for you to follow in order to identify what you need and where you can find it:

What resources do you need to successfully implement your project (material, money, venue, communication channels...)?

What resources do you already have and what are the ones that you still need to find?

WHAT I HAVE	WHAT I NEED

8.1. Funders

Here is when potential funders might be involved in your project. The funder is the person / organisation / institution that will support the implementation of your project by providing you with some resources. This can be money but also workshop materials, a venue, visibility… You might have one funder who will provide you with materials, while another will give you money or disseminate your project in its network.

Now it is time to identify who in your and your collaborators' network might be interested in sponsoring your project and provide you with what you need. Identify one or several potential funders for each resource you still need:

WHAT I NEED	POTENTIAL FUNDERS

When you have identified your potential funders, the next step is to contact them and get an appointment to introduce them to your project. You need to prepare yourself for this!

8.2. Prepare your speech

You need to be able to explain your project in a couple of minutes while being convincing. What are the important things you want to say? What will be the milestones of your speech?

We suggest you include the following points :

- The purpose (why?)

- The objectives (what?)

- The main activities (how?)

- Your target group (who?)

From the 5Ws and 1H exercise (page 44), select the core information that you want to put in your speech:

HOW TO WORK
WITH PEOPLE

The pitch

A pitch is a brief speech aiming at convincing someone to support your project in a very short time. It is often presented as "the elevator pitch". This metaphor highlights the idea that the pitch should be as short as effective. If you were to meet a strategic person in an elevator, you should be able to pitch your project and convince her or him to support it within the few minutes spent in the elevator.

How to pitch your project:

- Introduce yourself

- Present the issue you want to address in your project

- Point out your personal motivation and experience with the topic (what brought you to care for it)

- Explain the solutions you want to bring with your project (the activities)

- Close by clarifying what you need from your interlocutor.

8.3. Write a concept note

It will be useful to have a concept note as a written support for your potential funders. This document should provide them with more details than your speech while being easy and quick to read. Make sure that it is not more than a couple of pages long. Be clear, concise and state the following information:

- The project title

- The purpose (why?)

- The objectives (what?)

- The main activities (how?)

- Your target group (who?)

- The timeline (when?)

- The provisional budget

Here is a template where you can find an example of the main expenditure categories that should appear on your budget. This is a basic version. The specificities of your project might require extra categories.

	Accommodation & food	Material	Travel	Communication	Facilitation	Coordination	TOTAL
Activity 1							
Activity 2							
Activity 3							
TOTAL							

Incomes		
TOTAL		

8.4. Be aware of your potential funder's interests

Why would this person / organisation / institution want to support you? Why would they choose your project from among others? You might want to answer these questions before your meeting and get ready to explain why you think your project should be supported. If you meet different funders, the answer might differ from one to the next depending on their own interests.

Let's give it a try:

Potential funders	Their personal interests / objectives / mission	How your project can meet these personal interests / objectives / mission

9

USEFUL TIPS

Whatever role you are best suited for, be sure that running a project is not a one person job. So, find people who can support you and see what you could achieve together.

Your stakeholders represent different needs, viewpoints and groups. The better you get to know your stakeholders, the easier it will be to cater to their needs, collaborate and even ask for help.

5
HOW TO SUSTAIN LEARNING

CHAPTER 5: HOW TO SUSTAIN LEARNING

1

INTRODUCTION

This chapter is dedicated to another important aspect of your peer education project: the methods. What distinguishes peer education from other teaching methods is that learning doesn't happen in isolation; it is a mutual process based on a peer factor. Peer factor is a magnet which brings people together, be it a similar characteristic such as age, background, gender or culture or as shared perspective, such as an interest, concern or even identity. In this chapter, you will get a chance to reflect on peer education methodology in your own work.

2

THE LEARNING ENVIRONMENT

When you deliver peer education activities, you are responsible for creating an environment where people can learn from each other. In addition to choosing a convenient venue in terms of space and accessibility[1], this includes the following aspects:

2.1. Competent facilitation

If your project involves training and/or group work, choosing the right facilitator(s) is important. This means finding someone who can connect with the participants and is able to demonstrate the necessary knowledge, experience and skills to manage the group process. Good facilitation helps everyone feel valued and understood and encourages participants to be involved in their own ways.

> The role of the facilitator within a group is…
> - To keep the group focused on the task
> - To remain as neutral as possible
> - To involve and encourage everyone in the group
> - To listen and contribute
> - To remind the group what has been discussed.[2]

....

1 See chapter 4 "How to work with people" / 7. Venue

2 SALTO Youth Cultural Diversity Resource Centre. *PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects.*

2.2. Safe and supportive environment

Creating a safe space for participants to connect and get to know each other is a first and essential step in peer education activities. A supportive environment encourages learners to take responsibility for the activities they are involved in. If you and/or your participants haven't met before, including one or several "getting to know each other" and/or "icebreaker" activities is the right way to go. You may also start with an energizer to pump up the good energy in the room.

2.3. Common ground

Despite sharing a peer factor, your participants are essentially a group of individuals with their unique personality traits, experiences and values. It is important to bear this in mind when working with others and be open to individual differences. Instead of relying on hidden expectations, allow your participants to create a set of guiding principles for their work and find common ground. When people own the rules, they are more likely to feel a sense of ownership. Establishing ground rules may also come handy should the group run into conflict.

2.4. Experiential learning

Experiential learning is the process of "learning through experience", or "learning through reflection on doing". It is an approach that involves all aspects of the person, and focuses on the learning process for the individual. It is distinct from didactic learning in which the learner is more passive. It means using methods that give people the opportunity to live meaningful experiences on a specific issue, topic or situation. When participants experience these aspects themselves, they are more likely to empathize and relate. The process of experiential learning looks like this[3]:

....
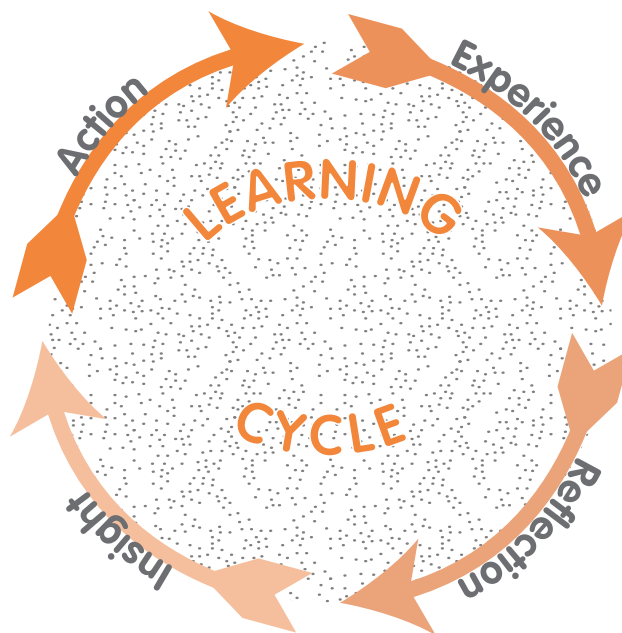
3 www.olagroup.com

2.5. Inner diversity and learning patterns

How do you like to learn? Do you need to experiment in order to understand? Do you plan everything in advance? How do you measure progress? What about creativity? Awareness of your own way of learning is called metacognitive ability. In peer education settings, it is extremely important to raise such awareness on metacognitive abilities and take into account the diverse learning patterns of the participants. People who learn how to recognise and embrace their own approach to learning – those who develop metacognitive abilities – can identify what makes learning meaningful for them resulting in a profound sense of empowerment and improved engagement with your activity. It is not always easy to propose such a frame for people to fully explore their 'inner diversity' (the way one learns, communicates and processes information), but it is recommended that you diversify as much as possible the formats of the activities, so that everyone truly connects at one point or another. So try alternating classic presentations, small group discussions, creative exercises (drawing, collage...), role plays, visualisations, meditation, activities involving movement (warm-ups, dance, mime...), use of digital media, etc.

2.6. Flexibility

In peer education it is essential to leave space for participants' ideas and to be responsive to the group's needs. Sometimes, a planned activity doesn't work the way it was supposed to because the group is not in the "right mood" to engage with it, or because the format is not adapted to the learning patterns of the participants. This means you have to be flexible with your agenda. You can exchange or skip activities to keep people focused without losing sight of your goals. You can be transparent about it and have a direct conversation with the group, asking them what they would like to change in the process to be able to contribute better.

NOW IT'S YOUR TURN!

Review your project in asking how you could provide the following:

Competent facilitation

Safe and supportive environment

Common ground

Experiential learning

**Inner diversity and
learning patterns**

Flexibility

③

THE LEARNING OUTCOMES

Over the course of a peer education project, young people develop many competences that they can transfer and utilize in their personal and professional life. It has been demonstrated that peer education, and non-formal education in general, enables youth to develop a wide range of competences, such as a growth mindset, self-awareness, self-confidence, communication skills, teamwork skills, public speaking skills, facilitation skills, leadership skills, etc.[4]

....

4 See for instance European Youth Forum, University of Bath, GHK Consulting. *The impact of Non-Formal Education in Youth Organisations on Young people's Employability.* http://issuu.com/yomag/docs/reportnfe_print

So designing and implementing a qualitative peer education project requires making such learning outcomes explicit and sustaining it with young people involved. For each peer education project, you can develop a competence framework, i.e. a grid listing all the competences (knowledge, skills and attitudes) you expect young people to develop. Such frameworks already exist at the European level, notably the ETS competence model for trainers in the youth field to work at international level[5], from which you can draw inspiration.

Defining such learning outcomes of your peer education project requires taking into consideration where young people start from (BEFORE), what they will actually learn (DURING), how they will transfer their learning (AFTER) and how they will continue learning (LATER). At each stage, it is important to think about ways to help young people become aware of and/or demonstrate their competences.

WHEN?	BEFORE	DURING	AFTER	LATER[6]
WHAT?	Previous experiences and competences of participants related to the topics addressed by the project	Development and assessment of competences throughout the project	Transfer of competences in personal and professional lives	Improvement of competences / lifelong learning
HOW?	• Interviews • Focus groups • Application forms	• Self-assessment questionnaire • Peer review • Mentoring system	• Certification process • Recognition tools and systems: Youth Pass, Council of Europe Youth Work Portfolio...	• Evidences of practice (reports, agenda samples...) • Additional trainings and curricula

HOW TO SUSTAIN LEARNING

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5 https://www.salto-youth.net/rc/training-and-cooperation/europeantotstrategy/trainercompetences/

6 See also chapter 8: "How to follow-up"

NOW IT'S YOUR TURN!

What will be the learning outcomes of your project? How will you enable young people to develop, assess, transfer and continue improving their competences?

How will you take into account the competences young people already have in relation to your project?

What competences will young people develop throughout your project?

How will you assess the development of these competences during your project?

How will young people transfer these competences into their personal and professional lives?

How will young people continue learning and improve their competences after your project?

4

USEFUL TIPS

Peer education is not the same as working with young people. It's a method which values diversity and enables people to connect and learn from each other.

Sustaining the learning of your target group requires providing good facilitation, creating an environment where their needs, aspirations and inner patterns are genuinely taken into account, as well as defining competence-based outcomes and lifelong learning strategies.

HOW TO SUSTAIN LEARNING

6
HOW TO ENSURE PARTICIPATION

CHAPTER 6: HOW TO ENSURE PARTICIPATION

1

INTRODUCTION

We have seen that a peer education project is a path, a cycle in which young people can grow and develop their unique potential. To be meaningful, such a project requires the active commitment of participants throughout the process. Of course, this commitment depends first on each participant's willingness to engage. However there are ways to strengthen it and useful factors that can help us sustain participation in our project.

2

WHAT IS PARTICIPATION?

Participation is more than just being present in the same room with other people. To participate means to be involved actively.

When running a project, there are 2 distinctive approaches one can take: top-down or bottom-up. If your approach is top-down, you are exclusively responsible for designing and deciding about the project. In a bottom-up approach, the project is co-designed by participants and the responsibility for different parts is shared by several people. In other words, the former approach is about delivering a project TO people, whereas the latter is about delivering a project WITH people.

In an ideal world, every peer education project should be co-designed by your target group and participation should always be voluntary. There are, however, some situations where participants are only partially involved in the work. This may happen when your project is initiated by an external body (i.e. a teacher, a local council, a sponsor...). A classic example is delivering educational programmes without any prior consultation with the local community as to what skills, knowledge and format they would prefer.

The ladder of participation

The ladder of participation is a model originally developed by the sociologist Roger Hart, which proposes 8 levels of young people's participation in a project and can be used as a tool to measure their participation in your own peer education project.[1]

Degrees of Participation[2]

Rung 8: Young people and adults share decision-making

The project is initiated by young people while decision-making is shared with adults. This creates empowerment and learning and can be embodied by youth-adult partnerships.

Rung 7: Young people lead and initiate action

The project is initiated and directed by young people while adults can be involved in a supportive role. This can be embodied by youth-led activism.

Rung 6: Adult-initiated, shared decisions with young people

The project is initiated by adults who share decision-making with young people. This can be embodied by participatory action research.

Rung 5: Young people consulted and informed

The project is run by adults while young people bring inputs and are told of adults' decisions. This can be embodied by youth advisory councils.

Rung 4: Young people assigned and informed

The project is run by adults while young people are given a specific role knowing the 'how' and 'why' of it. This rung of the ladder can be embodied by community youth boards.

Rung 3: Young people tokenized[3]

The project is run by adults while it looks like young people are given a voice. In fact, they have little or no choice about what they do or how they participate. This reflects adultism.

Rung 2: Young people are decoration[3]

The project is run by adults while young people are present without any active involvement. This reflects adultism.

Rung 1: Young people are manipulated[3]

The project is run by adults while young people are forced to attend or used. This reflects adultism.

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1 Hart, Roger A.(1997) *The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*, Earthscan, London.

2 Adapted from http://www.learningtolearn.sa.edu.au/tfel/files/links/Ladder_of_Participation_1.pdf, by Adam Fletcher on behalf of the Freechild Project.

3 Hart explains that the last three rungs are non-participation.

Roger Hart's Ladder of Young People's Participation
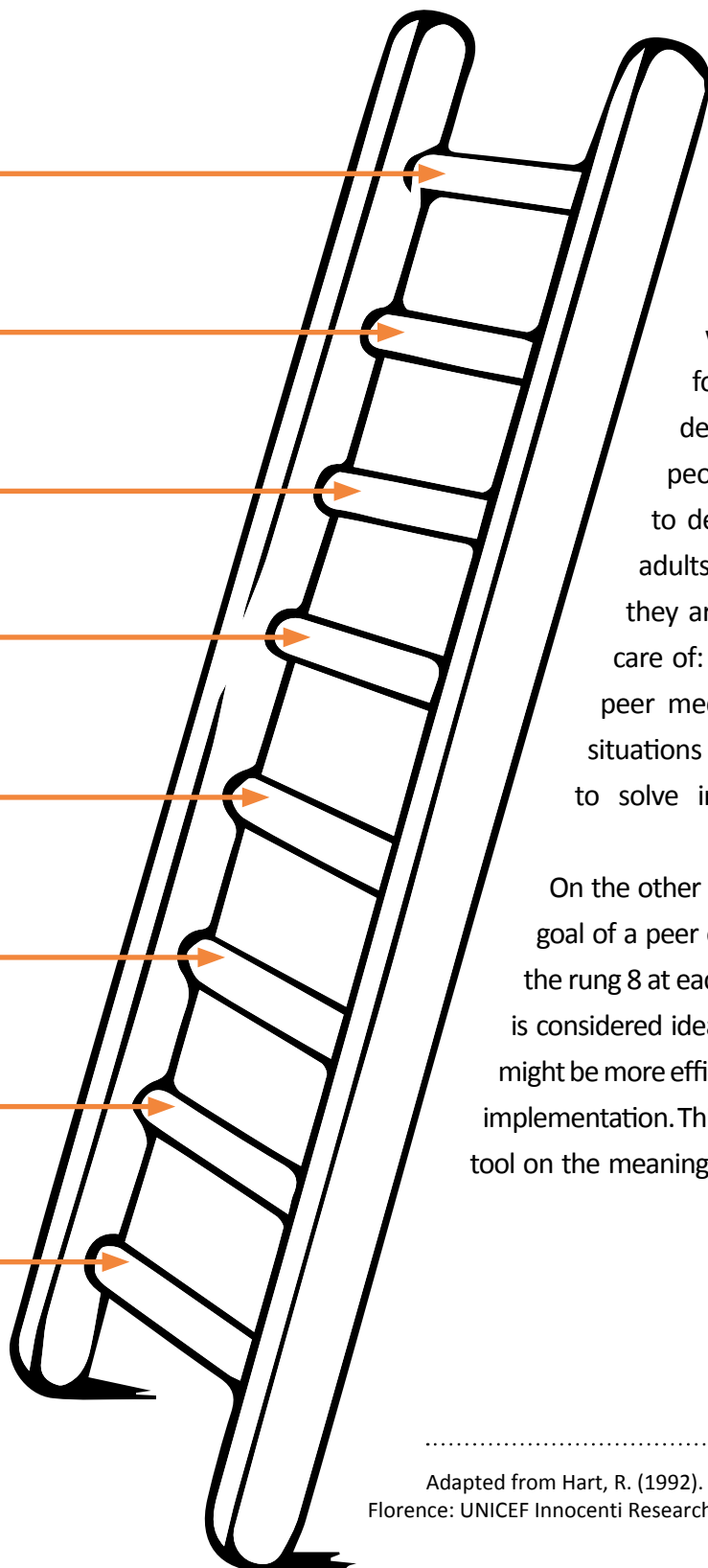
This model can easily be applied to peer education. It is sometimes abused by adults to get a moral justification for what they defined in a top-down approach: for instance, a prevention campaign only defined by adults with the aim of telling young people what to do and using them as agents to deliver these messages. Or it can be used by adults to delegate to young people issues that they are co-responsible for, but don't want to take care of: for instance, bullying in a school where only peer mediators have the responsibility to deal with situations that adults have let happen and/or failed to solve instead of having a balanced partnership.

On the other hand, it is important to note that the ultimate goal of a peer education project is not necessarily to achieve the rung 8 at each stage of its implementation. Even if this rung is considered ideal in terms of youth participation, other rungs might be more efficient and/or convenient at specific stages of the implementation. This model is mostly introduced here as a reflection tool on the meaning of participation in the field of youth projects.

HOW TO ENSURE PARTICIPATION

....

Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship.* Florence: UNICEF Innocenti Research Centre.

3
LEVELS OF PARTICIPATION

Based on Hart's model, we can scale down the participation of a peer education project's target group to 3 levels:

Participants as designers	Participants as partners	Participants as participants
The target group is fully involved in all aspects of the project cycle: planning, design, delivery and evaluation.	The target group is partially involved in some aspects of the project cycle.	The target group is invited to participate in the activity without being involved in other aspects of the project.

NOW IT'S YOUR TURN!

How have you envisioned the participation in your project?

	Planning	Designing	Delivering	Evaluating
How (if at all) is the target group currently involved in the following aspects of my project?				
What could I do to involve the target group in the following aspects of my project?				
What resources will I need to involve the target group in the following aspects of my project?				

4

7 STEPS TO PARTICIPATION[4]

In order to achieve consistent participation of your target group in your peer education project, there are several aspects you can address. We propose you a method using 7 steps:

STEP 1: People know where they are and why.

Be transparent about your project's aim, objectives and activities as well as the roles of the people involved.

STEP 2: People get a chance to be involved.

Acknowledge and welcome people differences. Use different kind of learning activities to make sure that everybody's tastes are catered for.

STEP 3: People are given choice.

Give the participants the chance to take part in a way that is right for them.

STEP 4: People feel valued.

Consider the participants as experts on issues that concern them. Value their opinions and make use of their feedback.

STEP 5: People receive support.

Make sure the participants get to express their opinions. Take their questions and answer them honestly.

STEP 6: People work together.

Make sure the learning process is a 2-way one. The participants learn from you, you learn from the participants.

STEP 7: People keep in touch

Agree with participants on how the follow-up of the project will be done.

....

4 http://www.cypcs.org.uk/education/golden-rules/read-me, 07/12/2015

HOW TO ENSURE PARTICIPATION

NOW IT'S YOUR TURN!

What will be your strategies to ensure that these 7 steps are met? What concrete actions can you undertake to foster participation?

STEP 1: People know where they are and why.

STEP 2: People get a chance to be involved.

STEP 3: People are given choice.

STEP 4: People feel valued.

STEP 5: People receive support.

STEP 6: People work together.

STEP 7: People keep in touch.

5

USEFUL TIPS

This chapter is not to say that projects that involve people only partially are less successful, but it's helpful to bear in mind that the more you involve your participants, the more appropriately tailored your work will be.
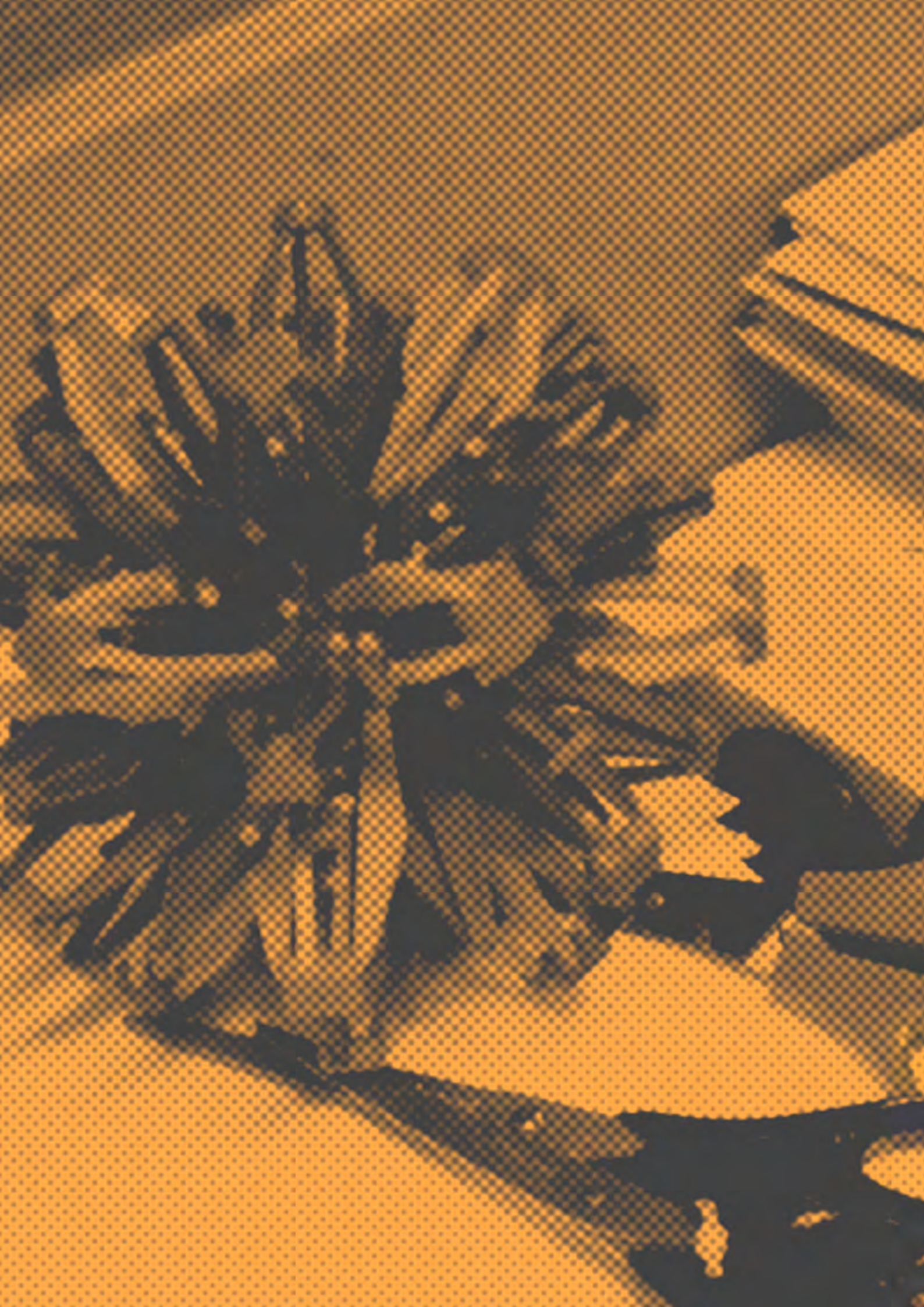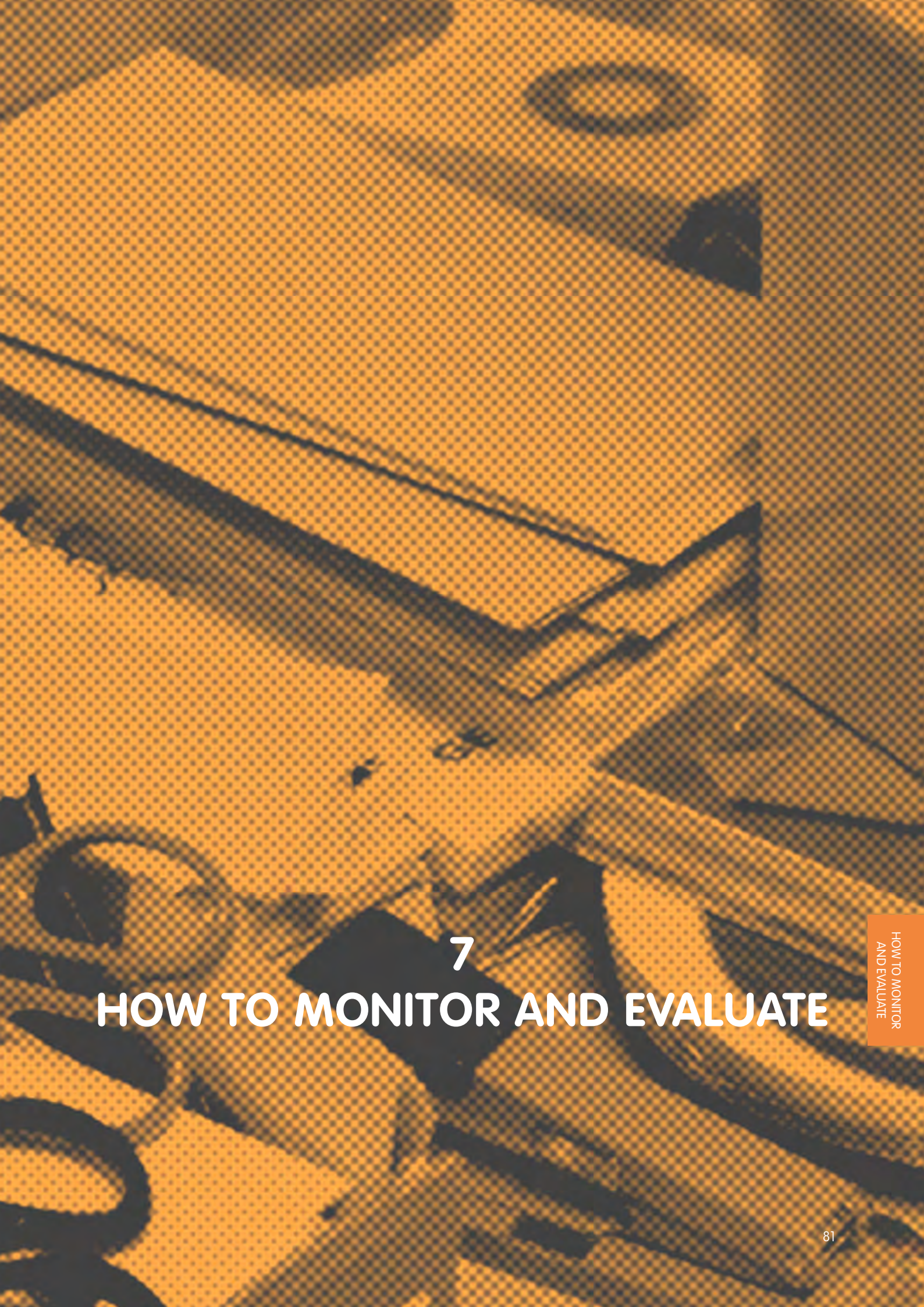
7
HOW TO MONITOR AND EVALUATE

CHAPTER 7: HOW TO MONITOR AND EVALUATE

1
INTRODUCTION

A peer education project can be seen as a living system. No matter how well you will have planned everything, a lot of parameters (such as your participants and the different people involved) will require you to be flexible. Spending too much energy in sticking to your initial plan might reduce the quality of your project and prevent you to go with the flow creatively. In this chapter, you will learn more about what you can do to adapt your plans according to the project's development, your participants' needs and your objectives. This chapter also addresses a major stage of any project: the evaluation.

2
WHAT IS MONITORING?

When you run a project with other people, you are responsible not just for getting things done but also for taking care of your team, your audience, your deliverables and your progress. Monitoring allows you to routinely and systematically gather information on different aspects of your project and use that information to decide about your next steps.

In other words, monitoring "takes place throughout the project's life and consists of checking whether the action plan still reflects reality and whether the planned activities, objectives and aims are still consistent with the needs, context, target group and available resources, with a view to modifying them where necessary."[1]

3
WHAT IS EVALUATION?

Evaluation is usually the final phase of the project, even though intermediate evaluations can be carried out. The final evaluation is the process of collecting information and set up criteria to:
• Assess what has been achieved
• Explain how it happened
• Better plan future projects.[2]

....

1 Council of Europe, T-kit Project management, p. 104.
2 Adapted from Council of Europe, T-kit Project management, p. 87.

Therefore it should include:
• The results achieved
• The objectives reached
• The financial management
• The impact on the target group, organisation and community/environment
• The process.[3]

Even though the evaluation comes at the end of a project, it is still to be planned in advance as everything else. It should be clear from the beginning how it will be done and who will do it.

4

MONITORING VS EVALUATION

Most people think of monitoring and evaluation as the same thing, but in fact they are 2 distinct processes. While evaluation typically takes place at the end of a project, monitoring, on the other hand, is an ongoing process. There are occasions when it's not practical to both monitor and evaluate, for instance if your engagement with the participants is very brief. However a better way to see monitoring is as your friend. Just like any good friend would point out things you may have not thought of, monitoring allows you to see a bigger picture and make proactive decisions about your work.

At this stage you may even be asking yourself: why should I spend time monitoring and evaluating? The reason is that monitoring and evaluation are incredibly useful when it comes to ensuring your progress and performance as they can alert you to any changes you need to make. It has to be said that gathering information may initially feel like an extra activity, but if managed well, it will save you much time in the long run and help you achieve better results. Also, neither monitoring nor evaluation have to be complex. Sometimes the only monitoring you wish to use is to ask participants about their energy levels so that you can decide when is a good time to take a break. And likewise for your evaluation – you should only evaluate as much as you can reflect on and be mindful of people's time.

Understandably there will be times when the information you receive isn't exactly what you were hoping to hear. For instance you may find out that your workshop was only enjoyed by 50% of your audience or that someone didn't find the project very appealing. But don't let this discourage you! Gathering feedback is there for a reason – to help you improve what's not working too well and to create a better match between your intentions and the real world.

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3 Adapted from Council of Europe, T-kit Project management, p. 87.

5

FEEDBACK

Feedback is information about reactions to a person's performance of a task, used as a basis for improvement. Feedback is a gift that can help us learn and improve ourselves through constructive observations that we get from others.

Asking someone for their feedback means seeking their opinion. This implies that you have the power to do whatever you want with the information you receive. You will encounter occasions when someone gives you feedback you find irrelevant. Again, think about it as a gift: when someone gives you a gift you don't want, accept it and then decide what to do with it later.

If well managed, feedback can be a very helpful tool for identifying strengths and aspects that need additional development. That's why it is important to follow a certain number of guidelines when receiving as well as providing feedback to others.

How to give feedback?

- **Immediate**: as soon as possible after the event or situation takes place.

- **Wanted**: feedback does not help anyone if it's forced, if the person who is supposed to receive it cannot or does not want to hear it.

- **Descriptive**: without interpretations and judgments, without urging the other person to justify him/herself.

- **Specific**: without generalising but in direct relation to a precise situation or talk.

- **Useful**: it should not be unrealistic to change what has been criticized; indications and advice must be achievable.

- **Adapted** to the person to whom you're giving feedback and to the situation in which you're giving it. The needs of the feedback receiver are also to be taken into account, not only the needs of the one giving it.

- **Subjective**: using "I" statements, to avoid generalisations and keep comments and suggestions focused on your own personal experiences.

- **Balanced**: both positive and negative (instead of "negative", it is better to refer to "constructive criticism"). We tend to only see what has not functioned, but it is also important to observe what has been properly done and not to consider that all that works is obvious or "normal".

HOW TO MONITOR AND EVALUATE

How should you receive feedback?

- **Be open**: it's better to say if one is not at ease with receiving feedback... and when will be the right moment.

- **Listen actively**: don't reply with explanations, justifications, arguments but really focus first on what is being said and try to understand it well.

- **Do not argue or defend yourself**: there is also feedback with which you cannot do anything even though you actively listened and understood well.

- **Be thankful**: because feedback is first and foremost a helping hand offered by someone else.[4]

Feedback can be collected during all stages of your project. You may start by asking your participants about their general feedback and then follow up with more detailed questions based on their answer. Another option is to ask a few specific questions first. For instance if you are planning a new project, you may want to check with your participants what needs they have, what support already exists, what gaps they see, how your project appeals to them. If your project is already under way, you will be more interested in the current state, which is why using a humble 'how are you' can sometimes tell you lots about people's views on your project. It is also helpful to collect feedback at the end of the event to see what went and didn't go well. You can find more examples of feedback questions below:

BEFORE	DURING	AFTER
What support is available to you already? What would you like to see happening? How do you feel about taking part in...? Do you have any comments or questions?	How are you finding the activity so far? How are you getting on with the task? Do you need any help?	What did you enjoy / not enjoy about the activity? Is there anything that could have been done differently? Do you have any comments or questions?

4 Adapted from EPTO – Manual for Peers Trainers - Diversity & Anti-Discrimination © 2002 Anti-Defamation league A WORLD OF DIFFERENCE® Institute.

6

ME / MY TEAM / MY PARTICIPANTS

Feedback, monitoring and evaluation can range from a single question to a lengthy survey. The easiest way to decide what process is best for you and your project is to ask yourself what you want to get out of it. Perhaps you want to know more about your team or the workshop you have delivered. Or maybe you wish to find out what gaps or other projects are already out there. Perhaps you want to learn about what matters to people so that your work aligns with the needs of your community. As you can see, there are many different reasons why.

ME

- How do I feel about this workshop / project / team?

- What worked well today?

- Is there anything I didn't enjoy?

- How was my contribution?

- What could I do differently to better fulfill my role?

- What resources do I need?

- How much time / energy am I able to commit to this project?

MY TEAM

- What was our aim?

- How are we doing as a team?

- What went well?

- What didn't go well?

- What are the key lessons for us today?

- Based on what happened today, is there anything we need to do differently in the future?

MY PARTICIPANTS

- How did you find today's event?

- What did you most like about today?

- Is there anything you didn't like?

- What are you taking away from the event?

- Would you recommend this workshop to your friends?

- Is there anything else you would like to share with us today?

7

CHOOSING THE RIGHT TOOL

Once you clarify the scope of your evaluation (i.e. what do you want to know more about), the next step is to choose the right tool. You will find below a non-exhaustive list of some monitoring and evaluation tools.

	BEFORE	DURING	AFTER
ME	Checklist	Barometer	Journal
TEAM	Checklist Check-in Doodle poll	Process check Barometer Chat	Debriefing Post-it notes Check-out
HOW?	Check-in Questionnaire Post-it notes	Process check Barometer Chat	Debriefing Evaluation form Check-out Post-it notes

CHECKLIST A list of things to be checked or done.

CHECK-IN An activity or a round of the feather opening a working day, a training session or a meeting and aiming at gathering participants' feelings, thoughts and states. It can be either directed with some specific questions or free depending on the outcomes you want to get from it.

DOODLE POLL An online tool through which you can make a group decision. Create your poll, enter the different proposals and send the link to each member of your team who will select what seems more relevant to them.

QUESTIONNAIRE A list of questions for your participants to provide you with useful information on the upcoming project.

BAROMETER An activity in which the participants are asked to formulate their mood in a creative way (e.g. like an horoscope, a weather forecast, using non-verbal language, with key words, by drawing,...)

PROCESS CHECK An activity or a round of the feather during a working day, a training session or a meeting and aiming at gathering participants' feelings, thoughts and states regarding where they are in the process.

CHAT An informal or non-guided conversation.

JOURNAL A personal written reflection either free or using guiding questions.

DEBRIEFING A discussion aiming at exchanging impressions about a specific experience, analysing its process and identifying its learning outcomes. Debriefing is a major step in non-formal/experiential learning.

POST-IT NOTES An interactive way to anonymously gather participants' expectations and fears before an activity or feedbacks afterwards.

CHECK-OUT An activity or a round of the feather at the end of a working day, a training session or a meeting and aiming at gathering participants' feelings, thoughts and states regarding what they have experienced.

EVALUATION FORM A list of questions for your participants to provide you with their feedbacks and evaluation on the project.

8

EXERCISES

Now you have an overview of what monitoring, evaluation and feedback are. It is time to start reflecting and imagining the kind of activities you could use to make sure your project is still aligned with your participants' needs as well as your objectives.

How do you plan to monitor the different stages of your project?

With yourself:

With your team:

With your participants:

How do you plan to evaluate your project?

With yourself:

With your team:

With your participants:

9

USEFUL TIPS

To maximise the richness of the information you receive it's always best to talk to people face to face.

However, if you want to gather as much information as possible in a short amount of time, it might be more practical to communicate indirectly, such as through a questionnaire.

Indirect feedback / evaluation tools could also work better for measuring your performance (how did you find today) and people's preferences (would you like to stay informed about our work?)

HOW TO MONITOR
AND EVALUATE

8
HOW TO FOLLOW UP

CHAPTER 8: HOW TO FOLLOW UP

1

INTRODUCTION

When we are in the design phase or just at the beginning of a peer education project, it is difficult to think about its ending and what needs to happen afterwards. Of course some questions can only be answered once the project has come to an end; still, it is very important to think from the beginning about its continuity and sustainability. This chapter will provide you with insights to follow up with your peer education project and make sure that you have a long-lasting impact with it.

2

WHAT IS FOLLOW-UP?

Follow-up is something done to reinforce an initial action. It is an action or a thing that serves to increase the effectiveness of a previous one. It takes different forms but it is always about going further after a project or a particular activity.

In this Toolkit, we define follow-up as **what you can do next with the lessons you have learned from your peer education project, to ensure continuity and sustainability**. It can be a direct continuation of it and/or it can lead to another event or project. Follow-up can also happen at earlier stages of the implementation of your project, especially if this one holds several distinct events and activities.

Monitoring and evaluation are essential to achieve a good follow-up because they provide you with insights on how to improve your future projects. The feedback you have received throughout the implementation should influence your future planning, by replicating aspects that went well, trying to prevent the things that went wrong, and improving the overall process.

3

DISSEMINATION

Follow-up is also about disseminating the results of your project. What's the point of running a great project if nobody hears about it? It is worth asking yourself from the beginning which activities you would carry out in order to share the results of your project. And when doing so,

think about the different target groups of your dissemination activities, and what strategies you will use to reach all of them.

Here's an overview of dissemination methods[1]:

Method	Purpose	Hints and Tips
Social media	Awareness Inform Engage Promote	Social media is about conversations, community, connecting with the audience and building relationships. It is also now the easiest, quickest and most direct way to communicate about a project and its results. Be sure to use each social media according to its own function. For instance, avoid posting systematically the same status updates on both Facebook and Twitter: they are different mediums with different audiences, tone, frequency of posts, and strategy and goals, so updates to each should be unique.
Newsletter	Awareness Inform	Project or organisation newsletter can be used to announce the project, give regular updates, develop a profile, and get buy-in. Be creative. For example, include an interview with your project 'champion', some quotes from end users, or praise from an external evaluator. Make sure they know the project is a success.

1 Adapted from: http://ec.europa.eu/chafea/management/Fact_sheet_2010_06.html and http://webcomm.tufts.edu/social-media-best-practices13/#platformspecific

| Project website | Awareness Inform Engage Promote | A project website is one of the most versatile dissemination tools. It can contain information for different audiences. Add to it regularly so people keep coming back. Sell the project and engage the community. |

| Press releases | Awareness | A press release is a formal announcement to the local, regional or national press. Projects can issue one to announce important achievements. It takes skill to write a press release and get it to the right media. |

| Flyers / brochures | Awareness | Flyers in printed form can be handed out at conferences and meetings. An electronic version (e.g. PDF file) can also be circulated electronically. Glossy brochures are rarely worth the time and expense. |

| Conference presentations | Engage Promote | National and international conferences are an important opportunity to share your achievements with experts in the field. Make sure you have something to say, select conferences where it will have an impact, and ones that will attract the experts you want to impress. |

| Conference posters | Engage Promote | A poster session at a conference may be more appropriate when you have work in progress. You write up your work in poster format, and present it to people who attend the session. It may not be as glamorous as doing a presentation in the auditorium, but it is an excellent way to engage people, gauge their reactions, and get one-to-one feedback. |

HOW TO FOLLOW UP

Method	Purpose	Hints and Tips

|		
Workshops	Engage	Workshops are small interactive events held to achieve a specific objective. A workshop can be used to get feedback from users on a demo or from experts on particular issues. Make sure to make it a work shop: the emphasis should be on discussion, not presentations.
Demonstrations	Engage	Demonstrations are useful early in the project to get feedback from stakeholders on functionality, usability, and look-and-feel. Consider a demo for stakeholders at your institution to keep them informed about what you're doing and to help with buy-in.
Online discussion lists / Facebook group	Awareness Inform Engage	E-mail lists are useful for discussing new developments, problems, and issues. They are an opportunity to be proactive and reactive, share your learning with the community, and develop a profile for your project. You can also use a Facebook group only dedicated to the project.
Journal articles	Inform	Any and every opportunity should be taken to get articles published about the project. Consider peer reviewed journals in relevant disciplines near the end of the project when you have data and results to report. Make sure to post a copy of all publications on your website.

Case studies	Inform	Case studies explain what you did and what you learned so others can benefit from your experience.
Reports and other documents	Inform	Reports on specific topics can be posted on your website so they are accessible to a wide audience. Think of anything your project has developed that may be useful to others, e.g. guidelines, methods, evaluation criteria, Toolkits, or questionnaires.

4

NETWORKING

Follow-up is a form of networking: it is keeping in touch with the people you worked with, creating your own network of people that are now using what they learned and are willing to share their experiences. Participants who were involved might also be future partners in another project or invite you to one of theirs.

"The follow-up needs to be seriously addressed at the end of the project, even if those who started it are not able to continue. In some ways it is also their own responsibility to make sure that the expectations generated and the social dynamics brought about by the project are not abandoned. In some situations this could have a very negative effect on the community, besides tarnishing whatever good results may have been achieved."[2]

....

2 Council of Europe, T-kit 3 - Project management

5

FOLLOWING UP PEER EDUCATION ACTIVITIES

So, how does the follow up of a peer education project look like concretely?

- It is mostly about keeping the flame alive!

- It is about keeping people excited about what they have experienced and motivated enough to take action themselves.

- It is about keeping in touch with people involved throughout the project and collecting their feedback about how they use what they have learned in their own environments.

- It is about demonstrating that your project had a multiplier effect and that you had a real impact on young people's lives.

Here are common examples of things worth doing to follow up your peer education project:

- Sending the pedagogical resources used during the project to the participants

- Sending to the participants a mid-term evaluation (for instance 3 or 6 months later) to assess how impactful the project was for them

- Asking the participants to send you reports of activities they undertook using the content of the training/project

- Organising a follow-up training in order for the participants to gain additional skills or just refresh their skills after a period of time practicing

- Developing a new project answering needs identified throughout the project.

6

# SUSTAINING PEER EDUCATION WITHIN AN ORGANISATION

For organisations who wish to use peer education with consistency on the long run, it is important to think about procedures and incentives to keep young people active and involved. This goes beyond follow-up and relates to quality peer education in general. So, how can an organisation provide guidance and support to peer educators beyond a training or a particular learning experience? We list here a few examples drawn from field experience:

- Opportunities for practice: thematic workshops, "small scale" projects, users' meetings...

- (Peer) coaching of young people: before a workshop in the design of an agenda, during a workshop to get constructive feedback, after a facilitation experience to debrief the whole process.

- Regular evaluations and assessments: several formats such as self-assessment and peer-assessment can be thought of and offered to young people as a way to reflect on their practice as peer trainers.

- A competence framework[3], that can be linked to a certification process, e.g. a grid listing all the competences (knowledge, skills and attitudes) young people are expected to develop at different stages of their experience, each stage giving access to a particular "status" and set of responsibilities. The certification stages could be for instance apprentice trainer for someone facilitating a training for the first time, with the support of more experienced peer trainer (junior trainer) and a supervisor (senior trainer).

- A reporting system: for the organisation coordinating a group or network of young peer trainers, it is essential to keep track of the number and type of workshops delivered, the number, profiles and contact information of young people reached, and the impact of such activities. A way to do that is to propose to peer trainers a template of report that they fill in after each activity they take part in. It can be as simple as an online form with a few questions and the possibility to attach pictures and resources used during each particular event.

- Remuneration procedures for trainers: for an organisation that reaches a critical mass of peer trainers delivering activities on its behalf and generating revenues through their interventions, it is essential to set up a transparent and fair remuneration system.

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3 See also chapter 5: "How to sustain learning" / 3. The learning outcomes

7
EXERCISE

NOW IT'S YOUR TURN!

We propose you go through the stakeholders you identified in the chapter 4 and for each of them to think about a related dissemination strategy and the kind of follow-up activities you could offer.

NAME/TYPE #1

DISSEMINATION STRATEGY

FOLLOW-UP ACTIVITIES

NAME/TYPE #2

DISSEMINATION STRATEGY

FOLLOW-UP ACTIVITIES

NAME/TYPE #3

DISSEMINATION STRATEGY

FOLLOW-UP ACTIVITIES

NAME/TYPE #4

DISSEMINATION STRATEGY

FOLLOW-UP ACTIVITIES

8

USEFUL TIPS

Follow-up is about using lessons learned throughout a project to go further and have a sustainable impact. It usually comes at the end of a project but needs to be planned from the beginning. It includes disseminating and networking with different stakeholders using various means. The more you plan and detail your follow-up process, the deeper and longer your impact will be. That's why it is important to think about a tailor-made dissemination and networking strategy for each stakeholder of your project.

FOR FURTHER LEARNING

CHAPTER 9: FOR FURTHER LEARNING

There are more resources out there that could be of great interest and help to you. So if you are looking for more (specific) information, have a look at the resources below.

Council of Europe

- The Council of Europe T-Kits

http://pjp-eu.coe.int/en/web/youth-partnership/publications

Go to T-Kits and find thematic manuals on:

- T-kit 1 - Organizational management

- T-kit 2 - Methodology in Language Learning

- T-kit 3 - Project Management

- T-kit 4 - Intercultural Learning

- T-kit 5 - International Voluntary Service

- T-kit 6 - Training Essentials

- T-kit 7 - Under Construction- Citizenship, Youth and Europe

- T-kit 8 - Social Inclusion

- T-kit 9 - Funding and financial management

- T-kit 10 - Educational Evaluation in Youth Work

- T-kit 11 - Mosaic: the training kit for Euro- Mediterranean youth work

- T-kit 12 - Youth transforming conflict

- The Council of Europe Youth Work Portfolio

http://www.coe.int/en/web/youth-portfolio

This is an online tool that helps individuals, teams and organisations doing youth work around Europe to understand their competence and to develop it more effectively. This tool can also be used by trainers, youth work managers and policy makers and generally all those interested in the topic of quality development and recognition of youth work.

European Youth Center Budapest publications

http://www.coe.int/t/dg4/eycb/Library/publications_en.asp

Find full training manuals on the following topics:

- DOmino. A manual to use peer group education as a means to fight racism, xenophobia,

anti-semitism and intolerance, 1996

- All different All equal Education pack: ideas, resources, methods and activities for informal intercultural education with young people and adults, 2005

- Don't judge a book by its cover! The living Library Organiser's Guide 2011

- COMPASS - A manual on human rights education with young people, 2012

- COMPASITO - Manual on human rights education for children, 2007

- Gender matters - A manual on addressing gender-based violence affecting young people, Revised edition, 2013

SALTO-YOUTH (Support, Advanced Learning and Training Opportunities within the Erasmus+: Youth in Action programme, the EU programme for education, training, youth and sport).

- SALTO Youth Cultural Diversity Resource Centre. PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects.
- Salto toolbox
https://www.salto-youth.net/tools/toolbox
This is an open source method platform in which you can search according to activity topic. There you can find anything from energizers, getting to know each other games to content related activities.

- ETS competence model
https://www.salto-youth.net/rc/training-and-cooperation/europeantotstrategy/trainercompetences/
The Competence Model was developed under the European Training Strategy of Youth in Action (2007-2013) and should support trainers in the development of their competences, organiser of train the trainer offers in the design of their trainings and organiser of trainings in general in the development of the competences of their trainers or even trainer pools.

Youthpass

https://www.youthpass.eu
Youthpass is a European recognition tool for non-formal and informal learning in youth work. Youthpass is for projects funded by Erasmus+ Youth in Action and Youth in Action programmes. With Youthpass the participants of these projects can describe what they have done and show what they have learnt.

Other resources quoted:

- United Nations Population Fund and Youth Peer Education Network (2005). *Youth Peer*

Education Toolkit. Training of Trainers Manual, New York (USA).

- European Youth Forum, University of Bath, GHK Consulting. *The impact of Non-Formal Education in Youth Organisations on Young people's Employability.* http://issuu.com/yomag/docs/reportnfe_print

- www.olagroup.com

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- Fletcher, Adam (2011). Ladder of Youth Voice:

  https://freechild.org/ladder-of-youth-participation/
  http://www.learningtolearn.sa.edu.au/tfel/files/links/Ladder_of_Participation_1.pdf

- Children & Young People's Commissioner Scotland website: http://www.cypcs.org.uk/education/golden-rules/read-me

- http://ec.europa.eu/chafea/management/Fact_sheet_2010_06.html

- http://webcomm.tufts.edu/social-media-best-practices13/#platformspecific

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