Conflict
Negotiation
Skills for Youth

United Nations

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PREFACE

Background

The ESCAP Module on Conflict Negotiation Skills for Youth was produced through the collaborative efforts of ESCAP, the Christian Conference of Asia (CCA) and the Church Development Service (EED), Germany. This Module is an output of the project entitled "Strengthening national human resource development capabilities in poverty alleviation and conflict negotiation skills for youth."

The project aimed to promote conflict negotiation skills development for youth in participating countries through the training of government and non-governmental organization (NGO) personnel working with youth.

The Module was pilot tested in five countries in 2002: Cambodia, India, Myanmar, Philippines and Sri Lanka. It was modified on the basis of pilot-test experiences. Anecdotes from these have been included in relevant sections.

Objectives

The objectives of the Module are three-fold:

1. To familiarize trainees with common concepts and themes on conflict negotiation skills for youth;

2. To expose trainees to participatory training methods and increase their ability to use similar methods in their own training;

3. To inspire and encourage trainees to refine and adapt training techniques and exercises in their own training events.

Who is it for?

The Module is intended for those who can adapt it for use in designing training programmes for youth on conflict negotiation skills.

Several of the skills in the Module have been specifically designed to provide time for trainees to reflect on how the material could be adapted to their own contexts.

Structure and content

The Module is divided into nine main Sessions, under three core Sections, aimed for delivery in a five-day course.

Section I: Youth and the conflicts they face in daily life

Session 1: Understanding youth

Session 2: Understanding conflict

Content focus

The Module focuses on interpersonal conflict and the skills that young people can use to identify and resolve them. It is based on the premise that conflict in itself is neither "good" nor "bad", but that the outcome depends on how the conflict is handled. Depending on how a conflict is handled, the result can be either positive or negative. The Module highlights diverse attitude and behaviour patterns during interaction and in conflict. Furthermore, it introduces techniques to handle conflict in a non-violent manner, such as, mapping needs and fears, negotiation and mediation.

The focus on interpersonal skills should in no way minimize other development and social justice processes that are central to resolving wider social, economic and political conflicts. The premise of the Module is that youth can serve as agents of change to promote a culture of peace, provided their voice is heard. Training youth in conflict negotiation skills is an important basis for strengthening their own life skills and a step towards a wider peace-building process.

Use and adaptation

Bearing in mind the wide variety of ways in which conflict is defined and resolved in diverse cultural contexts, and the sensitivity attached to it, further adaptation may be necessary in the application of this Module. Terms such as "conflict" and "conflict negotiation" may, for example, need adaptation, in collaboration with course organizers and trainees, to ensure a common understanding of the terms, prior to training.

Users should adapt the Module to make it relevant to their specific local contexts. The Module is organized in a loose-leaf format to make it more user-friendly. This gives users the flexibility to add locally-relevant information to any section of the Module.

We encourage the wide use of this Module, its adaptation, and its translation, with attribution given to ESCAP.

We would also appreciate receiving your feedback on this Module. Please send your comments to the ESCAP secretariat at the following address:

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MODULE FRAMEWORK

Meaning & Importance

- Understanding youth
- Understanding conflict

Intra & Interpersonal Conflict Negotiation Techniques

- Self-awareness
- Communication
- Negotiation
- Mediation

Conflict negotiation skills for youth development

Course Integration

Group Conflict Negotiation Techniques

- Group building
- Team building & cooperation
- Advocacy

ACKNOWLEDGEMENTS

CONTENTS

FACILITATOR'S GUIDE

Facilitator profile

The facilitator(s) who will conduct the training should be:

- Able to handle group dynamics, potential tension and conflict between group members, excessively dominant or passive participants and the expression of strong emotion.

- Familiar with the culture of the participants and sensitive to cultural differences (either between group members, or between facilitator(s) and participants).

- Aware of gender, age and ability differences and how these affect conflict mediation within specific cultural contexts.

If possible, consider having two facilitators to co-facilitate, particularly for a long training or a large group. Two facilitators can model cooperative ways of working together, demonstrate different facilitation styles and provide more attention during small group work.

If interpretation is required, it is important to select interpreters who are able to sufficiently familiarize themselves with the content and can be flexible during session delivery.

Further guidelines for the facilitator are listed in Appendix A (p. xiii).

Planning training

For a checklist of items to consider before conducting training, see Appendix C (p. xviii).

Before carrying out training, it is important to assess the needs of the participants by asking the following questions:

- Who has requested this training? Why is training felt to be necessary?

- What are the important social and political conditions in the community in which the training will take place? What is the recent history, if any, of conflict and/or violence in the community?

- Have the participants been personally affected by conflict/violence in their community? If so, how?

- Who are the participants? What is their cultural background? Does it differ from that of the facilitator?

- What is their age group? Does it differ from that of the facilitator?

- What is the educational background of the participants?

- What experience do the participants have with training on conflict resolution?

- What do participants see as major issues in conflict resolution for young people?

- What types of conflict resolution methods have been used, or are being used, in the community? Who is involved?

What traditional ways of resolving conflict might still be used?
What do the participants think of these approaches?

Ethical considerations (Hollier 1993)

As training in conflict negotiation skills may involve expressing emotions and opinions, the facilitator is responsible for being aware of certain ethical issues in the group. These include:

- Making clear to participants the objectives of the training.

- Maintaining equal participation and minimizing tendencies of certain individuals to dominate or monopolize discussion.

- Making clear to participants that they have the freedom not to participate in an activity if they feel uncomfortable.

- Ensuring privacy – participants should not feel pressured to reveal personal information if they do not want to.

- Ensuring confidentiality on personal matters discussed during the course.

- Providing adequate time for the debriefing of each activity, so that any strong feelings that may have been raised can be aired.

- Being aware of any emotional distress in a participant and making provisions for that person to be appropriately supported.

- Seeking feedback and evaluation from participants and taking it into serious consideration in planning the sessions that follow.

Practical considerations

The facilitator will need to make sure that the space for training is large enough for both full-group and small group work. Having cosy "break-out" areas for small-group work can be helpful. Furniture should be easy to move to allow for flexible groupings. Conducting large group sessions with the group seated in a circle is better for discussion dynamics than row-style seating.

Agenda setting

The agenda should be finalized in advance of the training, specifying clearly the rules and responsibilities of each facilitator (if there is more than one). The agenda can be confirmed with the participants in the setting of ground rules (see below), including the time to be allocated for lunch and tea/coffee breaks. If any adjustments need to be made, this can be decided during the first session of the training.

Introducing the training

Icebreakers

Icebreakers are useful at the start of training to:

- Help participants to get to know each other.
- Create a stimulating learning environment.

Some examples of icebreakers are provided in Appendix B (p. xiv).

Energizers

Energizers can be inserted at any point during training to "liven up" a session and enhance participants' learning. If the facilitator does not have any energizers planned, participants may be asked to take charge of these activities that can include songs and short games.

Some facilitators prefer to use energizers that are linked closely to the topic of the sessions. Some examples of this type of energizer are inserted in the sessions in this Module.

Ground rules

At the start of a training course, it is important to establish ground rules among the participants and the facilitators. This can be done through an open forum, participants suggest the rules, which the facilitator notes down on flip chart paper. Once this exercise is completed, the sheet of paper can be placed in a visible place in the training venue.

Hopes and expectations

At the start of the training, participants may be uncertain about what they will be asked to do, and whether the training will prove useful for them. One way to address this is to ask participants to note down the following on two coloured cards (using a different colour for each):

(a) What do I hope to get out of the course? (Expectations)
(b) What do I want to avoid during the training? (Fears)

The cards can then be placed anonymously in a pile. When all the cards are in, the participants return to the pile and each draw one card. Each participant reads one card to the rest of the group. A brief discussion can follow, in which people's hopes and expectations are acknowledged.

Facilitation techniques

This Module is designed using a mixture of interactive facilitation techniques, including plenary sessions, small-group work (buzz-groups) and role plays. These are explained in detail below. (For further techniques, see Appendi C (p. xviii).

In an interactive session, participants are able to:

- Seek clarification.
- Raise questions.
- Think actively.
- Verbalize assumptions.
- Practise what they learn.

x

During such a session, the facilitator:

- Feels challenged.
- Develops relationships with the learners.
- Begins to understand the learners' needs, limitations and strengths.
- Starts responding to the learners' needs.
- Starts learning herself/himself.
- Adds to her/his own knowledge.

Plenaries

"Plenaries" is a method used for bringing all the participants back together after they have worked in small groups or on individual and sub-group activities or assignments. Plenaries can take the form of short reports presented to the rest of the group by nominated spokespersons or informal but structured group discussions.

Plenaries need to be controlled, as they can either become rushed and ineffective, or slow and time-consuming. The facilitator should set strict time limits for each spokesperson and work out beforehand the time allocated for each presentation in a plenary session.

The facilitator should be able to manage feedback and be prepared to ask the contributor for further clarification on points.

Small-group work (buzz-groups)

Within a training session, a small group would usually have four or five members. Small groups work on tasks identified in the whole group (plenary). Small groups may work in parallel or on different parts of the same task.

Small-group work can be used in many situations, for example, whenever participants need to exchange experiences, make decisions or tackle problem-solving tasks.

Some management is necessary to ensure the effectiveness of small-group work. The facilitator should ensure that:

- Groups know and understand the task assigned to them.
- The facilitator is available for further clarification while the task is in progress.
- Feedback from small groups is properly managed and group rules established so that each group knows how long their presentation will last.
- Decisions are taken on how to handle intergroup questions and comments.

Role-plays

Role-plays are a valuable tool in training. They have two main uses:

- Illustrate experiences of the participants that are relevant to the training, e.g., a dispute between siblings in a workshop on conflict negotiation.
- Provide participants with the opportunity to rehearse situations they anticipate could take place, e.g., a quarrel between youth clubs to test out possible responses and outcomes.

Participants may volunteer for different roles or may be selected by the facilitator. The chosen participant should avoid playing her or his own role in a conflict that they have experienced in real life. Acting should be as spontaneous and as real as possible. Role-plays normally last only a few minutes. Role-plays may be conducted by the whole group or by smaller groups. They may be presented in turn by the smaller groups to the whole group or done as a "fish-bowl" exercise where only a few actually take part while the others observe.

Every role-play needs to be followed by a debriefing session for participants to discuss how they felt and to share new insights.

Using audio-visual materials

Whiteboards

A whiteboard is used to list key points, to illustrate (such as a plan or diagram) or to record ideas and information from the group.

Whiteboards are good for exercises such as brainstorming, where the facilitator needs to write a lot of ideas quickly. However, when using the whiteboard, only write down key issues or ideas, and allow participants enough time to take down or think about the ideas for themselves.

Flip charts

Flip charts are useful when points made or ideas shared are referred to in subsequent sessions. These can be displayed around the room. They can also be kept for future reference or for use in further training exercises.

Overhead Projector

The overhead projector (OHP) is an effective and convenient way of displaying information and emphasizing points. It also has an important advantage over boards and flip charts, in that in using it, the facilitator does not turn her/his back on the group.

When preparing transparencies, avoid putting too much information on each sheet. Text has to be large enough to be read by everyone.

Evaluation

Evaluation is a crucial process in any training module. Evaluation can be done both during the training and at the end, in order to further improve the planning and facilitation of sessions of that particular training or for future training workshops. On-going participatory evaluation during training can also help engage participants and provide them with ownership of the training process.

Evaluation during the training

One technique is to provide daily evaluation sheets, which are collected at the end of each day (see Appendix E). These should be analyzed and synthesized in the evening, and reported at the plenary the next morning to decide on possible changes if needed.

Small groups can also be formed during the start of the training (when setting the ground rules), with each group allocated a day each (during the training) to report to the facilitating team after the sessions. This facilitates open dialogue between participants and the facilitators in a smaller setting and can provide a venue for useful comments.

Evaluation at the end of the training

Evaluation can be incorporated in the summary session of the training. One technique is to use the "cabbage game", whereby a series of questions to evaluate the course are written on sheets of (green) paper. These sheets are then crumpled together to symbolize leaves of a cabbage. The facilitator starts the game by asking participants to sit in a circle. The facilitator then throws the cabbage to the participants. The participant who catches the cabbage gets to open the first "leaf", reads the evaluation questions aloud and responds to it in plenary. The participant then throws the cabbage to another participant, and the process is repeated. This exercise can also be used during training to gauge the participants' understanding of the sessions.

At the end of a training session, a final evaluation form can be circulated for each participant to comment more extensively on the training experience, and whether skills and knowledge have improved as a result of the training.

Appendix A:

SOME DO'S AND DON'TS FOR FACILITATORS

DO'S	DON'TS
Have only one main aim per session.	Have more than one aim per session.
Prepare the sessions thoroughly – it is easier to prevent problems than to solve them.	Have too many ideas or too many activities per training course.
If there is more than one facilitator, make sure that each facilitator knows exactly which task s/he is responsible for.	Use jargon (you want your participants to understand you rather than to be confused by your vocabulary).
Be flexible – have extra items you can add if there is more time than expected, and be prepared to exclude some items if there is less time than expected.	Worry if an exercise fails – try to find out why by discussing it with the group.
Be prepared to adjust activities to accommodate more or fewer participants than expected.	Substitute an activity even if there is consensus among participants.
Plan enough breaks.	Repeat points when it is not necessary.
Get to know the participants' names (name-labels) and affirm each of them (e.g., acknowledge each contribution made during the course).	
Adjust your language to suit the group.	
Use different methods of communication.	
Repeat points when necessary.	
Allow others to take responsibility, but know when to be firm and when to assert authority.	
Try to include everybody.	

Appendix B:

ICEBREAKERS

"Draw-your-profile"

1. Distribute a sheet of A4 paper and a marker to each participant.

2. Ask every participant to draw herself/himself and sign her/his name at the bottom of the paper (10 minutes).

    Each drawing can represent a participant in his/her work situation, or something symbolizing what each participant likes about their working with youth.

3. Ask participants to explain their drawings to the others.

This activity should take 40 minutes.

Materials

A4 paper and marker for each participant and others present in the room.

Facilitator's notes

1. The objectives of this activity are:

   - To break the ice and create an atmosphere for learning and active participation among participants.

   - To enable participants to get to know one another.

2. It is a good idea for everyone in the room to participate in this activity, including the facilitators.

3. The drawings can be displayed in the room afterwards for the duration of the training course.

"Human Bingo"

Distribute a "bingo sheet" to each participant (sample below, which can be modified according to the local context).

Explain to the participants that they should try to identify a suitable participant for each category. The aim is to get a row (vertical, horizontal or across) "filled". The first person that gets this should call out "Bingo!"

Ask participants to share in plenary what they have identified for each category, and verify the "facts" as group.

This exercise should take about 25 minutes.

Materials

A4 paper and marker for each participant and others present in the room.
A4 paper "bingo sheets"

HUMAN BINGO!

Worked the most years with youth issues.	Travelled the furthest to come to (training location).	Has the most number of children.
Has the nicest smile.	Attended the most number of training courses.	Has conducted the most number of training courses.
Gets up the earliest in the mornings.	Worked the most years in academia/university.	Has the loudest voice.

Facilitator's notes

1. The objectives of this activity are:

    -   To break the ice and create an atmosphere for learning and active participation among participants.

    -   To enable participants to get to know one another.

2. In some cultures the concept of "bingo" may be new, and a description will be required for the game.

Appendix C:

A QUICK LOOK AT TRAINING TECHNIQUES AND METHODS

Method	Description
Brainstorming	A technique for generating many ideas uncritically without comments and evaluation and only "considered" later.
Buzz-groups	A short period during a session in which several small groups intensively discuss a given issue, often followed by a plenary.
Case study	An in-depth analysis of real life or simulated problems for participants to identify principles or suggest solutions.
Controlled discussions	A discussion in which students raise questions or comments, but the facilitator controls the general direction of the discussion.
Fishbowl	A discussion group in an inner circle surrounded by a silent observer group, often followed by a plenary session or role reversal.
Free group discussion	A group discussion in which topics and direction are largely controlled by the participants and not the facilitator.
Problem-centred group	A group is provided a specific open-ended task. Findings are reported at the plenary session or summarized on a flip chart or whiteboard.
Projects	A practical group exercise or academic activity involving investigation of a problem.
Pyramid (also called Snowball)	An "idea" generating technique whereby groups of two briefly discuss a problem, then form groups of four for further discussion prior to reporting to the whole group.
Questions	Facilitator displays questions, gives participants time to think and then elicits answers for discussion and elaboration by the group. Could be used as a quiz for teams.
Role-play	A technique in which participants act out different roles in particular situations and later discuss their feelings and aspects of the problem.
Seminar	Group discussion of a paper presented by a participant.
Simulation and games	An exercise involving essential characteristics of a specific real situation where participants re-enact specific roles.
Step-by-step discussions	A discussion organized around a carefully prepared sequence of issues and questions to draw out the required information from the participants.
Syndicate	Several sub-groups forming part of a larger group, each working on a problem for a period of time and reporting later to the whole group.
Tutorial	A meeting with a small group.
Workshop	A participatory experience involving several methods and directed at developing skills or attitudes.

Appendix D:

CHECKLIST FOR FACILITATOR

1. Get to know the participants as much as possible: who they are, how many there are, languages and cultural backgrounds.

2. Make sure you and others organizing the workshop are in tune with what you are actually going to do.

3. Make sure the participants are aware of what they are going to take part in.

4. Check the venue and facilities. If possible, visit the place where the workshop will be held, assess what needs to be added or adapted.

5. Write a list of what is needed and give it to the person in charge of the facilities, including:

    - *flip charts*
    - *markers*
    - *chalk*
    - *masking tape or drawing pins*
    - *tape recorder*
    - *overhead projector*
    - *drinking water*
    - *other items to be identified for each course*

6. If you cannot visit the venue in advance, make sure you are there early, before the participants arrive, so that you can organize what has not been done, or adapt the programme to fit the reality.

7. Make sure the participants have all the information they need, especially if the workshop goes on for several days, including:

    - *A map so they can find their way*
    - *Time-schedule for buses or trains*
    - *Phone number where you can be reached if necessary*
    - *Contact person and details, in case participants need to call in on an emergency*

8. Ask the participants in advance if they have any special needs related to food, accommodation, and access to training venue and course information.

DAILY FEEDBACK SHEET

DAY 1

(*This box is optional*)

Name: _____

Title/Position: _____

How are you feeling? *(Please check one)*

[   ]   [   ]   [   ]

Q1.   What did you find most interesting about today?

_____
_____
_____

Q2.   What do you think could be improved for tomorrow?

_____
_____
_____

Q3.   What other suggestions, comments or questions do you have?

_____
_____
_____

~ Thank you for your feedback ~

*Please leave this sheet in the box located at the exit
of the training room as you walk out*

Understanding youth

Duration of this Session: 4 hours

Session Objectives

The objectives of this Session are:

❑ To define the term "youth", including the United Nations definition, and discuss how this definition differs from that of "children".

❑ To enhance understanding of the particular characteristics (including common stereo-typing) of youth.

❑ To identify and discuss priority youth issues, and consider the role of youth workers in meeting the needs of youth.

❑ To discuss the concept and importance of youth participation.

List of Handouts

List of reading materials

Secretary-General's report:
http://ods-dds-ny.un.org/doc/UNDOC/GEN/N02/741/76/PDF/
N0274176.pdf?OpenElement

World Programme of Action for the Year 2000 and Beyond
http://www.un.org/esa/socdev/unyin/library/wpay.pdf

TOPIC 1: Defining youth

Duration of topic: 60 minutes

Presentation for this topic

The facilitator will begin the Session by giving a presentation on the United Nations definition of youth. Topics will cover some common questions and answers about youth; how the needs of youth may differ from those of children; why special attention on youth is needed; and what the United Nations is doing in the area of youth development (Refer to Handout 1-1). Participants will be asked to brainstorm at various points during the presentation. (30 minutes)

Materials

Computer and LCD projector – if available

Activity for this topic

The facilitator will ask participants to break into small groups to discuss and identify the following:

(a) What are common characteristics of youth?

(b) What are the priority needs of youth in your local communities?

Participants will be provided with VIPP cards to record their ideas. This information will be compiled and discussed in plenary. (30 minutes)

Materials

VIPP cards, coloured markers, whiteboard

Facilitator's notes

The facilitator will summarize the workshop outputs by separating the positive and negative characteristics of young people.

S/he will then provide inputs on the characteristics (including common stereotypes) of youth and explore the various aspects of youth (Refer to Handout 1-2 and 1-3).

Example from India:

During pilot testing of the Module in Kerala (November 2002), the following characteristics of youth were mentioned:

Enterprising	**Frank**	**Beautiful**	**Romantic**	**Rebellious**
Honest	**Careless**	**Emotional**	**Energetic**	**Frustrated**
Impulsive	**Submissive**	**Brave**	**Outgoing**	**Respectful**
Full of new ideas	**Caring**	**Angry**	**Happy-go-lucky**	**Confused**
Irresponsible	**Vibrant**	**Courageous**	**Creative**	**Active**
Innovative	**Cheerful**	**Exuberant**	**Ill-mannered**	**Rowdy**

HANDOUT 1-1:   Questions and Answers about Youth

Q   *What does the United Nations mean by "youth", and how does this definition differ from that of "children"?*

A   The United Nations General Assembly defined "youth" as those persons between the ages of 15 and 24 years inclusive. This definition was made for the International Year of Youth, held around the world in 1985. All United Nations statistics on youth are based on this definition, as illustrated by the annual yearbook of statistics published by the United Nations system on demography, education, employment and health.

According to the United Nations definition then, children are those persons under the age of 15. It is, however, worth noting that Article 1 of the United Nations Convention on the Rights of the Child defines "children" as persons up to the age of 18. This was intentional, as it was hoped that the Convention would provide protection and rights to as large an age-group as possible, and because there was no similar United Nations Convention on the Rights of Youth.

Many countries have used similar definitions. "Youth" is referred to as the "age of majority" in which a person is given equal treatment under the law. This age is 18 in many countries, and once a person passes this age, s/he is considered an adult. However, the operational definition and nuances of the term "youth" often vary from country to country, depending on specific socio-cultural, institutional, economic and political factors.

Within the category of "youth", it is also important to distinguish between teenagers (aged between 13 and 19) and young adults (aged between 20 and 24), since the sociological, psychological and health problems they face may differ (DESA 2002).

Q   *What does the United Nations identify as priority youth issues?*

A   Among other youth-related issues, the World Programme of Action for Youth to the Year 2000 and Beyond identifies the following 10 issues as the highest priority issues for Governments:

1.   Education.
2.   Employment.
3.   Hunger and poverty.
4.   Health.
5.   Environment.
6.   Drug abuse.
7.   Juvenile delinquency.
8.   Leisure-time activities.
9.   Girls and young women.
10.   Full and effective participation of youth in the life of society and in decision-making.

HANDOUT 1-2: Common stereotyping of youth

Misconceptions and facts about youth (UNDCP 2001)

Adults are used to making decisions for young people, so it is natural that they may be concerned about sharing power and decision-making. Many of these concerns are founded on misconceptions. Some ideas that adults have about young people, and some facts that have come from experience are listed below:

Misconception	Fact
Because of their greater experience, adults know what is best for young people.	Young people are the "experts" on their own needs and the needs of their peers.
Young people are lazy.	"Lazy" youth are often under-stimulated or have never been given a real opportunity to provide meaningful input. Young people will rise to the level of the challenge set before them, however low or high.
Young people are looking for trouble.	Young people are highly motivated to accomplish their developmental tasks. This involves taking both healthy and unhealthy risks. They will act in a positive fashion, if the opportunities and the supports are there.
Young people do not care about anything, and they do not want to get involved.	More and more, today's young people are faced with managing adult pressures, often without appropriate guidance. Young people who seem to be uncaring may actually be feeling overwhelmed by the burden of living their lives without adequate support.
Young people do not have the ability to persevere.	For many reasons, turnover does tend to be higher for youth-run events. One significant factor is that young people do not remain young forever. They grow up and move on to other pursuits. Turnover can be beneficial, however, because fresh ideas can help renew enthusiasm. Anticipate and plan for turnover in advance.
Young people should be seen, not heard.	Young people are some of the most energetic and creative resources the world has. Too often, this creativity is dismissed as impractical idealism and not taken seriously.
Young people should not be in charge, and they do not belong in adult roles.	With proper adult support, young people can respond extremely well to adult-level challenges.
Young people cannot be given too much responsibility.	If properly supported, young people can take on surprising amounts of responsibility and leadership.
Youth-led events take too much effort and too much time is wasted.	Youth-led events require effort and are time-consuming, but they are also relevant and effective. It becomes a choice of organizing an event easily or organizing an event effectively!

HANDOUT 1-3: The multiple "selves" of youth

Cultural self

- Ethnic/racial identity
- Spiritual/religious identity
- Geographic identity
- Socio-economic identity
- Cultural aspirations

Social self

- Relationships with female friends
- Relationships with male friends
- School/social group membership
- Popularity in and out of school
- Social aspirations

Sexual self

- Sexual orientation
- Sexual values
- Sexual feelings
- Sexual experience
- Sexual aspirations

Familial self

- Roles as daughter, sister, aunt, mother, niece, grandmother
- Sense of belonging in family
- Familial expectations and aspirations
- Balance of future career and family

Community self

- Group/club membership
- Volunteer experience and aspirations
- Activist experience and aspirations
- Employment experience

Academic self

- Student achievement
- School/social group membership
- Educational aspirations
- Career aspirations

Physical self

- Appearance
- Involvement in athletics
- Sense of physical safety
- Sense of comfort in body
- Disability status

Creative self

- Creative talents or interests
- Involvement in hobbies or activities
- Creative aspirations
- Creative talents as careers

Source: Adopted from UNESCO Bangkok and Regional Bureau of Education, 2001. *Information Repackaging Series 1: Life skills on adolescent reproductive health* (Thailand).

TOPIC 2: Identifying priority youth issues

Duration of topic: 120 minutes

Activity 1 for this topic

The facilitator will ask participants to break into groups. Each group is requested to list and prioritize what they consider to be the top ten priority areas for youth in their country/locality on sheets of flip-chart paper. Once completed, a plenary discussion will be held to agree upon 10 main areas in need of attention. Comparison can be drawn to the 10 priority areas for youth identified by the United Nations (Refer to Handout 1-1). (30 minutes)

Materials

Flip-chart paper, coloured markers

Activity 2 for this topic

The facilitator will introduce the problem tree as a tool for analysis and decision-making on youth priority issues. The participants will be formed into groups and asked to select one of the issues identified under Activity 1. Once the issue has been identified, the group will explore (1) root causes and (2) effects caused by the issue and record the results on VIPP cards (one concept per card). The group will then decide on the cause-effect relationship between the conditions identified, and place the cards accordingly on a large sheet of paper.

The problem tree analyses will be presented in plenary. Questions and comments from the facilitator and fellow participants will follow each group presentation (Refer to Handout 1-4).

During the presentation, the facilitator will prompt the groups to consider at what points, and through what mechanisms, they can intervene as youth-workers. (90 minutes)

Materials

Flip-chart paper, VIPP cards, coloured markers

Facilitator's notes

Guidelines for Activity 1

If the course participants do not fall into the category of youth, it is important for the facilitator to stress that they should assess the priority issues *of* youth (as youth would perceive them) rather than *for* youth (as perceived by youth workers and elders). However, the facilitator should be aware that gaps may still emerge between what participants and authentic youth consider "priority issues". One example could be views on drug use.

This possibility of discrepancy, and the underlying reasons for it, can be reflected upon in plenary after completion of the exercise.

> ### *Example from Sri Lanka:*
>
> During pilot testing of the Module in Sri Lanka (December 2002), the following youth issues were identified and ranked in order of importance:
>
> **Unemployment**
> **Competition among peers**
> **Unsuitable education**
> **War and political involvement**
> **Violence**
> **Suicide**
> **Cultural problems**
> **Reproductive health**
> **Rural/urban disparities**
> **Limited access to a changing world**
> **Drug and alcohol abuse**
> **Lack of knowledge about IT**
> **Dowry-related problems**
> **Lack of independence**
> **Generation gap**

Guidelines for Activity 2

The problem tree analysis activity provides an opportunity to map out the perceived causes and effects of youth concerns. Refer to Handout 1-2 on "Common stereotypes of youth" as it is likely to stir debate among the participants.

Discussion concerning the order/logic of causes and effects produced by the tree is also likely to occur. If time allows, after presentation in plenary, groups may re-work their problem tree (moving the VIPP cards). Alternatively, the facilitator could suggest that only one corner of the problem tree be assessed in more detail. This section should be enlarged as its own tree.

The problem trees can be placed around the room for reference during the sessions.

Example from the Philippines:

During pilot testing of the Module in Manila (July 2002), "gangsterism" was identified as one of the problems that young people faced. The following problem tree was developed on this issue. The effects were then examined in more detail to reach a consensus on how they related with each other.

Effects:

Juvenile delinquency
Teenage pregnancy
Conflict with parents
Pre-marital sex
Prostitution
Vandalism
Gambling
Health problems
School dropout
Drug addiction

GANGSTERISM

Causes:

Peer-pressure
Insecurity
Low self-esteem
Low educational attainment
Lack of job opportunities
Low family income
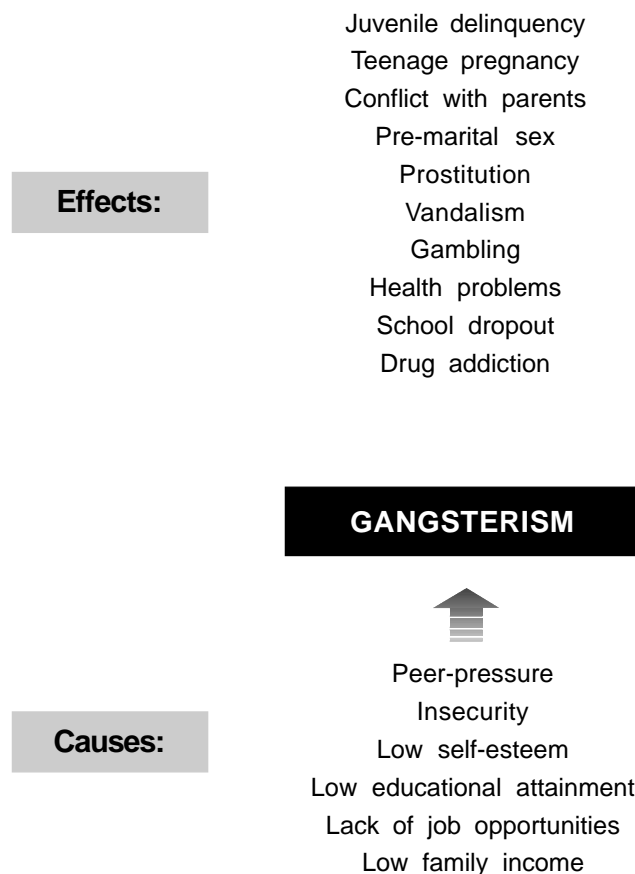
Presentation of problem trees during pilot testing in Myanmar (September 2002).

HANDOUT 1-4: Problem tree analysis

The problem tree is a diagram showing the cause-effect relationship between problem conditions in a defined area. It can be used either in identifying areas of work for a social/youth worker, or in identifying issues with young people.

The following steps are involved:

- Define precisely the situation (such as geographic area, sector, age-group) to be analyzed.

- Define some (estimated five) major problematic conditions that are related to the selected situation.

- Organize the problematic conditions according to their cause-effect relationships.

- Add further problems, in turn explaining more detailed levels of cause and effects.

- Check the tree for completeness (most relevant conditions) and logical order.

In doing the exercise, it should be noted that:

- The problem should be stated as an existing negative condition.

- The position on the problem tree does not indicate the importance of the problem.

The advantage of using a problem tree is that it provides a tool for in-depth analysis illustrating problems and their relationships. The disadvantage is that it is a difficult and complex exercise, and requires detailed knowledge and information to complete. There is also a tendency to use prejudices and "common sense" rather than fact.

Source: Adopted from *Management of XB-Projects: Instruments for Project Planning, Monitoring and Evaluation* (UNESCAP) forthcoming.

TOPIC 3: Youth participation

Duration of topic: 60 minutes

Activity 1 for this topic

The activity will start with the facilitator dividing the participants into four groups. Each group will be asked to answer the following questions:

1. What is your understanding of "youth participation"?
2. In what specific activities do youth participate?
3. What factors or conditions facilitate or hinder youth participation?

Participants will present their group outputs. Questions and comments from the facilitator and fellow participants will follow each group presentation.

Inputs for this topic

The activity will be followed by inputs from the facilitator on the meaning and importance of participation; forms of youth participation; and factors influencing the level of youth participation (Refer to Handouts 1-4, 1-5 and 1-6).

Materials

Computer and LCD projector – if available

Facilitator's notes

Guidelines for this activity

During point 2 of this activity, the facilitator can emphasize that there is no right or wrong outcome in these activities. However, any discrepancy between what happens during the activities and what participants expected would happen, should be discussed.

The facilitator may also ask the following questions:

1. What are the *types* of commonly cited activities that youth are involved with? (For example, sports, religious groups, environmental efforts, promotion of local culture).

2. Do young people have their own resources for these activities, or do they depend on someone else?

Example of a drawing prepared by course participants for Activity 1 during pilot testing in the Philippines (July 2002)

HANDOUT 1-5: What is youth participation?

Youth participation is a process through which youth influence and share control over initiatives and the decisions and resources that affect them. It is a process whereby young people increase control over their own environment and the issues that affect their daily lives.

Youth participation can take two main forms:

- **Social participation:** influencing policy, which directly affects daily life through education, work or health programmes.
- **Political participation:** influencing the political decision-making process.

In order to ensure that youth participation is incorporated effectively into society, the following three foundations are required:

- **Access and benefit.**
- **Ability to influence.**
- **Equity.**

Access and benefit

- Young people have the right to participate fully in the social, cultural, political and economic spheres of the country.
- Young people must be able to access relevant services (education, training, employment and politics).
- Youth with special needs, such as young people with disabilities, should also have access to services and be enabled to participate in society.

Ability to influence

- Young people should be included in decision-making.
- Youth should be involved in advisory and management roles.
- Youth should be given the power to influence the outcome of different situations.

Equity

- All youth should be enabled to participate in society.
- There should be equity for female and male youth, youth with diverse mental and physical abilities, and for all ethnic, national and religious groups.
- It should be recognized that subgroups of youth, such as rural youth, street youth, young women, and young people living with HIV/AIDS, might require special attention.
- Discriminatory practices (for example, in employment) should be removed.

There are various levels of youth participation, as summarized in Handout 1-6. These definitions can help judge to what extent youth participation is being practiced.

HANDOUT 1-6: Levels of youth participation

1. Non-participation

- Lack of information sharing with youth.
- Adults (high-power group) in full control and not trying to change the situation.
- Youth may be asked to be involved but only to support what the adults want.

2. Passive involvement

- Lack of information sharing with youth.
- Minimum effort made to inform and include young people.
- Young people only listened to superficially.
- Youth may be given a voice just to create a "child-friendly" image.

3. Influence

- Information sharing between young people and adults.
- Young people taken seriously.
- Adults take initiative and young people are consulted and involved.
- Youth have a sense of influence which encourages ownership.

4. Partnership

- Collaboration – youth have increasing control over decision-making.
- Adults make an effort to gain genuine youth participation.
- Adults and young people form partnerships for negotiation and the delegation of tasks.
- Shared decisions between adults and youth.

5. Self-mobilization

- Empowerment – transfer of control, decisions and resources to youth.
- Young people are in full control and may choose to seek adult assistance if necessary.

HANDOUT 1-7: Advantages of youth participation

The United Nations has long recognized the important role played by youth in the continuing development of the world we live in. Worldwide attention was drawn to the United Nations 1985 International Youth Year: Participation, Development, Peace. Recognizing the need to expand the oppportunities available for youth to participate fully in society, the General Assembly adopted the World Programme of Action for Youth to the Year 2000 and Beyond (General Assembly resolution 50/81 of 14 December 1995) as a framework for nations to increase their capacity to address youth needs and issues.

> "**Youth** are at the forefront of global, social, economic and political developments. In addition to their intellectual contribution and their ability to mobilize support, young people bring unique perspectives that need to be taken into account. The progress of our societies is based, among other elements, on each society's capacity to involve young women and men in building and designing the future."
>
> *United Nations Youth Unit (1997)*

The fact that youth constitute a significant proportion of the population of Asia and the Pacific highlights the importance of fully integrating youth and ensuring youth participation. The United Nations defines youth as the age group between 15 and 24 years old, which represents approximately one fifth of the total population of the East Asian and Pacific region.

Youth participation can be viewed as a positive factor and an opportunity rather than a problem. The inclusion of youth not only benefits young people, but also results in better projects, programmes, policies and a better society as a whole (ESCAP 2002).

Through youth participation, young people are:

- Given a voice to influence things that affect them.
- Given an opportunity to explore their potential.
- Encouraged to be active in the services they use.
- Prepared to participate in wider societal decision-making.

Adults should be aware of the advantages of working with youth and how the creation of a supportive environment encourages greater youth participation. Youth will be more receptive to the idea of working with adults when they realize that they are being respected as a group, and that their participation is encouraged.

- Young people's expertise on their own social and cultural conditions can be consulted.
- Young people can bring new perspectives.
- Participatory methods can be better tailored to meet the needs of youth.
- Policies and programmes that incorporate young people in their design and delivery are likely to be more effective and efficient.
- Active and productive youth involvement can improve the image of youth and challenge negative stereotypes of young people.

Understanding conflict

TOPIC 1

Defining conflict

TOPIC 2

Conflicts faced by youth

TOPIC 3

The dynamics of conflict

Duration of this Session: 2 hours

Session Objectives

The objectives of this Session are:

❑ To define the term "conflict".

❑ To identify the types and levels of conflict faced by youth (intrapersonal, interpersonal, intragroup and intergroup).

❑ To introduce the concept of conflict negotiation skills, and its relevance as a life skill for youth.

List of Handouts

TOPIC 1: Defining conflict

Duration of topic: 20 minutes

Activity for this topic

The facilitator will start the Session by asking participants to brainstorm on words that define "conflict". The facilitator will note these down on a flip chart or whiteboard. Once all the words have been recorded, the facilitator will review whether the words generally describe conflict as something "positive" or "negative". (10 minutes)

Materials

Flip chart or whiteboard, coloured markers

Inputs for this topic

The activity will be followed by inputs by the facilitator on defining conflict, and how it is commonly perceived as something "destructive". The presentation will introduce the idea that conflict itself is not necessarily "bad". "Good" or "bad" depends on how the conflict is *handled.* (10 minutes)

Materials

Computer and LCD projector − if available

Facilitator's notes

Conflict is a phenomenon in all relationships and groups. In this Topic, the premise is that conflict needs to be accepted as a part of a young person's life. Conflict in itself is neither good nor bad. Rather, it is one's attitude and reaction to it that makes it either constructive or destructive. During the discussions, it is likely to surface that many, if not most, of the participants are uncomfortable with the term "conflict" and its connotations.

Considering the multiple interpretations of the word, it will be useful for the facilitator to reach consensus on the local translation of "conflict" and "conflict negotiation" to be used during the Course. The facilitator may need to modify the terms used (in consultation with the interpreter, if required), so that there is a common understanding.

Guidelines for the activity

Once the facilitator has recorded all of the words on a flip chart or whiteboard, s/he will review whether the words generally describe conflict as something "positive" or "negative". It is common for most of the words to have negative connotations (see examples in the box below). This provides a good opportunity to ask why this is the case, and to introduce the idea that conflict itself can produce good outcomes. This depends on how the conflict is *handled.*

Example from the Philippines:

The following were some of the descriptions of "conflict" given during pilot testing of the Module in Manila (July 2002):

Friction	**Rivals**	**Something not going well**
Anger		**Complications**
Makes you feel uncomfortable	**"CONFLICT"**	**Different frequencies**
Competition		**War**
Different views	**Sign of incompatibility**	
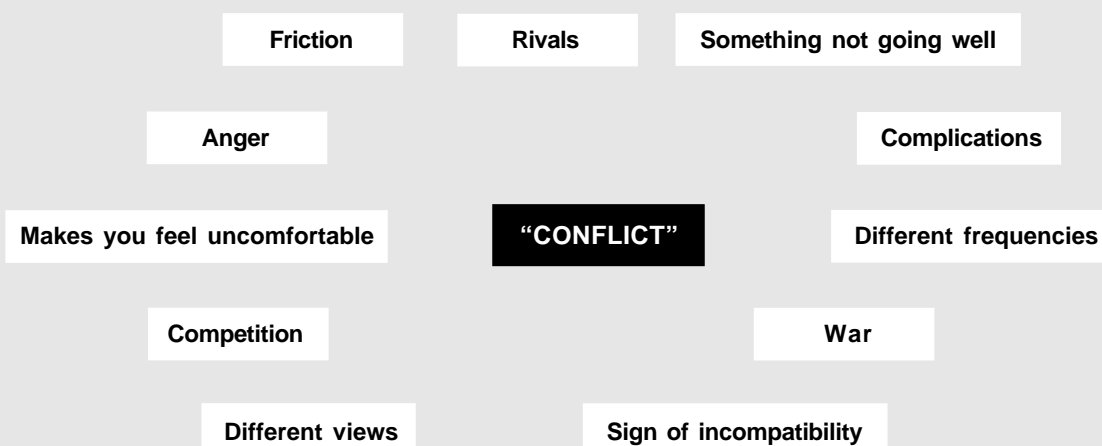
HANDOUT 2-1: Functional and dysfunctional conflict

Conflict itself is neither good (functional) nor bad (dysfunctional). This distinction depends on the type of conflict and *how the conflict is handled*. It is difficult to differentiate between good and bad conflict, since there is no measure or framework against which it can be evaluated.

Generally, if the result of a conflict is positive, then the conflict is considered "good" and if the result is negative, then the conflict is considered "bad".

Crisis

危机

Danger and Opportunity

The two Chinese characters displayed above together mean "crisis": one symbol is for danger and the other opportunity.

Conflict can be understood the same way: both as a danger and an opportunity. Thus, conflict itself is not bad; it is what one does with it that makes a difference (Coleman Raider International 1997).

TOPIC 2: Conflicts faced by youth

Duration of topic: 60 minutes

Input for this topic

The facilitator will provide an introduction to the types of conflicts that exist; introduce the concept on intrapersonal, interpersonal, intragroup and intergroup conflict; and place the skills to be taught during this Module within the wider framework of a "culture of peace" (Handouts 2-2 and 2-3).

Activity for this topic

The facilitator will ask participants to break into groups. Each group will discuss and note down on VIPP cards answers to the following (different coloured cards for each question):

    (a)   What types of conflicts do young people face in daily life?

    (b)   What are the reasons for these conflicts?

Examples of potential conflict situations can be drawn from the problem tree exercise developed in Session 1.

The points will be discussed in plenary, with the VIPP cards posted in a place visible to all participants. During discussion of the points, the facilitator may ask the following questions (Refer to Handout 2-4):

- What types of skills would be useful for youth to resolve conflicts?
- What types of interventions can social/youth workers make?

(30 minutes)

> ### *Materials*
>
> *Flip-chart paper, VIPP cards, coloured markers*

Facilitator's notes

It is recommended that the types of conflict identified during this Topic be documented and displayed in the training area, so that they can be easily referred to during later sessions of the Course.

If working with poor youth, special consideration and discussion can be held on links between poverty and conflict.

Example from Sri Lanka:

The following were some of the "conflicts" identified by participants during the pilot testing of the Module in Sri Lanka (December 2002):

Dangerous competition (manifested, for example, in driving fast).

Arguments between young couples.

Verbal and physical manifestation of power between peers (and with others in their society).

Showing off.

Intrapersonal conflict (among young individuals).

Sports competition getting out of control.

Street fights.

HANDOUT 2-2: Defining "conflict"

During our daily lives, we are all involved in a number of conflicts. Sometimes, the conflicts may be small, for example, a person may ignore us while we are talking. Sometimes, the conflict may be more serious, for example, two persons behaving violently toward each other.

Whether big or small, conflict is not confined only to a person and the people around her/him. It can be between people one is not even associated with. A conflict can, for example, be between people and the prevailing laws. Conflict does not only occur at the personal level but also at the national, and even international level. Apart from external conflicts between individuals or groups, there can also be internal conflicts within an individual.

Conflict stages

There is general agreement on four basic stages of conflict. These stages are not mutually exclusive and therefore, an individual may be involved in more than one at a time.

- **Intrapersonal:** conflict within the individual (for example, a person who cannot make decisions).
- **Interpersonal:** conflict among two or more individuals (for example, an argument between a boyfriend and girlfriend, or between a student and her/his teacher, or child and parent, or between friends/colleagues).
- **Intragroup:** conflict within a group (for example, between members of the same work or football team).
- **Intergroup:** conflict between two or more groups (for example, between two different youth gangs, or between students and the school faculty).

Gender dimensions of conflict

There are many factors that can contribute to a conflict. These factors include religion, age, class, nationality, ethnicity, sexual orientation, and gender. Gender differences and inequalities are important considerations in analyzing the reasons for conflict and ways to resolve it.

The gender dimensions of conflict refer not to the differences in sexes, but to the differences in the way men and women, boys and girls are treated. For example, in some patriarchal societies women and girls are considered subservient to men and boys, and experience pressure from their communities, either legally or socially, not to speak out or push themselves forward. In addition, many communities believe that making decisions is the role of men, with women often forced to leave decisions affecting their lives and those of their children in the hands of their husbands, fathers and male community leaders. Such views within a community can make it difficult for women and girls to be actively involved in the conflict negotiation process, even if they may be directly involved in the conflict.

The role of perception in conflict

For a conflict to exist, the people or groups who are involved must perceive the situation as a conflict. If no one is aware of a conflict, it is generally agreed that no conflict exists. Thus, whether a conflict exists or does not is a perception issue.

Sometimes, perceived conflicts are not real. For example, a young person may have had an argument with his/her parent and consider it a "conflict". In the end, both realize that they are saying the same thing, just expressing it in different ways. By thinking of it as a "conflict" both the young person and parent find it harder to communicate with each other.

HANDOUT 2-3:   Conflict negotiation and a "culture of peace"

Peace is not simply the absence of war and direct violence. A culture of peace requires active work in negotiation and peace-building skills.

A comprehensive concept of peace (Castro 2001) includes various levels, beginning with personal peace and expanding to wider circles. Young people should increase their skills in some of the following knowledge areas:

- **A holistic concept of peace:** Understanding that peace is not just about the absence of war and direct/physical violence.
- **Conflict and violence:** Understanding that conflicts are a natural part of a persons' life, but that they become problems depending on the methods of conflict negotiation used.
- **Peaceful alternatives:** Recognizing peaceful alternatives such as non-violent conflict negotiation.

Peace operates at multiple and differing levels of relationships. We can begin with the personal and interpersonal levels.   The focus of this Module is on developing skills on *interpersonal peace*, with some focus in the last two sessions on intergroup and intragroup peace.

The diagram below illustrates some of these levels:

Global Peace

Intergroup/National/ Social Peace

Interpersonal Peace

The *Conflict Negotiation Skills for Youth* Module focuses on these three main areas:

Personal Peace
Self-respect
Inner resources:
Love, Hope

Respect for other persons, justice, tolerance, cooperation

Respect for other groups within a nation, justice, tolerance, cooperation

Respect for other nations
Concern for human community

Respect for the environment
Sustainable   living
Simple   lifestyles

Source: Center for Peace Education, Miriam College, Quezon City, Philippines, 2002.

HANDOUT 2-4:   Conflict negotiation knowledge for youth

Defining conflict negotiation

Conflict negotiation is a body of theory and a collection of skills. The theory and skills take on different forms according to the circumstances to which they are applied.

The most important aspect of conflict negotiation is that the individuals/groups in conflict directly participate in the resolution of their own problem. The agreement that is reached is not the most important thing. It is the change in the attitude of the individuals/groups. This change is the "miracle" of successful conflict negotiation.

Conflict negotiation is not a science but a skill. It requires practice in everyday life. We acquire these skills through "accumulating small successes".

Some principles to remember in accumulating these skills are:

1.   That conflict is natural and not necessarily bad.

2.   How we respond to conflict is important.

3.   Each person has the wisdom and knowledge inside to respond to conflicts without violence.

4.   Training programmes/workshops on conflict negotiation skills provide guidance but do not give the participants a formula.

Formal and informal conflict negotiation

International Alert defines conflict negotiation as "a method which involves building bridges between hostile communities working to clarify issues which represents points of confrontation between them, and creating opportunities for developing new relationships based upon a process of peaceful change and grass-root level reconciliation."
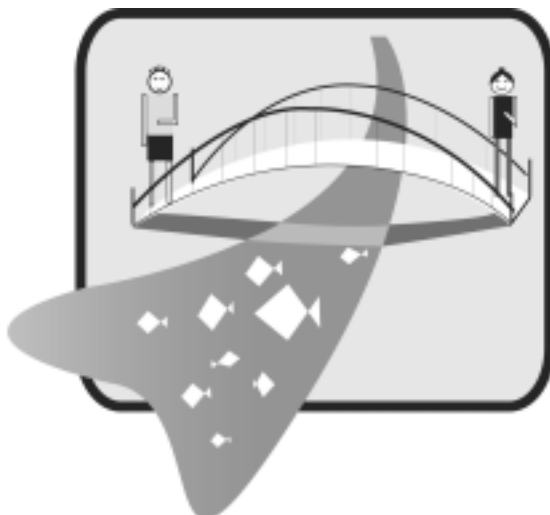
Using this definition, conflict negotiation can be seen as building bridges. These bridges can be built both in formal and informal settings.

This Module focuses primarily on informal bridge building, but the last sessions discuss ways in which youth can participate as agents for formal bridge building.

Is conflict negotiation possible in the Asian context?

Most of the conflict negotiation programmes for youth have been developed in the West, where the definition and approach to conflict, and conflict negotiation, may be different from those in Asia.   Skills such as active listening, neutrality, and third-party intervention may not be as common or acceptable in Asia as in the West.   Similarly, there may exist contrasts in how conflict is defined and conflict negotiation is handled between different countries, cultures, ethnicities and religions in Asia.

The principle to remember is that each person has the wisdom and knowledge within them to respond to conflicts without violence.   This will differ between individuals and between countries. While the term "conflict negotiation" may be new to some, it does not mean that negotiation techniques do not exist.

The aim of this Module is to enable youth to identify and consider which techniques work best for them in daily life.

What type of conflict negotiation skills can youth develop?

The following is a list of some commonly identified skills (Castro 2001):

- **Reflection:** The use of reflective thinking or reasoning through which we deepen our understanding of ourselves, and connectivity with others and to the living earth.

- **Critical thinking and analysis:** The ability to approach issues with an open but critical mind; knowing how to research, question, evaluate and interpret evidence; ability to recognize and challenge prejudices and unwarranted claims as well as to change opinions in the face of evidence and rational arguments.

- **Decision-making:** The ability to analyze problems, develop alternative solutions, analyze alternative solutions considering advantages and disadvantages, and having arrived at the preferred decision, ability to prepare a plan for implementation of the decision.

- **Imagination:** Creating and imagining new paradigms and new preferred ways of living and relating.

- **Communication:** Listening attentively and with empathy, as well as, the ability to express ideas and needs clearly.

- **Conflict negotiation:** The ability to analyze conflicts in an objective and systematic way, and to suggest a range of non-violent solutions.   Conflict resolution skills include appropriate assertiveness and collaborative problem solving.   Communication skills are an important foundation in conflict negotiation.

- **Group building:** Working cooperatively with one another in order to achieve common goals. (Cooperation and group building are facilitated by mutual affirmation and encouragement by the members.   The assumption is that everyone has something to contribute, everyone is part of the solution).

TOPIC 3: The dynamics of conflict

Duration of topic: 40 minutes

Inputs for this topic

The facilitator will introduce two "models" that will be referred to during the rest of the Course (Handouts 2-5 and 2-6):

- The "Mountain Model" of conflict.
- The phases of conflict model.

This will be followed by a summary of the "dynamics of conflict". Participants will be encouraged to make comments and suggestions during the presentation.

Activity for this topic

There will be no activity for this Topic as it is a summary of the issues to be covered in the following Sessions. Energizers may be inserted where appropriate during the presentation.

Facilitator's notes

This topic is primarily an overview of some of the models that can be used during the course to reflect back on where certain skills can be placed in terms of conflict resolution. It should be emphasized that these are only some among many models. When explaining the models, reference can be made to the types of conflict and reasons behind them identified in Topic 2 of this Session.

HANDOUT 2-5: The "Mountain Model" of conflict

Based on these stages, various models have been developed to provide a framework within which conflict negotiation can take place. One such model is the "Mountain Model", where conflict negotiation is described as a high mountain that has to be climbed.

In this model, the conflict negotiation process starts at the bottom of the mountain and reaches the top only after the conflict has been handled and a solution developed in an "inclusive" way (for example, by taking the views and needs of both people in conflict into consideration, to find a solution that everyone feels comfortable with). A lot of analysis, creative thinking, and imagination are needed throughout the mountain climb to achieve the goal.

To reach the mountain top, the conflict process requires three main steps:

The "Mountain Model" for problem solving in conflict

**Inclusive
Solution**

Cooperation

Reframing the problem
together, generating
options, choosing, evaluating.

Communication

Listening with empathy, sense of
recognition, respectful assertiveness to
express own perceptions, needs, fears
focusing on problems and not attacking
person or group.

Affirmation

Self-respect and respect for others.

Source: This model was developed by Margareta Johansson and is cited in "Learning to Work with Conflicts", Trial Edition, The Christian Council of Sweden in cooperation with the Churches' Human Rights Programme in the OSCE.

HANDOUT 2-6: The phases of conflict

From the possibility of existence to the final results, conflict moves through 5 general phases:

- Possibilities/Causes.
- Detection/recognition.
- Coping.
- Manifestations.
- Results.

Phase1: Possibilities

In the first phase, we identify 3 key areas from which conflict can emerge.

Communication is one such area as it is the means through which people interact, exchange information and relate with one another. Communication takes place whenever two or more human beings come into contact with each another and express their ideas, thoughts and feelings. The purpose of the communication is to understand.

Another important factor is situation or relationship, both interpersonal and group. Interpersonal situations of conflict are dependent on relationships between the people concerned, differences in position/power between people/groups and the different tasks/roles of each person/group.

Understanding the dynamics of **power** gives us an understanding of the structure. It is present in everything we do and in every relationship, whether we realize it or not, and can be either productive or destructive.

Lastly a person's worldview is dependent on his/her beliefs, attitudes or values based on culture/personality/life experience. This must be respected, otherwise, it can become a cause of conflict (Coleman and Raider International 1997).

Phase 2: Detection and Perception

The second phase is the perception that there is indeed conflict. That is, how the conflict is viewed, and whether it is a perceived or a felt conflict.

A conflict only exists if two individuals/groups are aware (perceive) that there is a conflict. There may be situations where one, or both person/s, may perceive that there is a conflict, but later realize that this is a misunderstanding and that the two "conflicting" individuals are stating the same thing in different words.

In other instances, both individuals may perceive and recognize that there is a "conflict". Two friends might, for example, like to have heated arguments about which football team they prefer. It is only once one of the individuals feels that there is a conflict *(felt conflict)* that emotions come out that may lead to frustration and hostility. Once a conflict is felt it tends to come out in the open.

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Phase 3: Coping

The third phase of conflict concerns dealing with the actual conflict. Simply speaking, this refers to the attempts made by people to cope with and manage conflict. This is the stage where people's perceived or felt conflict translates into actions.

The way people handle conflict may be a *conscious* or *unconscious* decision. It is important to realize that although there are different styles, not all styles are appropriate for handling any/all situations. The following categories have been identified: competing, collaborating, compromising, avoiding and accommodating (Thomas 2003). There is no one correct method to handle a conflict. The method emerges depending on the situation and the people involved. However, coping styles fall between the following two dimensions:

Phase 4:   Manifestations

The fourth stage of the conflict process model deals with people's behaviour towards a conflict. In a conflict situation, this is the first time that the conflict becomes visible. The behaviour of the conflicting groups can be measured along the following scale (Robbins 1974).
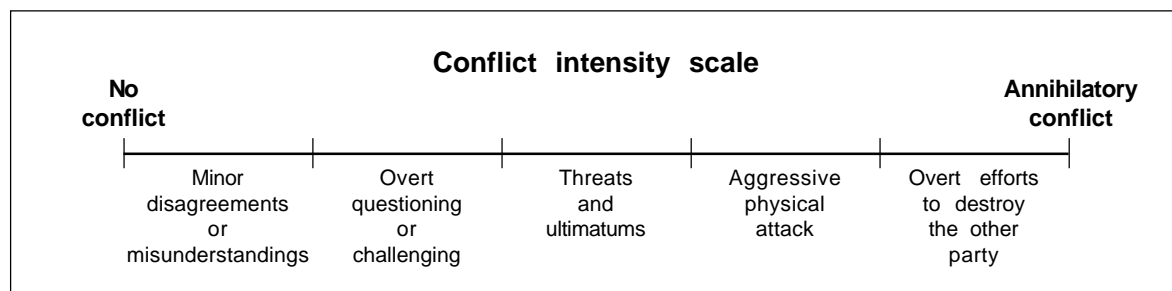
The behaviour of conflicting groups range along the scale from minor disagreements to threats, bloodshed and even war.

Phase 5:   Results

The fifth, and final phase, deals with the outcomes of a conflict, regardless of whether they are good or bad.

As previously discussed, sometimes the conflict result is positive and at other times negative.

A positive conflict result occurs when the quality of decisions is enriched, new creative solutions found, and both people or groups have their needs met, are more effective, and may even have a stronger relationship.

A negative conflict result is one in which communication breaks down and a solution cannot be reached, or one party may be facing an unacceptable loss (a "win-lose" situation). In its worst form, this kind of dysfunctional outcome can lead to violence and war.

HANDOUT 2-7: The dynamics of conflict

If a conflict is approached constructively from the outset, the people concerned may recognize that they share a problem and cooperate with each other in confronting it and solving it. However, what generally happens instead is that:

- The people concerned see each other as the problem or the cause of the problem and devote all their time, effort and energy into blaming and attacking each other for it.

- The problems or points at issue multiply and become entangled with each other and confused as the tension increases between the two parties.

- A lack of clear, direct and respectful communication between the two parties aggravates the conflict, and an attitude of hostility develops. As emotions intensify, this attitude of hostility becomes an increasing obstacle to the solution of the problem. The two parties talk mostly about (with others), rather than with, each other.

- An atmosphere of fear and anger makes listening and constructive speaking difficult for both parties.

- The original cause of the conflict is forgotten or replaced by new "issues", as emotions become further inflamed between the two parties. They begin to accuse each other of things that happened before the actual conflict occurred.

- Having a neutral attitude towards the conflicting person becomes more and more difficult. "Voices of tolerance" are no longer heeded. Extreme attitudes take centre stage.

It is clear that there are very good reasons for trying to approach conflict cooperatively from the start. The irony is that, the longer we leave the conflict to escalate, the harder it becomes to use constructive communication and negotiation skills as our emotions become stronger. The conflict process model can be used as a tool to help us become more aware of how conflict builds up, and understand why we should try to resolve it as soon as we can.

Self-awareness

Duration of this Session: 4.5 hours

Session Objectives

The objectives of this Session are:

❏ To introduce the importance of self-awareness as a foundation for the successful development of conflict negotiation skills for youth.

❏ To identify strong emotions felt by young people (such as anger), and to introduce practical exercises that can be used to increase awareness of feelings and boundaries.

❏ To draw attention to, and introduce exercises for, facilitation of self-respect and respect for others.

List of Handouts

TOPIC 1: Awareness of our feelings and values

Duration of topic: 60 minutes

Icebreaker for this topic

The facilitator will begin the Session by asking participants to stand and form a line in as short a time as possible. The line should begin with the participant with the most experience working with youth and continue in descending order. Once the line is formed, the total number of years of experience will be calculated. The recognition of the wealth of experience already available in the room will form a basis for the discussions during the Session. (10 minutes)

Materials

Calculator and watch

Activity for this topic

The facilitator will introduce the "Value Auction" as an exercise to explore participants' values, and to examine how these may differ between youth and adults. (50 minutes)

Step 1: Distribute copies of Handout 3-1 (Make a Bid) listing the categories of "values" on sale.

Step 2: Explain to the participants that they have a total of USD100 (or the equipvalent national currency) to spend. They may bid for as many items as they wish. The item is sold to the person who makes the highest bid. Request the participants to keep their bids a secret.

Step 3: The facilitator will place an enlargement of the handout in the middle of the room, and will then commence auctioning the items one by one. If two or more participants bid the same final amount, the facilitator will ask each person to explain why they bid the amount they did, and ask the other participants to choose who should get the item.

Step 4: The facilitator will finish the activity by noting which items received the highest and lowest bids. A discussion on the results will follow. Further discussion will be held on the possibility that the values of youth may differ from those of youth workers and adults.

Input for this topic

The activity will be followed by inputs from the facilitator on how values differ between youth and adults. The facilitator will explain how this exercise can assist openness and recognition of the participants' personal values. The facilitator will place the discussion within the framework of "The Mountain Model" of conflict, stressing the importance, for both youth and adults, of self-awareness as a foundation for resolving conflict.

Materials

Computer and LCD projector – if available

Facilitator's notes

When discussing the "Make a Bid!" activity, the facilitator may wish to provide examples of how the values of adults and young people may differ.

For example, some young participants may place a very high bid on "structure". This may be because they lack structure within their families and communities. It is hoped that by doing this activity, some of the underlying needs of young people will be exposed.

Our values affect how we behave and this affects our interactions with others. Awareness of their own values can help youth address why they behave the way they do. It can provide insight into which aspects of their lives need to be strengthened and changed.

HANDOUT 3-1: Make a Bid!

MAKE A BID!

**EVERY ITEM IS FOR SALE.
EACH PERSON HAS $100 TO SPEND.
YOU MAY BID FOR AS MANY ITEMS AS YOU WANT.
THE ITEM IS "SOLD" TO THE PERSON
WHO MAKES THE HIGHEST BID.
KEEP YOUR BIDS A SECRET!
GOOD LUCK!**

ITEMS	BID
TO BE GOOD IN SPORTS	
TO BE FAMOUS	
TO HAVE GOOD EDUCATION	
RICH	
HAPPINESS	
TO FEEL A "SENSE OF BELONGING" TO THE COMMUNITY	
A HAPPY FAMILY	
TO BE POPULAR WITH FRIENDS	
GOOD LOOKS FOR MYSELF	
A GOOD LOOKING PARTNER	
A CARING HEART	
TO HAVE A GOOD JOB	
TO BE A CONFIDENT PERSON	
TO BE FASHIONABLE	
TO HAVE FREEDOM	
TO HAVE COURAGE	
TO HAVE PATIENCE	
TO BE RESPECTED BY OTHERS	
EQUALITY BETWEEN MEN AND WOMEN	
TO HAVE A LOYAL PARTNER	

Source: Ang Mo Kio Family Service Centre, *SELF Help Manual* (Singapore, 1997).

HANDOUT 3-2: Affirmation: The base of "The Mountain Model"

Various models have been developed to provide a framework within which conflict negotiation can take place. One such model is "The Mountain Model", where conflict negotiation is described as a high mountain that has to be climbed (Johansson n.d.).

In this model, the conflict negotiation process starts at the bottom of the mountain and reaches the top only after the conflict has been handled and a solution reached in an "inclusive" way (for example, by taking the views and needs of both people in conflict into consideration and finding a solution that everyone feels comfortable with). A great deal of analysis, creative thinking, and imagination are needed throughout the mountain climb to achieve this goal.

To reach the mountain top, the conflict process requires three main steps:

1. Affirmation.
2. Communication.
3. Cooperation.

Affirmation (self-respect and respect for others) is the first step and a crucial base for the rest of the mountain. Without dealing with affirmation, it is hard, even impossible, to climb the mountain.

THE MOUNTAIN MODEL FOR SOLVING CONFLICTS

Inclusive Solutions
Co-operation
Reframing Generating options, Negotiation
Communication
Listening Respectful Assertiveness to express own perceptions, needs and fears, not attacking
Affirmation
Self Respect /Respect for Others

Source: Ang Mo Kio Family Service Centre, *SELF Help Manual* (Singapore, 1997).

6
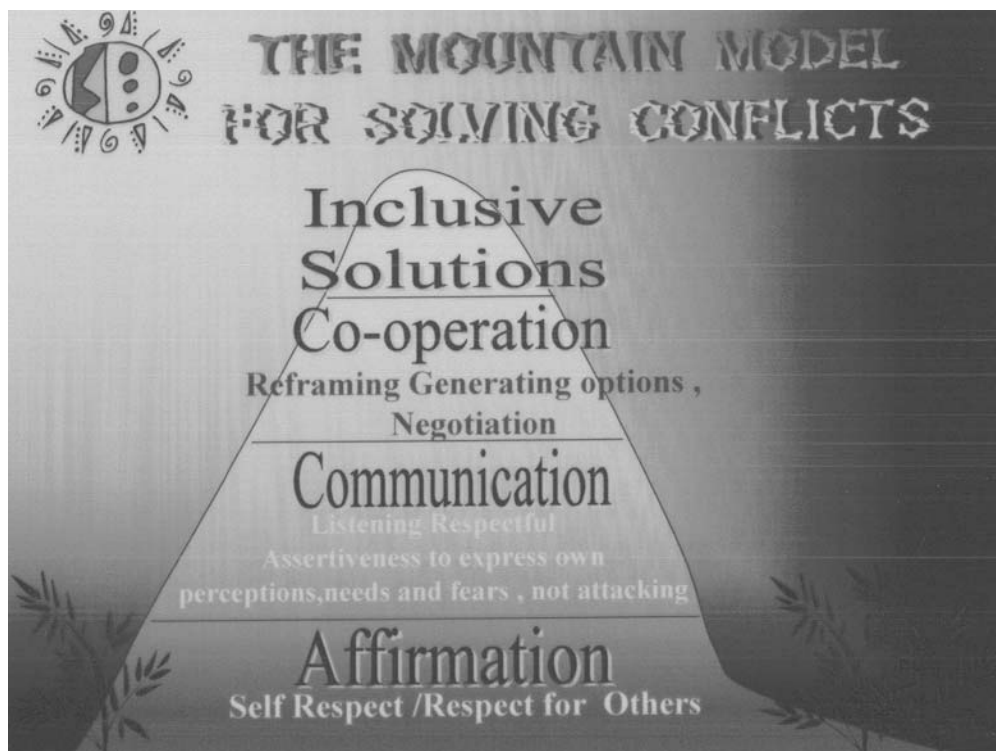
Affirmation includes:

- Self-respect.

- Respect for others.

- Identity.

- Knowing our boundaries.

- Avoiding prejudice, stereotyping and labelling.

- **Self-respect:** Self-respect can be defined as respect for oneself; a feeling that one is behaving with honour, dignity and esteem. Many reports suggest that young people who appear to have negative or low opinions of themselves have a tendency to be involved in conflicts and are less likely to resolve conflicts peacefully. The way an individual treats others may be a reflection of the way he or she feels about him/ herself (UNICEF 1997).

- **Respect for others:** Respect for oneself and respect for others go hand-in-hand, and both are necessary for conflict negotiation. It has often been observed that people who seem to respect themselves and have positive attitudes about their own self-worth are more likely to treat others with respect. It is important to encourage youth to accept and respect others. Cultures more oriented toward maintaining group harmony and identity may focus primarily on the development of respect for others.

- **Identity:** The differences in the identities and attitudes of people are often a very important factor in a conflict situation. A healthy/positive sense of one's own identity and that of the other person can be a source of strength and creativity in resolving a conflict. Conversely, a weak/negative sense and understanding of identity can create confusion and lead to a negative impact on resolving conflict. Sense of self or one's identity is made up of a collection of sub-identities or different "selves". One may feel confident, happy and skilful in one of our "selves" and just the opposite about another "self". Some common "selves" are illustrated in Handout 3-3.

- **Knowing our boundaries:** In most situations we face, we have an awareness of how we feel inside. Sometimes, we end up debating whether this feeling is right or wrong. To protect ourselves from feeling pressured into a conflict situation, we need to listen to these inner "yes/no feelings" to find out where our boundaries lie.

- **Avoiding prejudice, stereotyping and labelling:** In strengthening our base to climb the mountain, we have to be careful not to fall into the trap of prejudice and stereotyping. Each individual is different and handles conflict uniquely. Stereotyping indicates a lack of readiness to listen to individual stories. This behaviour is not conducive to successful negotiations.

TOPIC 2: Strong emotions

Duration of topic: 60 minutes

Activity 1 for this topic

The facilitator will continue the session by introducing the issue of power. (15 minutes)

Step 1: Participants will form groups. Each group will be given a sheet of flip-chart paper and asked to make two columns. One column will list individuals who are powerful in their communities, and the other will list those considered powerless.

Step 2: The participants will present their charts to the rest of the group and a plenary discussion will be held on power in our society and its possible impact on the emotions of young people.

Materials

Flip-chart paper, coloured markers

Activity 2 for this topic (Wolfe 1996)

A brief role-play will be introduced requiring one volunteer to stand on a chair, and another to remain on the floor. The aim is to facilitate discussion on who we assume has more power in society and how this impacts youth. Discussion will follow on why we tend to think that those who are bigger than us have more power. Based on this imagery, the facilitator will ask participants how they think youth might feel in terms of power. (15 minutes)

Materials

Chair, flip-chart paper, coloured markers

Inputs for this topic

The facilitator will elaborate on the topic of strong emotions felt by young people, focusing particularly on anger, and what these feelings of anger reveal (iceberg theory). Refer to Handouts 3-3 and 3-4. Discussion will also be held on the notion of power and what youth workers can do to provide more power and respect to and within youth (Handout 3-4). (30 minutes)

Discussion during the session may reflect the fact that young people often perceive themselves as powerless. This perception results in anger that can collect inside a young person. How can social workers and youth workers, and elders in general, help youth to change this perception? The key lies in helping young people understand where the source of this anger comes from whether it is something within their control, and therefore they can change it, or whether it is external to their control.

Example from the Philippines:

During the pilot testing of the Module in Manila (July 2002), the following groups were ranked as "powerful" and "powerless" during the group activity:

Powerful	Powerless
Employers	Employees
Supervisors	Supervisees
Managers	Subordinates
Landlords	Tenants
Leaders	Members of a group
Pilots	Crew
Teachers	Students
Parents	Children
Older siblings	Younger siblings
Uncles and aunts	Nephews and nieces
Judges	Clients
Bishops and priests	Members of the church
Elite groups	Poor people
"The rich, intelligent and good-looking"	"The have-nots"

Cultural views on anger

When discussing this topic, it is important for the facilitator to be aware of the cultures, religions and traditions of the course participants. Differences may, for example, exist between persons of differing religions in how strong emotions (such as anger) are viewed.

Given these different views, it may be important to point out that universally, anger is, just like sadness and happiness, first and foremost an emotion. Emotions, in and of themselves, are recognized worldwide. However, differences may exist in the degree of tolerance these emotions receive and how we express them.

Despite the potential for significant differences, it is commonly accepted that physical abuse, verbal abuse and intimidation are not acceptable forms of expressing anger.

Conflict Negotiation Skills for Youth   *Section II:* *Techniques for Resolving Intrapersonal and Interpersonal Conflicts*

Session 3: Self-awareness

HANDOUT 3-3:   Anger: what is it, and how do you handle it?

Anger: the tip of the iceberg

When you work with young people, they often only display the tip of the iceberg: anger. What is anger? Anger is an emotion, just like any other. Anger, in and of itself, is not bad. It is merely a manifestation of hurt and frustration.

It is important to understand the underlying cause of anger. When working with youth, it is necessary to closely examine their feelings and interpret them correctly.

If anger is viewed as an iceberg, the tip represents the visible and physical manifestations such as hitting, punching, slapping, vulgarity, name-calling and insults. Beneath the water however, lies a bigger block of ice that can cause immense damage. It is this block of ice that we need to address. That is, what are the underlying feelings that cause anger?

How do we know that someone is angry?

How do our bodies react when we are angry? Many of us perspire, cry, shiver, or are unable to talk. These are all physical manifestations that we call "cues" (hints that tell us what someone is feeling).

It is important that we watch for cues when trying to understand youth and those around us. We can miss cues, especially if we are busy contemplating what we are going to say, and not observing the other person. If the topic being discussed is difficult, a failure to understand cues may occur more often.

For the observer, cues are an indication of a person's state of mind. They allow the observer to respond in an appropriate manner to the other person's frame of mind. It is important for young people to also recognize the cues that make them angry. This would then allow them to use various culturally appropriate strategies to relax before dealing with a difficult or potentially explosive situation.

ANGER **DO**

➡ Speak up when an issue is important to you.

➡ Take time out to think about the problem and to clarify your position.

➡ Speak "I" language.

➡ Try to appreciate the fact that people are different.

➡ Recognize that each person is responsible for his or her own behaviour.

➡ Try to avoid speaking through a third party.

ANGER **DON'T**

➡ Don't strike when the iron is hot.

➡ Don't use "below the belt" tactics.

➡ Don't make vague requests.

➡ Don't tell another person what she or he thinks of feels or "should" think or feel.

➡ Don't participate in intellectual arguments that go nowhere.

➡ Don't expect change to come about from hit-and-run confrontations.

ANGER **IS**

➡ Responsive Emotion

➡ Source of Discovery

➡ Normal & appropriate

➡ Part of Assertion

➡ Gift

➡ Healthy Release

➡ Form of Protection

ANGER **ISN'T**

➡ Blaming

➡ Sarcasm

➡ Violence

➡ Vindictiveness

➡ Viciousness

➡ Punitiveness

➡ Aggression

➡ Sulking

➡ Manipulation

➡ Scapegoating

Conflict Negotiation Skills for Youth *Section III: Techniques for Resolving Intrapersonal and Interpersonal Conflicts*

Session 3: Self-awareness

TOPIC 3: DESC and taking a "time out"

Duration of topic: 60 minutes

Inputs for this topic

The facilitator will introduce this topic with an explanation of the DESC model for communication and the concept of taking a "time out". Refer to Handouts 3-5 and 3-6 (15 minutes).

Activity 1 for this topic

Participants will be divided into groups of 4 to 5. Each group will be asked to think about a scenario involving a young person, for which the DESC model is applicable. They will then be asked to act out the scenario as a role-play. This will be followed by a group discussion, led by the facilitator, on pre-conditions for DESC to work. An example of a DESC role-play is included in the Facilitators notes. (15 minutes)

Materials

Flip-chart paper, coloured markers, chairs (for role-play)

Activity 2 for this topic

The facilitator will introduce two Handouts (Handouts 3-7 and 3-8). These are tools to be used by young people to gain better self-awareness in relation to anger and are also useful when taking a "time-out".

If time allows, participants can fill in the tools during this session. The time can otherwise be used for a question-and-answer period related to the tools. (5 minutes, or more, if time allows)

Materials

Handouts 3-3, 3-5 and 3-6

The DESC model is a useful tool for conflict negotiation. Refer to Handout 3-5.

Activity 1:

It is important for the facilitator to note the following for discussion during this activity:

1. DESC does not presume to solve all conflicts. For it to work, both parties have to be willing to want to work on a solution.

2. Never use DESC when one party is very angry or aggressive.

3. Be aware of the beliefs and assumptions you hold regarding a conflict as this invariably affects the language you use.

4. The tone of your language should be non-blaming if you want a positive outcome.

5. Remember that DESC can also be very useful when giving positive feedback regarding an interaction you have had with another person. (For example for Point 5, after a feedback session regarding a conflict situation you might want to say, *"Ramesh, I was very worried about giving you feedback as I feared that you might be defensive and react negatively to my comments. But I was pleasantly surprised by your openness to my feedback. It made me feel listened to. Thank you".*)

Example from Myanmar:

The following are two DESC role-play examples, from a young employee's point of view, developed during the pilot testing of the Module in Myanmar (September 2002):

D/E: I feel sad and fearful because you shout at me without asking me why I am late.

S: Actually, it would be better if you asked me why I am late first. If you do that, I have an opportunity to explain.

C: If you asked me, our relationship and the trust between us would be better.

✳   ✳   ✳

D/E: I was angry and sad that you took our project to the boss without our prior consultation.

S: It would be nicer if all of the members of the group took the project to our boss together.

C: If we went to the boss together, all of us could have an opportunity to explain the project and receive recognition and credit.

Conflict Negotiation Skills for Youth *Section III:* *Techniques for Resolving Intrapersonal and Interpersonal Conflicts*

Session 3: Self-awareness

HANDOUT 3-5:   The DESC model

DESC is a skill used for conflict negotiation.

Everyone finds it hard to express their feelings directly. As a consequence, in some situations, conflicts arise because of unclear communication.

The DESC technique allows both the user and the recipient to employ communication techniques to clearly state how they are feeling and specify what kind of outcome they want from the person with whom they are having conflict. It tends to remove the anger from the situation and deals with facts and feelings.

The steps involved in DESC are listed in the box below:

> D – Describe the behaviour to which you have an objection.
>
> E – Express your feelings respectfully.
>
> S – Specify a more acceptable behaviour.
>
> C – Develop consequences, both negative and positive.

The DESC model is particularly useful in situations when there is interpersonal conflict between two parties. It is also useful when giving positive or negative feedback. It helps the individual to recognize and acknowledge feelings and to give feedback respectfully – allowing or inviting a response from the other person. One states her/his desire so that the other person knows exactly how the individual is feeling and can respond appropriately. The desired outcome or consequences must also be conveyed clearly.

Source: Domestic Abuse Project, *DAP Men's Group Treatment Programme Manual* (Minnesota, 1993)

HANDOUT 3-6: Taking a "time-out"

An additional method of dealing with anger is to take a "time-out". A time-out is a way of stepping back from a potential conflict situation, giving time and space to consider why you may feel angry. It also provides time to consider the other person's needs and circumstances. A time-out can be a useful way for a young person to avoid escalating conflict and anger.

A time out will give a person time to reflect on the following four steps:

1. When leaving the potential conflict situation.

2. After leaving.

3. Before returning.

4. Upon return to the situation.

The specific steps involved in taking a "time out" are illustrated below:

EXPRESSING ANGER Respectfully

➡ Acknowledge your anger
➡ Take a time-out
➡ Identify & examine sources of your feelings
➡ Separate ENERGY of anger from ISSUE related to anger
➡ Decide how & when you will express your anger
➡ Talk to the person. Be open, direct & respectful
➡ Make " I " statements
➡ Responsibility vs Blame
➡ Listen to the other person's point of view

HANDOUT 3-7: Anger sentence completion

1. **The last thing that made me so angry that I felt I would explode was:**

    ....

    ....

    ....

2. **The things I thought about at that time were:**

    ....

    ....

    ....

3. **The feelings I had at that time were:**

    ....

    ....

    ....

4. **What I did:**

    ....

    ....

    ....

5. **Afterwards I felt:**

    ....

    ....

    ....

Source: Ibid.

HANDOUT 3-8: Anger Journal

Date		
Intensity	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Physical Signs		
Behaviour Signs		
Situation		
Did you take a Time-Out?	☐ Yes ☐ No Comments	☐ Yes ☐ No Comments
Did you Stuff it, Escalate it, Direct it?	☐ Stuff it ☐ Escalate it ☐ Direct it	☐ Stuff it ☐ Escalate it ☐ Direct it
"I" Statements	I'm feeling	I'm feeling
Physical Activity		
Alcohol or Drug use?	☐ Yes ☐ No Comments	☐ Yes ☐ No Comments

Source: David Wolfe and others, *Youth Relationship Manual* (Sage Publications, 1996).

TOPIC 4: Labelling and its impact

Duration of topic: 90 minutes

Activity 1 for this topic

The facilitator will introduce the topic by using the "labelling" game. (30 minutes)

Step 1:   A set of eight chairs is put in the centre of the room, and eight volunteers are asked to exit the room. Each volunteer is given a "label" attached to a string that is placed on their forehead.

The labels include the following words (or variations thereof):

1.   STUPID: Criticize me
2.   HELPLESS: Rescue me
3.   BOSS: Obey me
4.   COMEDIAN: Laugh at me
5.   LOSER: Pity me
6.   EXPERT: Listen to me
7.   VIP: Look up to me
8.   INSIGNIFICANT   Ignore me

Step 2:   The eight volunteers are asked to hold a serious discussion while the rest of the participants observe. The topic of discussion could be how they plan to find funds to undertake future training activities on conflict negotiation skills for youth.

Step 3:   After a few minutes, the facilitator asks the volunteers to stop the discussion and ends the activity. The facilitator then opens a discussion on how the labels worn by each of the volunteers may have affected the conversation.

Materials

Eight prepared labels with strings attached (see eight suggested labels above)

Activity 2 for this topic (2 options)

Option 1:

The facilitator will close the topic using the "garbage bag" game. (40 minutes)

Step 1:   Each participant will be given a black garbage bag to wear, a set of paper labels, a marker and safety pins.

Step 2: The participants will be asked to write down some characteristics others have labelled them as having (for example, aggressive, quiet, workaholic, funny).

Step 3: The labels will be pinned on the garbage bags, and the facilitator will ask the participants to think about which labels they wish to keep.

Step 4: The participants will then be asked to remove the labels they wish to keep, and to symbolically throw the rest away together with the garbage bags. They are labels given to them by others that they do not wish to have or to keep.

Step 5: The facilitator will review the process undertaken in the activity and show how it can be used when working with young people.

> ### *Materials*
>
> *Garbage bags, coloured markers, pieces of paper, safety pins*

Option 2:

Step 1: Same as above.

Step 2: Same as above except that participants are given two different coloured sets of blank labels. They are then requested to write negative and positive characteristics of youth (one for each colour) on the labels.

Step 3: Once the labels have been pinned on the garbage bags, the facilitator will ask the participants to choose the positive labels they would like to keep and remove the negative ones that they do not want.

Step 4: The participants are asked to symbolically rip apart the negative labels that they do not wish to keep and throw them away in a garbage bin.

Step 5: The facilitator debriefs the exercise.

> ### *Materials*
>
> *Garbage bags, coloured markers, pieces of paper (two colours), safety pins*

Inputs for this topic

The facilitator will give a short presentation on the dangers of labelling and its impact on youth. (20 minutes)

> ### *Materials*
>
> *Overhead projector – if available*

Source: Adapted from the Ang Mo Kio Family Service Centre, *SELF Help Manual* (Singapore, 1997).

Facilitator's notes

Activity 2 (both options)

This exercise encourages participants to think about the kinds of labels they carry with them. It is important to help them understand how labels can affect their behaviour. Labels placed on youth can change, even prescribe, their behaviour. Positive labels may increase self-esteem and self-worth. However, when labels are negative and continuously repeated, they become factors in a self-fulfilling prophecy. This can result in resentment, feelings of worthlessness, hurt and anger.

During debriefing (in particular for Option 2 of this exercise), the facilitator should emphasize that as adults, we are often in a position to make changes to the negative stereotypes that we carry. However, in the case of young people, it is society that places these labels upon them, many of which they are not even aware of. Often, young people are bombarded with negative stereotypes, which are hard to break away from. However, they also have the capacity to change the labels placed upon them. Like the garbage bag, they can rip off the negative labels and replace them with positive ones.

It is also important for the facilitator to ensure that the symbolism of garbage bags is culturally appropriate to the setting.
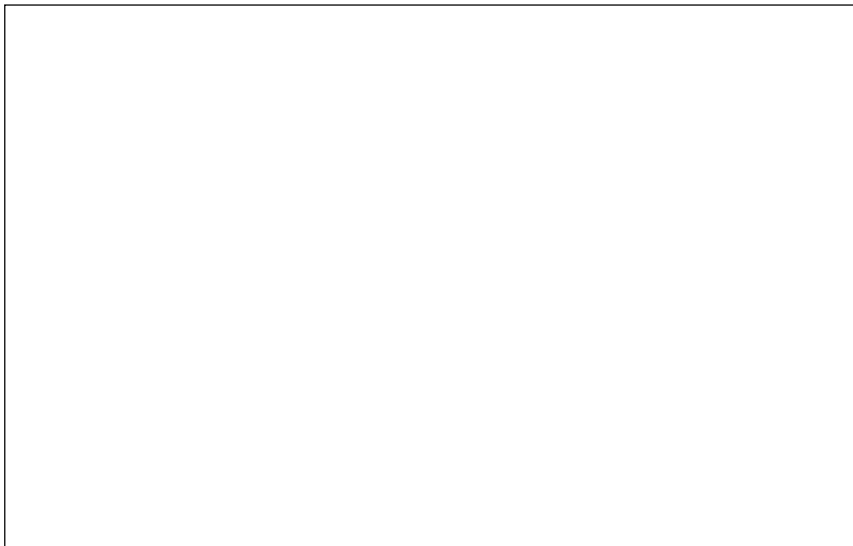
Activity 2 (option 1 "garbage bag" activity pilot tested in the Philippines (July 2002).

SESSION 4

Communication

TOPIC 1

Communication as a negotiation skill

TOPIC 2

Verbal and non-verbal communication

TOPIC 3

Communicating with someone angry

Duration of this Session: 3.5 hours

Session Objectives

The objectives of this Session are:

❑ To introduce the importance of communication as a foundation for successful conflict negotiation by youth, and to demonstrate the association between poor communication and the start/escalation of conflict.

❑ To introduce (a) non-verbal, and (b) verbal, communication skills (including active listening and assertive speaking skills).

❑ To introduce techniques for understanding and communicating with someone who is angry.

List of Handouts

List of reading materials

Ekachai, S. "Words for the wise", published in the *Bangkok Post*, 27 April 2003.

TOPIC 1: Communication as a negotiation skill

Duration of topic: 40 minutes

Activity for this topic

Participants are divided into groups to discuss a situation in which they are part of a conflict. Alternatively, a newspaper article on a conflict situation (involving youth) that went wrong could be discussed. (20 minutes)

Materials

Computer and LCD projector – if available
Newspaper article

Input for this topic

The facilitator will start the Session by showing "The Mountain Model" of conflict and the phases of conflict model to stress the significance of communication in avoiding and resolving conflicts.

A short presentation will then be given on the significance of communication (Handout 4-1). (20 minutes)

Facilitator's notes

It is important for the facilitator to point out to participants the need to look at the meaning behind the behaviour and to find solutions that respond to the underlying reasons for conflict. Conflict often occurs when there is a lack of common understanding of an issue.

HANDOUT 4-1:   Communication and the potential for conflict

Referring back to the phases of conflict model introduced in Session 2, communication is highlighted here as a central ingredient in the first stage of potential for conflict (see Handout 2-6).

Communication is the means through which people interact, exchange information and relate to one another.   Communication takes place whenever two or more human beings come into contact with each another and express their ideas, thoughts and feelings.   The purpose of the communication is to understand.

When we think about communication, we tend to associate it with **verbal** communication (for example, speaking or shouting).   However, more than 80 per cent of communication between people is **non-verbal** (body language) (Wesbrock 2000).   Human beings communicate through eye movement, facial expression, body posture, gesture and even proximity.   Just as with verbal communication, there are many styles of non-verbal communication and they vary between cultures.

Good communication requires speaking clearly and listening attentively.   When people from different cultures, organizations, or even different age groups, communicate and interact with each other, misunderstanding can occur.   But misunderstanding is often unintentional.

It requires courage for us (as a speaker) to say certain things because it involves the risk of hurting the other person or causing anger.   The underlying attitude is very important.   If we are respectful, considerate and aware of the other person's/listener's feelings, needs and points of view, then this respect and consideration will automatically be expressed in our tone of voice, choice of words and body language.   The more aware we are of these things in ourselves, and the people around us, the more cautious we become when we speak.

TOPIC 2: Verbal and non-verbal communication

Duration of topic: 60 minutes

Activity for this topic

"Passing the message" – Participants stand in a line and a message is whispered to the first person in the line. This person then passes on the message to the next person without seeking any clarification – passing on only what is heard. This is continued, from one person to the next, until the last person gets the message then says aloud what s/he hears. (10 minutes)

Participants are then asked to form five groups and discuss what can affect communication. Alternatively, in pairs, they could record a conversation that they are having, review the tape and take notes of communication patterns that are helpful/unhelpful. (20 minutes)

Materials

Overhead projector, transparencies, paper, video taping facilities

Inputs for this topic

This is followed by a presentation by the facilitator on what makes a good communicator; including identification of effective listening skills (including verbal interventions, verbal and non-verbal prompting, as well as open- and closed-ended questions) and how these relate to conflict negotiation/mediation. (30 minutes)

For verbal/non-verbal communication, refer to Handout 4-2 and the story in Handout 4-3.

Materials

Overhead projector – if available

HANDOUT 4-2: Non-verbal communication skills

Non-verbal communication includes a whole series of physical gestures such as facial expressions, signal and general gestures, body movements, use of colours, eye contact and the use of tone and sounds.

It is important to recognize the significance of non-verbal communication in normal interpersonal communication.   Some common non-verbal clues are:

- **Physical appearance:** tells us something about the speaker's attitude towards herself/himself.

- **Gesture and facial expression:** are direct clues to the speakers' immediate thoughts.   Facial expressions are difficult to control and express the speakers' thoughts.   The way a person uses her/his hands also shows feelings.   Gestures are important clues in cases when the speaker is unfamiliar with the language of the listener.

- **Eye contact and gaze:** are also direct clues to the speaker's immediate thoughts.

- **Movement/walk/posture:** the way a person moves, walks, sits and stands indicates the speaker's inner state of mind and how relaxed/not relaxed s/he is during the interaction.

- **Accent:** gives a clue to where the speaker comes from geographically and to the speaker's education and socio-economic background.

- **Tone and pitch of voice:** are clues to her/his inner state of mind, for example, whether the speaker is nervous, excited, contemptous, subservient, angry or sad.

- **Errors in speech/hesitation in speech:** is a sign of nervousness or indecisiveness.

- **Silence:** a pause in speech can be for effect or to give an opportunity to the listener to respond or to ease tension.   Silence can also be a sign of nervousness/shyness/ reserved nature ignorance.

These clues differ between places and cultures. No matter what they are, clues can be "decoded" in order to understand the speaker and to respond.

Effective non-verbal communication skills

Be conscious of your facial expressions and body posture in terms of local and culturally appropriate customs.

Learn what kind of physical contact is appropriate or inappropriate in various settings.

Pay particular attention to the proximity or physical distance between you and the person you are communicating with.   This may vary widely.

Be very sensitive about the kind of gestures you use.   A gesture, which conveys warmth and acceptance in one culture, may be extremely offensive in another. Using your index finger to emphasize a point could offend people of some cultures. Sitting with your foot or feet pointed in the direction of someone is viewed as extremely rude in certain cultures of the region.

Be aware of "squaring off" (facing a person eye to eye) with a person.   This may be interpreted as aggressive.   Find out what kind of eye contact is acceptable in different cultures. (Wesbrock 2000)

HANDOUT 4-3: Story entitled "The fence"

The Fence

There was a little boy with a bad temper.

His father gave him a bag of nails and told him that every time he lost his temper, he should hammer a nail in the back fence.

The first day the boy drove 37 nails into the fence.

Then the number of nails gradually dwindled. He discovered that it was easier to hold his temper than to drive nails into the fence.

Finally, the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper.

The days passed and the young boy was finally able to tell his father that all the nails were gone.

The father took his son by the hand and led him to the fence.

He said, "You have done well, my son, but look at the holes in the fence. The fence will never be the same".

When you say things in anger, they leave a scar just like this one. It won't matter how many times you say "I'm sorry", the wound is still there.

*   *   *

A verbal wound is just as bad as a physical one

HANDOUT 4-4: Effective listening skills

It is important to listen attentively to resolve conflicts. Even if we think we are "good listeners", we can improve further. Through listening, the ability of a person to reach inwards for creative solutions is enhanced. This is a more effective tool for resolving conflicts than giving advice. We may not be able to solve each other's problem, but at least we can listen and help each other.

Through attentive listening, the conflicting persons/groups can learn what the other person/group has to say so that an agreement can be reached. Another important outcome is the psychological effect on the listener. We seldom experience the pleasure of being listened to or heard. When a person experiences this, psychologically the "pleasure" of being listened to can have a soothing effect, and can reduce the feeling of anger. This can lead to increased cooperation and understanding between the conflicting persons in reaching solutions to a problem.

Listening skills are crucial in a conflict situation. The ability to listen well will assist you in assessing and analysing the situation as a whole. Most people think "speaking well" is more important, but communication experts say listening skills far exceed the skills of speaking well. Everyone wants "to be heard" and to be understood. People often become angry and/or aggressive only after a lengthy period of being ignored or overlooked, collectively or individually. By listening effectively, one can often effectively diffuse an angry or threatening situation.

Verbal interventions and prompting

Verbal interventions and prompting can be used to better understand the person we are speaking to, and to clarify any points as we hear the other person's "story". Verbal intervention by the listener can help the speaker clarify unvoiced feelings and hidden meanings.

Verbal intervention and prompting can be done through words (such as using open or closed questioning) or through body language (such as nodding at certain points). Verbal intervention will again differ according to place and culture, as well as the gender and age of the persons involved.

Verbal interventions should always be respectful and constructive.

Closed questions

Closed questions are specific in the response they seek and require only "yes" or "no" answers. These questions can take the form of multiple-choice questions:

- Do you play a sport?
- Do you get along with your team-mates?

Closed questions are important in the initial part of the communication/conflict process, as they provide a structure to the listener. Closed questions are also helpful in getting the listener back on track, if s/he is losing focus in her/his answers.

Open questions

Open questions allow the listener to express herself/himself without any restrictions. The questions centre on the listener's concerns and are aimed at clarifying their problems:

- Have you ever had an argument with a close friend?
- How did you feel when you had this argument?

Prompting through body language

Body language is another important prompting tool and can be used by the listener to show interest. It can include nodding occasionally or leaning attentively towards the speaker. Such gestures and facial expressions encourage the speaker to continue talking.

Effective listening skills

- **Empathize.** Put yourself in the other person's shoes and try to understand how that person feels.

- **Listen for the feelings or emotions** expressed by the speaker and what the speaker is trying to communicate.

- **Validate the other person**. This does not mean you have to agree with the other person, only that you have heard the person and that you understand her/his position.

- **Paraphrase, or restate the speaker's words in your own words** to let it be known that you understand what has been said.

- **Clarify the situation.** Ask questions to get more information about the problem.

- **Gather information** and try to gain a better understanding of why the speaker is acting or feeling a particular way.

- Try to draw out **underlying interests**.

- Be quiet!

- Use the other person's name when responding to that person. **Personalize.**

- Be prepared to **repeat yourself.**

- **Match and lower the intensity** of the conversation and situation.

TOPIC 3: Communicating with someone angry

Duration of topic: 100 minutes

Activity 1 for this topic (Creighton 1992)

The facilitator will start the session with an activity designed to help participants recall certain emotions stirred during youth. The participants are asked to close their eyes and stand in a circle. They are then asked to listen to a set of comments read aloud by the facilitator that are attacking and negative. This might remind them of comments received from elders when they were young (see Facilitator's notes). After the comments have been read, a discussion is held on how the participants felt. (30 minutes)

Materials

List of sentences to read out (see Facilitator's notes)

Activity 2 for this topic

Step 1: Ask three volunteers to come up to the front. Give each person an apple, and either a spoon, a vegetable peeler or a knife.

Step 2: Ask all three to peel their apples with the tool given to them.

Step 3: Give the participants some time to do the task. Once you have asked them to stop, ask the participants to describe their feelings about the task. Encourage them to comment if their feelings changed. If so, at what point did their feelings change and how did they handle this fact. Ask the rest of the participants to provide them with feedback. (30 minutes)

Materials

Wooden knife (play knife), plastic spoon, vegetable peeler and three apples

Inputs for this topic

The facilitator introduces the topic of anger through a presentation. This presentation will also introduce Handouts 4-6 and 4-7, stressing the importance of putting words on feelings - "How do I feel?". (40 minutes)

Materials

Overhead projector – if available

Facilitator's notes

Activity 1

The facilitator reads the comments listed below in an angry and abusive voice during this activity. The participants are asked to close their eyes and pay attention to their feelings.

> *Not now! I don't have time!*
> *You are too young to understand!*
> *We'll talk about this later!*
> *Go to your room!*
> *Not until you finish your homework!*
> *Clean your plate!*
> *Wait until you have children and you will understand!*
> *Wait till your father gets home!*
> *When I was your age, I had it a lot harder!*
> *Do what I say!*
> *Not in my house you don't!*
> *Because I said so!*
> *Sit up straight!*
> *Don't you talk back to me!*
> *Is that the best you can do?*
> *You're just a kid!*
> *Pay attention when I'm talking to you!*
> *You're stupid!*
> *Shut up!*
> *You show me some respect!*
> *This hurts me more than it hurts you!*
> *You get to your room and change into something decent!*
> *Get the hell out of here!*
> *All right, now you're going to get what's coming to you!*

Activity 2

In processing this activity, the facilitator can stress that an important point to note in dealing with young people is that they need the right *tools* to deal with the challenges of being a young person. Not having these tools, or having ineffective ones (such as the wooden knife in this exercise) is frustrating and aggravating for young people.

Introducing effective tools, such as conflict negotiation skills, can help build their self-esteem/self-confidence, and teach individuals to appreciate differences, learn how to manage their emotions and communicate feelings in a positive way.

HANDOUT 4-5: Understanding someone angry

Often, people get angry because of unfulfilled needs. Trying to understand which unfulfilled need is the cause of anger is a difficult thing to do. Anger may be aimed at a person, who is oblivious of the anger s/he is causing. In such cases, our anger towards that person may be uncalled for. However, a conflict exists with that person and the situation still needs to be resolved. The negotiation process itself may reveal hidden truths about oneself and the other party that neither is aware of.

People deal with anger in different ways, but generally the result is considered either constructive or destructive. Anger is considered "good" when the expression of anger leads to a constructive result and to the solution of a persistent problem or improved conditions. On the other hand, anger is considered "bad", when the repressed feeling of anger ends up with the person feeling physically sick and/or depressed. At the same time, when people express their feelings of anger in a destructive way, they hurt not only themselves but others as well.

Anger and strong emotion vary from individual to individual and from situation to situation. Yet, anger continues to exist, and as such, we must learn to deal with it constructively. This can be done by being aware of strong emotions and by developing skills to deal with them effectively.

It is extremely difficult to deal, or communicate, with someone who is angry whether that person's anger is aimed at you or someone/something else. One's immediate reaction to anger is to defend oneself. This defence can be in the form of a counter attack or withdrawal. However, neither of these two extreme strategies addresses the root cause of the anger/problem.

We all have our own different styles and approaches to dealing with problems. In dealing with someone who is angry, our attempts to calm the other person down may instead result in further aggravating the person's temper. On the other hand, we may wish to delay dealing with the problem in order to give the angry person time to calm down. If our style and approach in dealing with the situation are not appropriate for and sensitive to the situation, we may find ourselves becoming entangled in the emotion of anger.

HANDOUT 4-6: Feeling words

Sad		Scared		Angry	
Sorrowful	Miserable	Fearful	Anxious	Furious	Pissed off
Empty	Mournful	Terrified	Apprehensive	Mad	Frustrated
Unhappy	Despairing	Frightened	Worried	Annoyed	Peeved
Dismal	Lonely	Panicky	Insecure	Irritated	Aggravated
Dismayed	Helpless	Intimidated	Alarmed	Enraged	Bitter
Hepressed	Distressed	Shaken	Doubtful	Infuriated	Hostile
Hopeless		Unsafe	Shy	Rebellious	Upset
Powerless		Nervous	Timid	Vengeful	Hateful
		Cautious		Outraged	Resentful
				Agitated	Disgusted
				Spiteful	

Happy		Guilty		Ashamed	
Joyous	Delighted	Regretful	Remorseful	Shameful	Embarrassed
Excited	Ecstatic	Apologetic		Worthless	Inadequate
Enthusiastic	Joyful			Idiotic	
Optimistic	Cheerful				
Glad	Relaxed				
Relieved	Satisfied				
Peaceful	Calm				
Confident					

Confused		Hurt		Others	
Unsure	Uncertain	Disappointed	Distrustful	Hopeful	Tired
Indecisive	Perplexed			Exhausted	Discouraged
Puzzled	Ambivalent			Jealous	Vulnerable
Bewildered	Unsettled			Tense	Uneasy
Baffled				Uncomfortable	Defensive
Troubled				Ruthless	Hesitant
				Bored	Indifferent
				Apologetic	Discontented
				Powerful	Strong
				Curious	Envious
				Mischievous	

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SESSION 5

Negotiation

Session Objectives

The objectives of this Session are:

❑ To identify common conflict management techniques and their advantages/ disadvantages in different contexts.

❑ To introduce some commonly practised negotiation techniques, including probing, paraphrasing, reframing and mapping needs and fears, that can be utilized when working with youth.

❑ To identify some common steps in negotiating.

List of Handouts

List of reading materials

Niratpattanasia, K. "Keys to conflict management", published in the *Bangkok Post*, 27 September 2002.

TOPIC 1: Managing conflict

Duration of topic: 60 minutes

Activity 1 for this topic

The facilitator will ask participants to work in groups to reflect on ways in which they, and young people they work with, tend to handle conflict. These will be discussed in plenary. (20 minutes)

Materials

Flip-chart paper and coloured markers

Activity 2 for this topic

To demonstrate the common styles used to manage conflict, two volunteers from among the participants will be asked to demonstrate a "sitting in a train" scenario. (10 minutes)

Materials

Two seats placed so that everyone can see them

Input for this topic

The facilitator will continue the session by conducting a short presentation on some commonly identified conflict management styles (competing, collaborating, avoiding, accommodating and compromising). This will be followed by an analysis of the two main negotiation styles: competing or collaborating.

Discussions will be held with participants during the presentation on when and why, depending on the context, young people use different conflict handling styles. (30 minutes)

Materials

Computer and LCD projector – if available

Facilitator's notes

This Session will focus specifically on the negotiation of conflict. Many of the skills required for negotiation have already been introduced in earlier sessions, including communication skills, which we will now use. The first topic focuses specifically on different ways that we *handle* conflict.

The facilitator may want to stress that, although we, including young people, have been resolving conflicts all our lives, we may still not have mastered the art of conflict negotiation. However good or skilled we may be in conflict negotiation, there is still scope for improvement.

Guidelines for Activity 1

The way people handle or manage conflict may be a *conscious* or *unconscious* decision. It is important to realize that, although there are different styles, not all styles are appropriate for handling all situations. There is no one correct method to handle a conflict. The method has to be developed depending on the situation and the people involved. However, conflict-handling styles fall between the following two dimensions:

During the presentation, participants may be asked to consider the advantages and disadvantages of some of the "conflict styles" based on examples from their professional life. The table below can serve as a guideline in these discussions:

Approaches to Conflict

Conflict Styles	Advantages	Disadvantages

Competing
Compromising by giving in to other's wishes
Accommodating by suppressing own needs
Avoiding or ignoring problem/conflict
Facing the problem together/collaborating

The facilitator needs to bear in mind that there may be other ways that participants categorize conflict-handling styles, as illustrated below from pilot testing the Module in Cambodia, India and the Philippines.

Examples from Cambodia, India and the Philippines:

While pilot testing the Module in Phnom Penh (May 2002), Kerala (November 2002), and in Manila (July 2002), several additional forms of conflict handling were identified as relevant for youth in their contexts:

Cambodia: During this workshop, one participant suggested the inclusion of a *"waiting for the right moment"* style, based on Buddhist ideology, which does not mean avoiding the conflict, but rather waiting with patience until an appropriate moment to face the conflict and the other person. This example highlights the importance of *timing* when handling conflict and negotiation.

India: During this workshop, one participant drew attention to conditions of extreme poverty, thus opening discussion on how conflict was handled under such circumstances. He observed that many people lived in extreme poverty conditions, and many chose *"ignoring"* as their only coping strategy.

Philippines: During this workshop, one participant suggested adding a *"finding the answer from God"* style, based on religious (in his case, Christian) belief. He suggested that young people might want to pause when they faced a conflict, to hear from God the answer of how to handle the conflict. This example highlights the importance of *listening* to an *inner* (or *outer*) voice when handling conflict and negotiation.

Guidelines for Activity 2

Negotiating style assessment

To demonstrate the different approaches to conflict, the facilitator will ask two volunteers to imagine that they are sitting next to a stranger in a train or bus. The stranger leans with his elbow on the common armrest. Do you push his arm out of the way?

Draw a graph on the blackboard with **relationship** running from low to high on the y-axis and **self-interest** running from low to high on the x-axis.
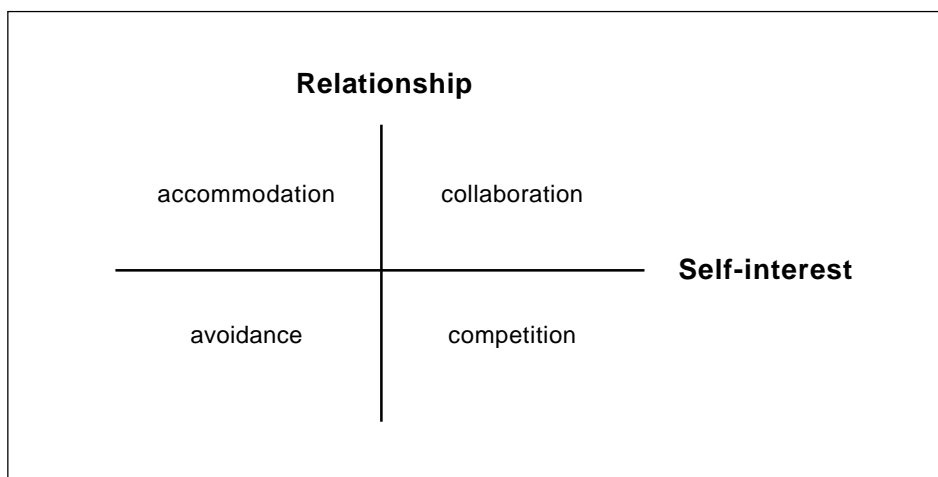
- The armrest problem occupied the lower left quadrant where there is no relationship and little common interest. The approach to negotiations that usually applies in these cases is **avoidance**.

- In the upper right quadrant, meanwhile, is the opposite case in which self-interest runs high and the relationship is also very important. The negotiating style here is **collaboration**.

- In the upper left corner, the relationship is high but self-interest relatively low. Friendships usually encourage a negotiating style of **accommodation**.

- Finally, in the lower right quadrant, there is high self-interest but virtually no relationship. The negotiating style is **competition.**
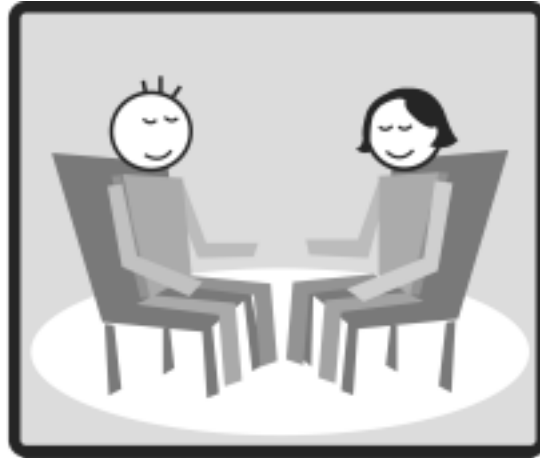
In processing this role-play, the facilitator may ask participants the answer to the following questions, and consider how they may impact the conflict handling style selected:

1. Who has the power in the situation and what kind of power is it?
2. What is the situation/environment around the conflict? Does it invoke any physical risk?
3. How important is the issue being negotiated?
4. How would you describe the personalities of the persons involved in the conflict?

Facilitator's tasks for role-play

The facilitator should:

1. Make sure that the task is understood and facilitate the allocation of roles.

2. Give time for people to think about roles and "get into" them. If some participants need to make plans together, they should do so now.

3. Get the role-play started. Observe happenings and interactions. Take notes.

4. Call a halt at an appropriate moment, bearing in mind the time allocated and the stage the role-play has reached. If for some reason the role-play gets out of control, call a halt and discuss what is happening; but do this only as a last resort, since the teaching power of role-play often lies in the strength of feeling it arouses.

5. Ask each player to say how s/he feels at this moment, still in role-play. If they are ready to leave their role feelings behind, ask them to become themselves again. It can help to have a general changing of seats. Check that everyone feels OK. Now, out of their respective roles, continue with feedback and discussion. It is very important to always leave sufficient time for re-rolling and feedback.

6. Give each player a chance to make observations about the way the role-play went, how each person felt or observed at different points, and in particular what attempts at non-violent behaviour or mediation worked well or not so well, and why. Then the facilitator may add her/his own observations.

HANDOUT 5-1: Coping with conflict

Identfying coping strategies used to handle conflict was first discussed in the third stage of the phases of conflict model described in Session 2. This is the stage when perceived or felt conflict translates into actions.

The way people handle conflict may be a *conscious* or *unconscious* decision. It is important to realize that although there are different styles, not all styles are appropriate for handling all situations.   There is no one correct method to handle a conflict.   The method has to be developed depending on the situation and the people involved.   However, conflict-handling styles fall between the following two dimensions:

Cooperativeness	⬅▮▮▮▮▮➡	*Assertiveness*

- **Asserting** – occurs as individuals strive to win or prevail**.** One party's gains are seen as coming at the expense of others. One party's accuracy and correctness are found to be inaccurate and incorrect. Conflict is framed as a win-lose situation. This style is characterized by competition, domination and force.

- **Accommodating** – also views conflict, when it arises, as a zero sum situation. One group sacrifices their own needs and desires in order to satisfy those of other parties. The goal of this style is to maintain relationships rather than achieve personal or group goals.

- **Compromising** – is the third, and last, style to view conflict as a fixed pie. However, compromising frequently splits the difference and involves give and take behaviour where each party wins some and looses some. Compromising is characterized by sharing.

- **Collaborating** – results when there is a desire to fully satisfy the concerns of all parties involved. The aim is to allow all parties to achieve their own goals and objectives. Judgements are not viewed as right or wrong but as a synthesis of the two. Collaborating is often termed a win-win situation for all concerned and is characterized by cooperation.

TOPIC 2: Reframing and mapping needs and fears

Duration of topic: 120 minutes

 Inputs for this topic

During this topic, the facilitator will introduce two main concepts, which are required before participants can undertake the main activity of mapping needs and fears. These are: (1) identification of a typology of needs and (2) reframing (including probing and paraphrasing).

The facilitator will start by discussing the difference between tangible and physical needs. Refer to Handout 5-5 on the Typology of Needs. An introduction to Activity 1 (below) will follow.

After Activity 1 is completed, the facilitator will introduce the concepts of reframing. Refer to Handouts 5-6 and 5-7.

Materials

Computer and LCD projector – if available

 Activity 1 for this topic

Participants will be encouraged to think of the types of needs that youth have. The facilitator will put two columns on the board and categorize and place their suggestions under either "tangible" or "intangible". A discussion on which needs are most easily visible and the importance of both tangible and intangible needs, should follow. (20 minutes)

Materials

Whiteboard and coloured markers

 Activity 2 for this topic

Participants will work in groups to complete the worksheet on Mapping Needs and Fears, which will be presented in plenary. Handout 5-5 will be used for this exercise. (100 minutes)

The facilitator will describe a situation in which conflict between two individuals has taken place. The facilitator may wish to use the following example:

> *A commuter boards a bus to go to work, without the correct fare. When he tries to pay the conductor with a large note, the conductor says he has no change. The conductor continues issuing tickets to other passengers. The commuter explains the urgency of his trip and pleads for a ticket. The conductor orders the passenger to get off the bus if he cannot pay his fare in smaller currency. The passenger begins to argue with the conductor that he should accept his money and issue him a ticket. The argument escalates.*

The facilitator should then ask the participants to come up with a definition of the problem. Then using the handout, ask the participants to split into smaller groups of 3-4 people to fill in the chart. The groups should write down the wants/positions and needs/interests of both the commuter and the conductor. Ask the groups to reassess the original definition of the problem in light of their analysis of the wants and needs of both parties involved in the dispute. The groups should consider how this compares with their original definition. Ask the groups to propose solutions to the conflict, keeping in mind both parties' underlying needs. In plenary, a spokesperson from each group should report on what solutions they propose. Questions to consider during plenary include:

- Was the mapping process easy or difficult? Why?
- How can this type of analysis lead to resolution of conflict?
- Are there some types of conflict that would not be appropriate to analyze in this way?

Facilitator's notes

Guidelines for Activity 1:

The facilitator may consider mentioning some of the needs listed below (Coleman and Raider International 1997). During this activity the Typology of Needs (Handout 5-2) can also be introduced.

TANGIBLE	INTANGIBLE (PSYCHOLOGICAL)
Water	Safety
Food	Love
Rest	Self-esteem
Warmth	Belonging
Shelter	Friendship
Clothing	Recognition
Health	Competence
College degree	Importance
Money	Respect
Time	Fun
Car	Learning
Telephone	Laughter
A vacation	Freedom
A job	Choice
Crime-free neighbourhood	Independence
Clean environment	Hope
A salary raise	Courage

Guidelines for Activity 2:

During this activity the facilitator may need to underscore the need to put equal "effort" into understanding both Person A *and* Person B (in developing their needs/interests).

The activity tends to raise issues of bias when undertaken with adult participants and where one of the "Persons" is a young person. Gender biases may also appear. This can facilitate an interesting and revealing discussion, and relate back to topics introduced earlier in the Module.

Example from Myanmar:

The following is an example of a Map of Needs and Fears developed during pilot testing of the Module in Myanmar (September 2002):

Problem:	A young husband wants his wife to stay at home, but the young wife wants to work outside the home.

	Person A:	*Person B:*
	Young husband (18 years old)	Young wife (18 years old)

Needs/Interests:	Conservative lifestyle	Additional household income
	Sense of control	Use her own abilities
	Show his love through being the breadwinner	Get respect from society
	Get outside exposure	
	Make sure their children are taken care of	

New definition of the problem:	How can we meet both the needs of the husband to have a conservative lifestyle, a sense of control, to show his love and be the breadwinner and make sure the children are taken care of, and the needs of the wife to have additional household income, use her own abilities, get respect from society and get outside exposure?
Solution:	The wife explains openly why she wants to work at home. She assures her husband that his needs will still be met and finds help from relatives to take care of the children. An agreement is reached for the wife to find work outside the home for which she would earn money.

HANDOUT 5-2: Typology of Needs

Various levels of concern	Physical Needs	Security Needs	Belonging Needs	Recognition Needs
Individual	Food, water, rest, shelter	Job, income	Family, friends, clubs	Rewards, status, praise
Private Company	Product, service, physical plant, workers	Income, cash, flow, security systems	Industrial associations	Status, praise, national recognition, commercial success
Organization	Workers, location	Funding, security systems, diplomatic immunity	Affiliation, treaties, resolutions	Praise, respects, dues paid
Nation	Food, water, energy, land, people	Army, taxes, aid, positive trade balance	UN, regional associations (e.g. ASEAN)	Shares of influence, awards, winning sports, world cup

Source: Coleman and Raider International 1997.

HANDOUT 5-3: Probing and paraphrasing

Probing and paraphrasing are both very helpful techniques in trying to understand a person's underlying "need" and for effective communication in general.

Probing/asking questions

You "probe" when you:

- Ask a question and let the other side talk.
- Ask for clarification about the other side's needs, positions or feelings.
- Use open-ended questions more than close ended (that only lead to yes/no answers).

Some examples of probing would be: "Tell me more about that from your perspective." or "Can you tell me a little more about what concerns you about this situation."

Paraphrasing

You paraphrase when you ask or say:

- So what you are concerned about here is _____ (the other person's needs or interest).
- If I understand it correctly you are proposing that _____ (the other person's position).
- It sounds like you are feeling _____ (the other person's feeling).

Paraphrasing is most effective if:

- You start to understand what the other person's need or interest is, and check back with them if your understanding is right.
- You can state their need or interest as something positive (rather than negative).
- You can show respect for the other person's needs/interests.
- You can assist in adding to the other person's understanding of their real needs.

Source: Coleman and Raider International 1997.

HANDOUT 5-4: Reframing

The mapping of underlying needs/interests (see Worksheet) is based on the reframing technique: finding new ways of looking at an issue/problem to see if there is a different angle, this creating a different solution.

Reframing changes the climate. In most cases, reframing a negotiation to focus on **needs** instead of **positions** is a giant step toward bringing negotiation to a satisfactory conclusion. Two parties facing a conflict situation often only listen to the verbal statements, requests or demands. They fail to look at their own and the other party's underlying needs or interests. Mapping out conflicts can clarify the confusion by distinguishing between: (a) what people say they want in a conflict (their "position") from (b) their deeper needs (their "interest"). This is consequently a useful tool in multiple conflict negotiation contexts.

Tangible and intangible needs

Some needs are more easy to identity, such as the physical needs of having safe housing, food and water. These needs are known as **tangible needs.**

Other needs are more difficult and complex to see or measure. These include recognition needs, such as respect. These needs are known as **intangible needs.** If a need is intangible, it can be helpful to ask what would indicate that the need is being met. These can then be built into the solutions.

Reframing Formula
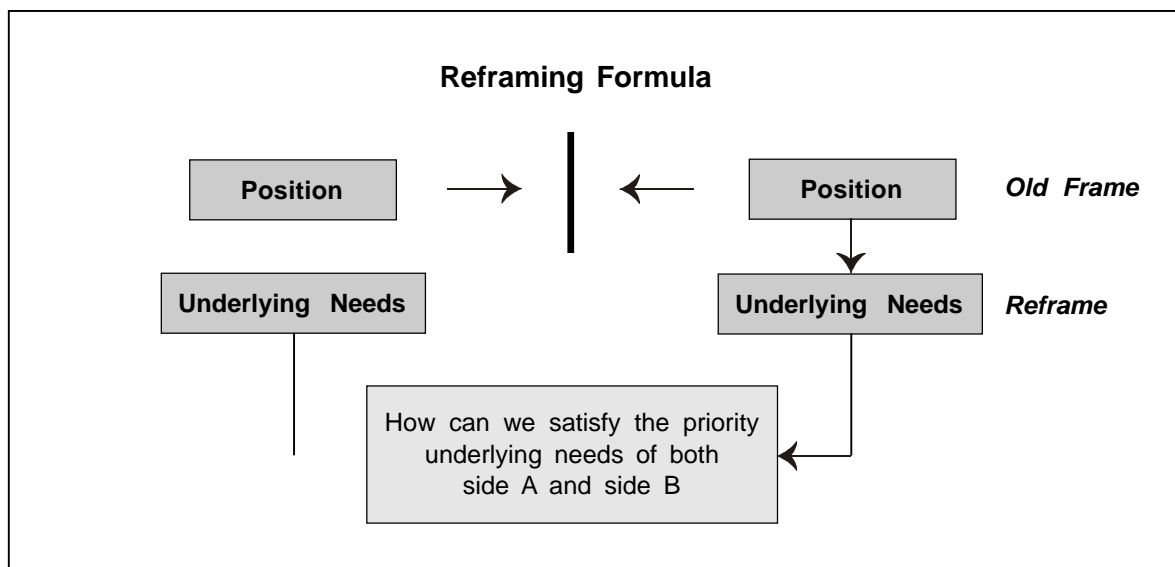
Several points need to be noted in reframing:

- Which group reframes usually does not matter.

- Reframing must include the priorities and underlying needs of both sides.

- Reframing is not simply rephrasing.

- Reframing changes the climate from competitive struggle to collaborative problem solving.

The following examples summarize some ways that a question can be reframed (Francis n.d.).

Shift the focus from "me versus you" to "we":
Attempt to look at the problem not as two "separate" problems but as a problem shared by the other party/group as well.

Shift the focus from fixed positions:
The positions and interests based on the fixed demands of the conflicting groups should be relaxed to demands that are based on essential needs of both the parties/ groups.

Shift the focus from the past to the present/future:
Focus on what both parties/groups aim to achieve in the future, rather than what has been done in the past.

Shift the focus from the impossible to the possible:
With a fresh perception uncover hidden potential solutions to problems.

Shift the focus from being a victim to a chooser:
The strength to negotiate becomes easier if both groups/parties realize that they have choices and alternatives.

HANDOUT 5-5: Worksheet: Mapping needs and fears

Problem: _____

_____

_____

Person A	Person B
Wants/position: _____ _____ _____	Wants/position: _____ _____ _____
Needs/interests: _____ _____ _____ ▼	Needs/interests: _____ _____ _____ ▼

New definition of problem:

_____

_____

_____

▼

Solutions:

_____

_____

_____

Source: Adapted from *Education for Conflict Resolution: A Training of Trainers Manual* (UNICEF 1997).

TOPIC 3: The negotiation process

Duration of topic: 60 minutes

Input for this topic

The facilitator will make a brief presentation on the main negotiation forms (collaboration and competing) already introduced in Topic 1 of this session; the steps involved in negotiating, and how to negotiate with someone angry. Refer to Handouts 5-6, 5-7 and 5-8. (15 minutes)

Materials

Computer and LCD projector − if available

Activity 1 for this topic (Hayat 2001)

Participants are divided into pairs and seated opposite each other for an arm wrestle. The facilitator will call out when to start, and each pair has one minute to see who wins the most times.

At the end of the one-minute, the facilitator asks each pair how many times each one won. The exercise is then processed in plenary to underscore the effectiveness of collaboration versus competition. Refer to Handout 5-6. (15 minutes)
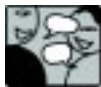
Activity 2 this topic

To practice techniques of negotiating, the participants will be divided into groups and each group asked to think of a scenario where two people are negotiating (at least one of them being very angry). The group will select two members to perform the scenario in plenary as a role-play.

The observers will note down which techniques are used in the negotiation (such as probing, paraphrasing and reframing) and following the steps in the Handouts discuss these in plenary.

Materials

Flip-chart paper and coloured markers

Facilitator's notes

Briefing for Activity 1

For this exercise, the least competitive pairs will have won the most times (would have been able to push the other down many times within one minute). The most competitive pairs will have won the fewest times. This can be used as an effective illustration of the importance of aiming for win-win collaboration. (30 minutes)

HANDOUT 5-6: Competitive versus collaborative negotiation

Competitive negotiation is a process of "win-lose" bargaining with compromise or impasse as the likely outcomes. Collaborative negotiation is a "win-win" process where people constructively deal with their differences focusing on satisfying the needs of both sides (Morton 1973).
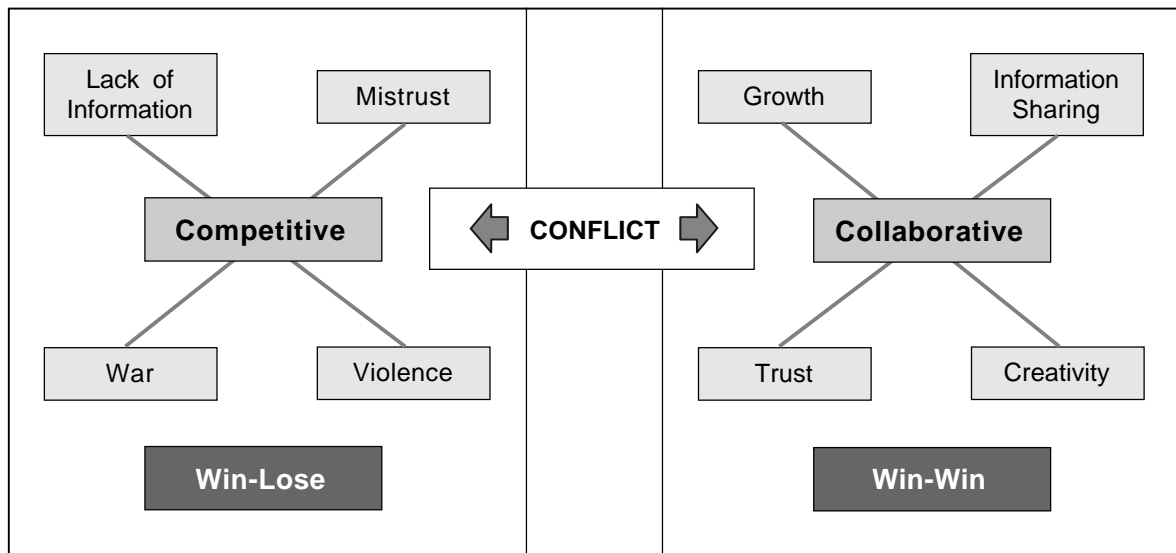

Competitive negotiation

- One may consider the relationship with the other group/person unimportant.

- If the power is balanced in the group, one may attempt one-upmanship; if the power is unequal, the stronger group will seek the compliance of the weaker.

- The communication between the two groups will be closed and unreliable.

- One group's attitude towards the other may be suspicious or hostile.

- One's goal is to win and for the other to lose.

- Either verbally or mentally, one may emphasize the differences between each other, particularly values differences.

- One may challenge the legitimacy of that particular person as one's counterpart in the negotiation.

- One may assume that any misjudgements on their part are committed intentionally and with bad will.

- Tactically, one may use threats, deception, force or power plays.

Collaborative negotiation

- One will consider one's current and future relationship with the other group/person important.

- If there is a power imbalance between the groups, both will consider it unimportant because both are looking for "buy-in" from the other, not compliance.

- One will keep to one's communication with the other group open and honest.

- One will attempt to maintain a trusting and friendly attitude towards the other group.

- One will be looking for a "win-win" type of solution.

- One will emphasize the shared values and beliefs.

- One will accept the legitimacy of the other group to negotiate with each other.

- One will give the other group the benefit of the doubt with misjudgements, and assume that they are committed unintentionally and with good will.

- Tactically, one will demonstrate a concern for the other party, as well as, oneself and search for common ground and mutually acceptable solutions.

Many negotiations have a mixture of each strategy but will tend more towards one than the other. The important thing is to understand the consequences of one's strategic decision.

Approaches to Conflict and Negotiation

Competitive	CONFLICT	Collaborative
Lack of Information / Mistrust / War / Violence		Growth / Information Sharing / Trust / Creativity
Win-Lose		**Win-Win**

HANDOUT 5-7:   A model for a skilled negotiator to deal with anger

Steps	Responses	Diagnosis examples
1. Describe that you want to negotiate. a. Is this the situation you want to negotiate. b. If not, leave the situation. c. If yes, acknowledge conflict and begin steps.	Informing behaviour ● Show by your words, tone and body language that you are willing to listen and to try to work it out. ● (Or, evade).	"There is a conflict between us. We each may have a different perspective. I really want to understand your point of view and for you to understand mine so we can try to work this out".
2. Request more information. a. Recognize feelings. b. Establish their real needs and concerns.	Opening behaviour ● Reflect feelings. ● Listen, probe for more information. ● Use careful vocal tones/ words.	"You seem very …… (feelings). "This is how I see the situation". "Tell me more about the situation as you see it."
3. Test your understanding of what has been said. a. Use open-ended questions. b. Allow the other to correct your understanding. c. Restate until you have satisfied the other. d. Summarize.	Opening behaviour ● Paraphrase needs and concerns. ● Reflect feelings. ● Use careful vocal tones and body language. ● Show empathy.	"So your concern is …… is that right" "If it is not so, then your concern is …… " (Continue until you receive confirmation for each need and fear).
4. Express your needs. a. Avoid the other's "hot button" and blaming. b. Establish both groups are to blame. c. If the other gets angry again, repeat steps two and three.	Informing behaviour ● Reveal your needs. ● Reveal your needs and/ or suggest a flexible position. ● Use careful vocal tones and body language.	"I think I understand your point of view and I really need you to understand my point of view. The situation for me is …… " "Your needs/fears are ……" "My needs/fears are …… "

Source: Coleman and Raider International 1997.

HANDOUT 5-8: Behaviours used in negotiation

A
Attack

Threats, hostile tones or gesture, insults, defending, criticizing, patronizing, stereotyping, blaming, discounting other's ideas, interrupting, counterattacks, asking leading judgmental questions.

E
Evade

Ignore, change subject, withdraw, postpone to get more information, confer with colleagues or think.

I
Inform

State what you want and why; justify your position with facts or opinions; reveal your underlying needs or feelings.

O
Open

Ask non-judgemental questions about the other's position, needs, or feelings; actively listen by paraphrasing; test understanding and summarize without necessarily agreeing.

U
Unite

Ritual sharing to build rapport, establish common ground, reframe the issue to meet both sides' needs, propose solutions that link expressed needs to bargaining chips.

And sometimes…

Y
Yes

Split the difference or some form of integrative agreement that meets both sides' needs. This is not a behaviour, but rather refers to the outcomes you can reach using the different behaviours.

Source: Ibid.

A.E.I. behaviours are mostly used in more aggressive negotiations and result in either, standoff or split-the difference type of result.

I.O.U. behaviours are mostly used in more collaborative negotiations and will lead to an agreement that incorporates and meets the needs of both sides.

The most productive way to resolve conflict through negotiation is by using either *informing* behaviour and/or *open* behaviour.

Informing behaviour is when you:

- Reveal your underlying needs so that others clearly understand your motives.
- Justify your position by offering your own personal opinions or beliefs.
- Are open about what is important to you.
- State your position in a firm, but non-hostile, tone.
- Are open with your feelings.
- Are willing to give information even if it shows vulnerability.
- Clearly state your willingness to negotiate.
- Make the distinction between your position and your underlying needs clear to the other side.
- Justify your position with facts.
- Are open and clear about what is not acceptable to you.

Open behaviour is when you:

- Listen to understand, rather than to respond.
- Focus on the other's needs and concerns rather than your own.
- Test your understanding of other's points of view by summarizing what has been said.
- Accurately paraphrase other's points of view to show understanding of their position even if you do not necessarily agree with them.
- Help create an atmosphere where others are open and comfortable.
- Use empathy to help others reveal their concerns.
- Ask non-judgmental questions to learn about the others needs and feelings.
- Try to find out about the underlying needs of the other side before suggesting possible solutions.
- Seek out others' opinions about the issues under discussion.
- Listen carefully when others speak.
- Check to see that you understand the other's point of view and position.
- Encourage others to talk about what is important to them.

Mediation

TOPIC 1

Third-party mediation

TOPIC 2

Functions of a good mediator

Duration of this Session: 4 hours

Session Objectives

The objectives of this Session are:

❑   To introduce the basic processes and steps involved in third-party mediation.

❑   To agree on the functions and qualities of a good mediator.

List of Handouts

TOPIC 1: Third-party mediation

Duration of topic: 60 minutes

Activity for this topic

The facilitator will start the session by asking participants to write the name of a person they would turn to if they had a problem on a piece of paper. The participants will not need to share this with anyone but should consider why they picked this person. (10 minutes)

Materials

Paper and pens

Input for this topic

The facilitator will continue the session with a short presentation defining mediation, and introducing the different types of existing techniques for mediation. The facilitator should emphasize that the skills focused on in this module are informal mediation techniques (generally involving no formal process). This will be followed by a discussion on the steps involved in a mediation process. Refer to Handouts 6-1, 6-2 and 6-3.

During the presentation discuss why and how mediation can be a useful intervention for young people facing conflicts. (50 minutes)

Materials

Computer and LCD projector

 Facilitator's notes

Power imbalance and mediation

The facilitator may be asked how to handle mediation when there is an imbalance of power. It will be necessary to explain that there are times when no mediation is possible. For example, in situations of extreme power imbalances manifested in violence (such as child abuse or domestic violence) where one person is threatened by another. The facilitator may wish to stress that a principle of mediation is that in order for it to work, both partners must be willing to invite a third party to mediate.

	HANDOUT 6-1: What is mediation?

The following illustrates the way in which a conflict can be negotiated or **meditated** with the assistance of a third person. Mediation is only possible if there is a voluntary decision by both people (or groups) to try a cooperative process.

What is mediation?

Intervention of an acceptable
3rd party who facilitates the
negotiation of a solution

By Using

1) Reasoning
2) Persuasion
3) Suggestions For Alternatives

BUT: NO *FORMAL BINDING* AUTHORITY

2 Phases

1. Talk to individuals separately – find common ground
2. Meet & direct negotiation

HANDOUT 6-2: Types of third-party mediation

There are four basic negotiation processes that involve third party interventions. The services of one of the following are required to assist in the process:

- The mediator
- The arbitrator
- The go-between
- The expert

The mediator is:

A third party (or third person) who has no vested interest in the conflict. The mediator can be helpful to the process by facilitating communication between those in conflict and enabling them to reach some understanding of each other.

When two people cannot find a solution to a conflict themselves, mediation can be very useful. In this case, the third party is a neutral body agreed upon by those involved who facilitates the negotiation of a solution. While the mediator has no legal or binding authority, they employ the skills of persuasion to produce results. They use reason and offer alternatives to the parties involved.

The mediation process can have two distinct phases. In the first, the mediator talks with the people in conflict separately, with the intention of helping to reach a point where they are prepared to meet face to face, to search together for some solution to their conflict. In the second phase, there is a direct negotiation between the two, but the mediator is often present as an unbiased facilitator.

The arbitrator is:

A third party who, in this case, has the recognized authority to dictate a solution to the conflict (dispute/negotiation). This authority is dependant upon the law and guidelines established by the parties involved. The perceived advantage of using an arbitrator is that the process of arbitration will always produce a settlement. There is however, no guarantee that both parties will feel victorious or fully satisfied.
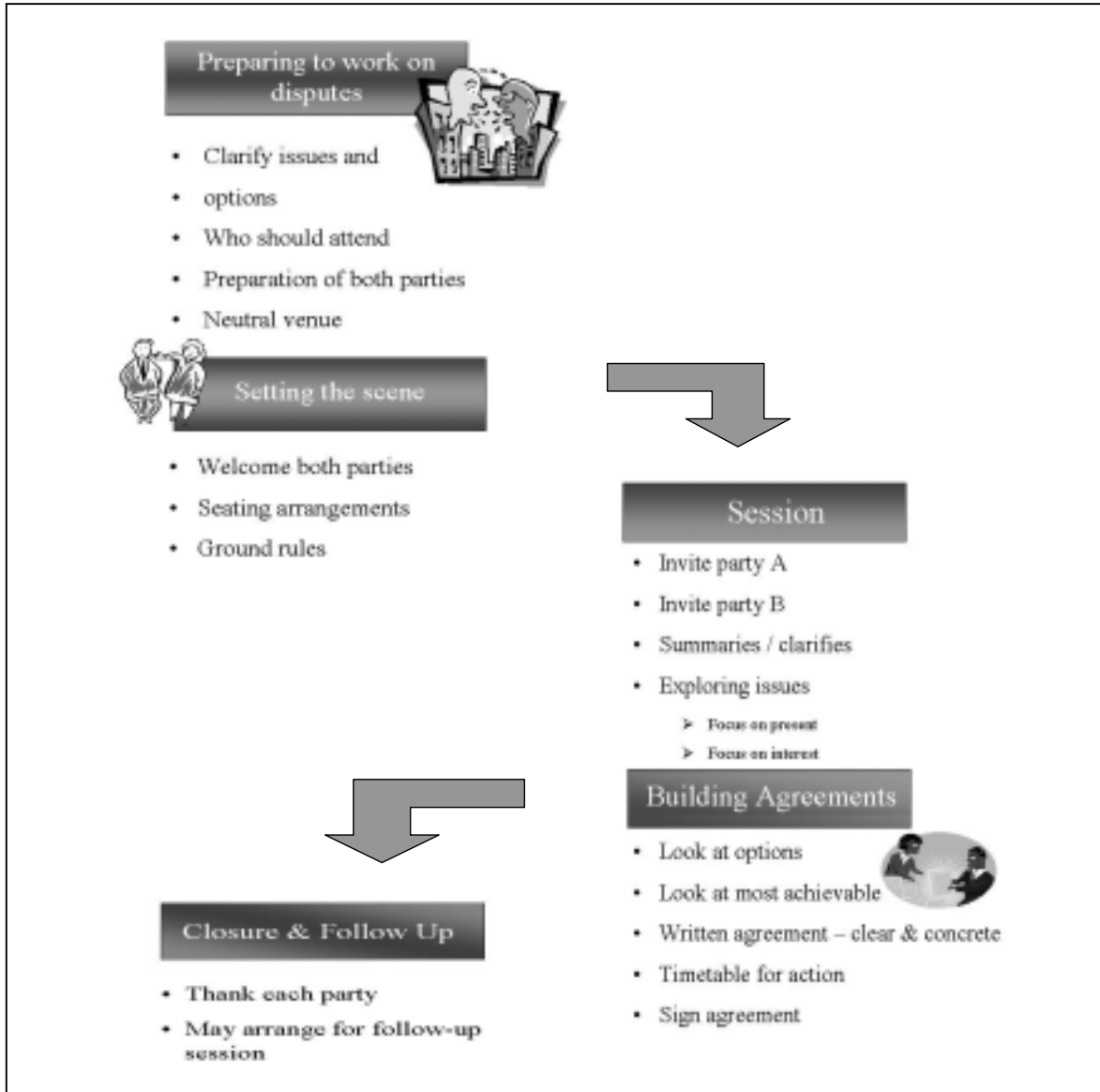
The go-between is:

A trusted third party who is familiar to those involved in the conflict. Allowing for informal communication, which will overcome distrust and diminish animosity between the two, is the key service provided by using this type of third party intervener. Disputes may be settled short of arbitration.

The expert is:

A third party who acts as an advisor and is proficient in conflict negotiation skills. The expert, like the mediator, is impartial and facilitates creative solutions. There is an emphasis on communication, and significant research and analysis are required to properly execute this type of third party intervention.

HANDOUT 6-3: The mediation process

Preparing to work on disputes

- Clarify issues and
- options
- Who should attend
- Preparation of both parties
- Neutral venue

Setting the scene

- Welcome both parties
- Seating arrangements
- Ground rules

Session

- Invite party A
- Invite party B
- Summaries / clarifies
- Exploring issues
  - ➤ Focus on present
  - ➤ Focus on interest

Building Agreements

- Look at options
- Look at most achievable
- Written agreement – clear & concrete
- Timetable for action
- Sign agreement

Closure & Follow Up

- Thank each party
- May arrange for follow-up session

How long is the mediation process?

The length of the process depends on the case. For relatively minor legal matters, the conflict could be resolved in a single two-hour mediation. For public disputes, the process could stretch over three to four months. However, the mediation process is not indefinite. There must be a limit to the discussions.

Can all problems be mediated?

Mediation is not a solution for every kind of conflict. Mediation depends on the willingness of the people in conflict to work out there problems with a neutral third party.

Nevertheless, many organizational or social conflicts can be resolved through mediation.

TOPIC 2: Functions of a good mediator

Duration of topic: 180 minutes

Icebreaker for this topic

The facilitator will introduce the *"Bing Bong"* game to illustrate the importance of staying focused as a mediator. (15 minutes)

Step 1: Participants are asked to stand up in a circle in the centre of the room. A person at one end of the circle is given a coloured marker and told that this is a *"bing"*. A person at another end of the circle is given a different coloured marker and told that it is a *"bong"*.

Step 2: The two people start by giving the person next to them the marker. These people are told to say, "thank you" when they receive the pen. They in turn give the pen to the person next to them, saying, "This is a bing (bong)". The person next to them asks, "a what?" They are then given the reply, "a bing (bong)". This continues until everyone in the circle has been given both pens.

Activity 1 for this topic

Step 1: Ask participants to imagine a possible scenario (involving a young person) where a third party mediator might be useful. Ask them to imagine themselves being the young person and to consider the following: (30 minutes)

- What attitude and qualities would you expect the mediator to have?
- What attitudes and qualities would you *not* like the mediator to have?

Step 2: Use a flip chart or write on the board the positive and negative qualities of a mediator as listed by the participants.

Materials

Flip chart or whiteboard, coloured markers

Inputs for this topic

The facilitator introduces the topic of good mediation through a brief presentation. Refer to Handout 6.6 overheads. (35 minutes)

Materials

Overhead projector

Activity 2 for this topic

As a summary of the topics covered under Session 5 and 6 (on negotiation and mediation) the facilitator will introduce the game *Freeze!* (100 minutes)

Step 1: Participants are grouped into two groups (Groups A and B). Each group is asked to identify a potential conflict scenario, involving a young person, where mediation may be appropriate. Reference can be made to the case studies attached in Handout 6-5, or new ones can be developed for the specific context and/or identified during the Course.

Step 2: Once two scenarios have been identified, Group A and B are divided further into two new groups (Group A and B now each have two "sides"). Each "side" will identify a person who will act out one of the persons in the conflict in the form of a role-play. (For example, if the conflict in Group A is between a mother and a daughter, one side will provide a person to be the mother, and the other side, the daughter). Once the characters have been identified each group will discuss among themselves what the feelings and needs of both characters are, and how these will be enacted in the role-play.

Step 3: Group A begins their enactment of the role-play. A volunteer from Group B is invited to act as a mediator. The discussions begin, and the mediator tries to resolve the conflict. Group B participants act as observers, and if at any point they think the mediator is not doing a good job they call out *Freeze!* They then replace the mediator, and continue to try to resolve the conflict until a new person from Group B calls our *Freeze!*

Step 4: The role-play continues until the conflict has been resolved successfully, or the facilitator feels that enough time has been given to the exercise. Group B is then invited to enact their role-play with Group A providing mediators.

Step 5: Once both role-plays are finished, time is taken to review the events and analyze what qualities made the mediators effective or not effective.

Facilitator's notes

Below are some suggested qualities of a mediator that can guide the discussion under Activities 1 and 2.

Suggested qualities of a mediator

Positive	Negative
Impartial attitude	Aggressive attitude
Being sensitive	Controlling
Being unemotional	Getting emotionally involved
Confident at solving problem	Diffident
Listen attentively	Inattentive
Understanding	
Patient	

Guidelines for Activity 2

Looking for clues: the task of the mediator

In giving feedback on the role-plays, the facilitator can refer to the topic of clues (see Session 4, Topic 2). As a youth worker/mediator, the task is to look for clues. (The facilitator can also refer to the *Maps of Needs and Fears* developed in group work during Session 5 and ask participants to look for clues). These clues are important to help the mediator understand the underlying feelings and strengths that can be built on during the mediation process.

Ensuring a neutral mediator

The facilitator may also need to clearly distinguish the difference between a **mediator** and a **decision-maker**, emphasizing that the role of a mediator is not to make any decisions of her/ his own. Rather, it is crucial that the mediator is neutral and should focus only on facilitating a decision-making process. The facilitator may specifically want to point out the importance for the mediator to avoid sentences such as, "you have to…." or "you should….".

In many societies, a chosen mediator is often someone who is in a respected position, which in many cases is also a position of decision-making in the community (for example, a village head). This can make the concept of "neutral mediation" vague and should be prepared for in the selection of mediators for the role-plays.

Examples from the Philippines:

In pilot testing of the Module in Manila (July 2002), it was noted that the facilitator may want to draw attention to the importance of a mediator's awareness of his or her own boundaries.

A discussion during the *Freeze!* activity of this pilottesting resulted in one mediator choosing to leave the mediation "job" before anyone had called *Freeze!* The role-play concerned a young woman wanting to have an abortion and her mother who refused to allow her to do so, as she was worried about the family's reputation in the community. As a Muslim man the mediator of the conflict felt he was not in a position to mediate the case and invited a woman to mediate instead.

Additional comments on this "conflict case" included suggestions such a introducing a fourth person to join the mediation (such as a religious Imam or leader). The role of a social worker in mediating such a case was also questioned, given that abortion is illegal in the Philippines, and consequently not a possible legal option.

The facilitator should be prepared to deal with similar questions emerging from sensitive conflict scenarios.

Mediation role-play during pilot testing of the Module in Cambodia (May 2002)

HANDOUT 6-4: Functions of a good mediator

The mediator can play many roles. S/he can prevent, resolve or contain conflicts; build bridges when relationships are weak; equalize an unequal situation and act as a witness to problems that have gone unacknowledged. The mediator can also act as a "detective" by digging up underlying motives (needs and fears). One of the most important roles of a mediator is to build trust on both sides.

Below is a list of some main functions for a mediator:

- **Focusing and generating of trust**

  To be a focus for, and generator of, trust. To offer both confidentiality and understanding. To help the parties see the possibility of communication with each other, encouraging them to believe that a way forward can be found.

- **Reframing of conflict**

  To help reframe the conflict as a common problem.

- **Observing of ground roles**

  To assist in creating an atmosphere in which emotions can be expressed but also managed. Exercising, when necessary, the authority they have been given by both sides to maintain an agreed process.

- **Clarifying issues and options**

  To assist in the clarification of issues and options, encouraging both sides to be clear about what they need and what they can offer.

- **Shifting focus from past to present**

  To help shift attention from the past to the present and future.

- **Encouraging creative solutions**

  To encourage imagination and evaluation in relation to options.

HANDOUT 6-5: Mediation role-play case studies

Case Study 1

Your sister has come home and announced that she wants to get married to a man whom your parents disapprove of. Your parents have told her that they will **NEVER** allow the marriage to take place.

Your sister is determined to marry this man.

She wants to approach a member of your extended family to help convince your parents.

1) Who will she pick from your family?

2) What qualities must this person have to make her/him a good person to intervene on your sister's behalf?

3) Role-play the situation. The actors should include a mother, father, sister, her boyfriend and the **relative**. This relative must be picked from another group. You will have to interview the relative to ensure that you have got the right person. The relative will help the family come to a solution.
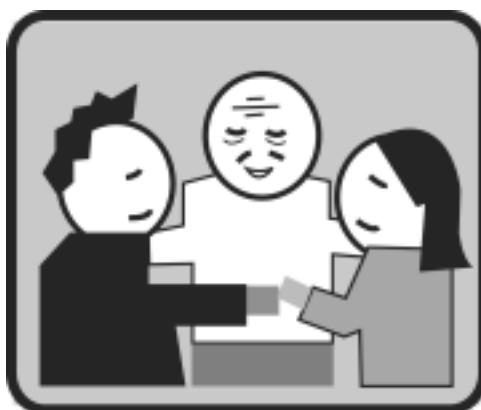
Case Study 2

The boys from the village want to play football in the field in front of the village school, but the field is occupied from 5 p.m. – 7 p.m. every evening by the volleyball group.

The football boys insist on using the field at the same time. The other available field is too far away and the football boys do not want to go anywhere else.

Because the volleyball team refused to move, a fight broke out. Tensions are very high between the groups.

1) Pick a person from another group to help solve this dispute. You must interview this person and tell us what qualities they have that make them suitable.

2) Role-play the situation. Your actors should be the group leaders and the person you have chosen to solve the dispute. The players can be observers.

Case Study 3

The Aung family and the Win family have been neighbours for two years. They have not been very friendly with each other during their period.

Recently the mango tree that the Aung family planted started to bear fruit.

Two large branches of the tree are hanging in the Win family's garden.

The Win family says that because the tree hangs on their side, the mangoes belong to them. The Aung family state that because they planted the tree the mangoes belong to them. The problem has become very serious.

They have been advised to seek some external help to deal with the problem.

1) Pick a person from another group to help solve the dispute. You will interview the person to make sure she/he has the right qualities to settle the dispute. Tell us what qualities they have that make them suitable.

2) Role-play the situation. The actors should be the Aung Family, the Win family and the person who is going to help them solve the problem.

The person must solve the dispute.

Case Study 4

Thein is a very successful businessman. He has a 17-year-old son and a 19-year-old daughter. His wife, a housewife, has been described as very obedient and dutiful. She does everything her husband tells her to do.

However, tension is **VERY** high in the house because Aye, Thein's 19-year-old daughter, is causing problems. She dresses up in western clothes, dyes her hair, wears lots of earrings, plays loud western music, talks for a long time on the phone and always comes home late, usually after 1 a.m. (The latest was 3 a.m.).

Thein has tried talking to her and scolding her but it does not work. Now his son is doing the same thing. He has also started coming home late and has coloured his hair.

Thein does not know what to do, so he has started locking the children in the house and restricting their movements. He has also started beating them. Both children ran away but were found and brought home. Parents and children are not talking to each other.

1) Pick a person from another group to help solve this problem. You must interview this person and tell us why you think s/he is a suitable choice to help solve this problem.

2) Role-play the situation. Your actors should be Thein, his wife, his two children and the person you have chosen to solve the dispute.

The person must help the family solve the dispute.

Group building

TOPIC 1

Stages of group formation

TOPIC 2

Identifying group conflict

TOPIC 3

Resolving group conflict

Duration of this Session: 4 hours

Session Objectives

The objectives of this Session are:

❑   To introduce the concept of group formation and stages of the process, and discuss factors that might facilitate or hinder the group process.

❑   To identify types of group conflict that youth could face and the underlying causes.

❑   To develop an understanding of how intergroup conflict could be resolved.

List of Handouts

TOPIC 1: Stages of group formation

Duration of topic: 60 minutes

Activity 1 for this topic

This topic will be introduced through an exercise on group formation. The facilitator will distribute to each participant a small piece of paper inscribed with an animal (for example, a dog, cat, horse or bird). The participants will be asked to silently act out the physical characteristics of their animal. Participants then move around the training space and form groups with individuals who have chosen the same kind of animal (for example, all animals that can fly, such as birds and bats). (10 minutes)

Materials

Small pieces of paper, markers

Activity 2 for this topic

Step 1: The facilitator will ask participants to form four random groups. Each groups will be assigned a specific stage of life development to discuss (childhood, adolescence, young adulthood and adulthood). (30 minutes)

Step 2: Participants will be asked to share their own experience and observations of each stage of life development. They will answer the following questions:

1. What activities did you commonly engage in when you were a child, an adolescent or young adult?

2. What activities do adults commonly participate in?

Step 3: Group outputs will be presented in turn, and the facilitator will take note of the main points.

Inputs for this topic

The facilitator will process the first activity by asking a set of questions (see Facilitator's notes). This will be followed by a discussion on why youth form groups, what types of groups they form and join (both formal and informal) and how youth tend to be stereotyped as a "group". Refer to Handouts 7-1 and 7-2. (20 minutes)

Facilitator's notes

Guidelines for activity 1

To facilitate discussion after the activity, the facilitator may ask the following questions:

1. How did you feel during the exercise?
2. How easy or difficult was it for you to locate your group-mates?
3. What brought you together as a group?
4. How did you feel when you finally found your group-mates?
5. Was there tension in the group? Why was there tension? Or, why was tension absent?

Guidelines for activity 2

The facilitator compares and contrasts the stages of life development and those of group formation/development. S/he emphasizes the following:

- That group formation mimics the stages/processes of life development.
- That for each stage of group development, there is a corresponding stage of life development.

Stages of Group Formation

Stage	Stages of Life Development	Main Feature	Stages of Group Formation
I	Childhood	Dependency	Dependency and inclusion/Forming
II	Adolescent	Some conflict	Counter-dependency and fighting/Storming
III	Young adult	Relationships and working life	Trust and structure/Norming
IV	Adult	Work	Work and productivity/Performing

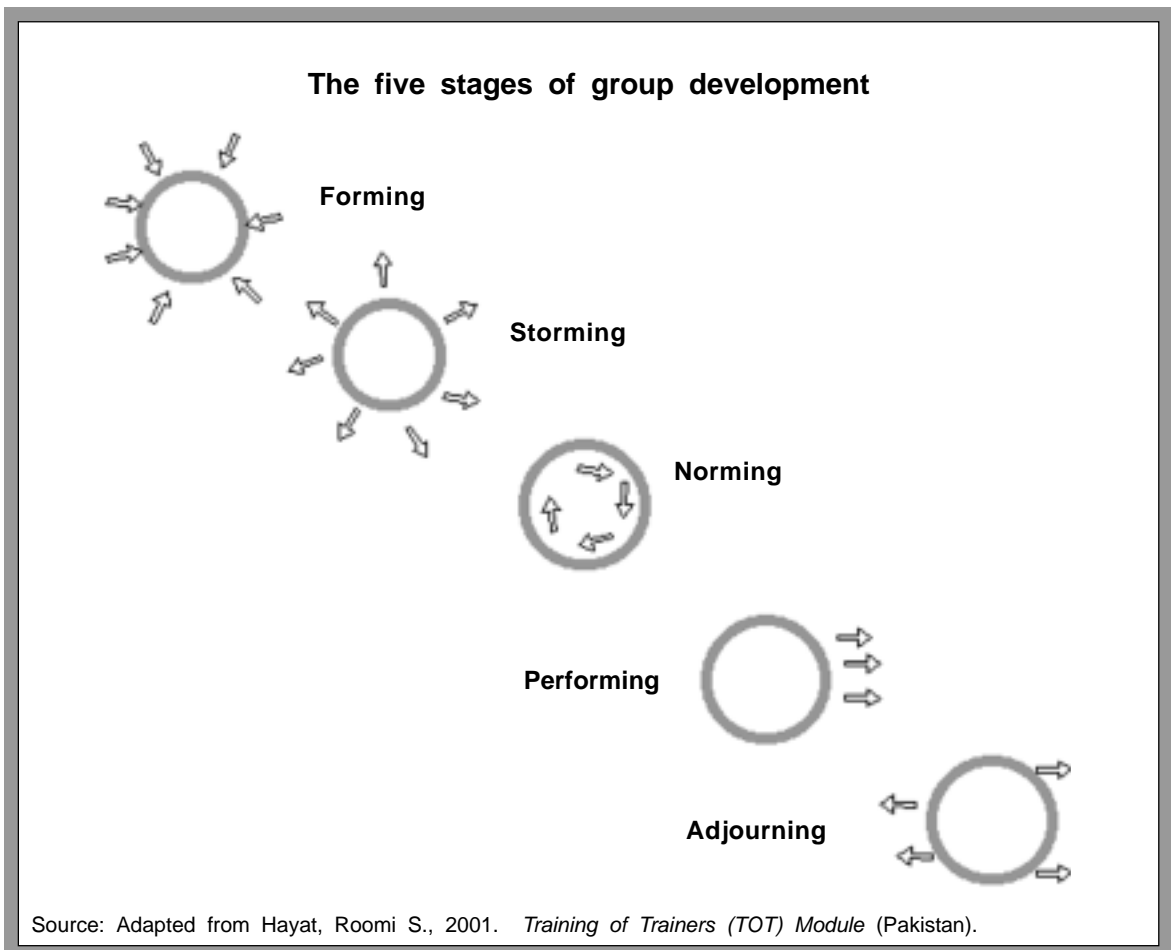| Characteristics	Stage of Group Formation			
	I	II	III	IV
1. Clarity of values, goals, roles, tasks	Not evident	Low	High	High
2. Level of conformity	High	Low	High	High
3. Leadership style	Directing	Directing	Consulting	Delegating
4. Conflict	Not evident	High	Frequent but manageable	Frequent but brief
5. Conflict management	No need	Begins	High	High
6. Cooperation of members	High	Low	High	High
7. Trust	High	Low	High	High
8. Group's reaction to presence of subgroups	Not evident	Intolerance	Tolerance	Integrated into group

HANDOUT 7-1:   Concept of group and stages of group formation

A group is composed of two or more individuals who interact and influence each other. Group members may belong to one or more groups.

Various studies have revealed that the behaviour of individuals changes when the concerned individual becomes part of a team or group. A group experiences a re-enforcement of ideas and beliefs and the successful achievement of goals.

In 1965, Tuckman identified four stages of group development. These stages were later modified and an additional fifth stage was added. The group behaves in a cyclical manner, and any imbalance (internal or external) may cause a team to fall back to an earlier position. The five stages of forming, storming, norming, performing and adjourning are illustrated below.

The five stages of group development

Forming

Storming

Norming

Performing

Adjourning

Source: Adapted from Hayat, Roomi S., 2001. *Training of Trainers (TOT) Module* (Pakistan).

The duration of a stage varies according to different variables. Sometimes, the fourth stage of *performing* is achieved during the first or second meeting. In other situations, it may take months to reach this stage. A youth leader who develops a clear understanding of the different stages can prevent unnecessary disruption during normal development of each stage.

Stage 1: Forming

Forming is the first stage of group formation. Throughout this stage, members keep a low profile and hesitate to express themselves openly and assertively. During this stage, there is a transition from individual to member status.

When members in a group come together, some members may know other members and some may not. Each member should be encouraged to come forward to interact with the others. In this stage, rules concerning how the group will function are formulated so that objectives agreed upon by the group may be achieved.

The group should encourage all members to contribute suggestions on how they will work together. The duration of this stage is not fixed and depends a great deal on the members' progress. During the forming stage, the team leader's guidance is tested formally and informally. The team leader acts as an observer and monitors the progress of individual members.

Stage 2: Storming

Storming is the second stage of group formation and often the most difficult. In this stage, group members begin to express themselves. This may bring to the surface conflicting ideas and opinions. Individual goals and agendas emerge, and members may express unhappiness about their respective roles in the team/workplace. Team members begin to realize how much work lies ahead, and some may become nervous. Storming may produce a period that tests the group. While not much work is achieved during this stage, team members begin to understand each other.

In order to cope with the situation at this stage, the team leader must be firm, yet flexible. The first attempts to diffuse hostility and encourage positive attitudes and behaviours towards one another should be made at this juncture.

Stage 3: Norming

During this stage, team members accept the team and team ground rules (norms), their role in the team and the roles of other team members. Team members become accustomed to working together, and their initial resistance fades. They begin to collaborate rather than compete with one another. In the norming stage, team members express criticisms constructively and ground rules are confirmed. There is a feeling of team cohesion, and sense of common spirit.

The team leader now sets a tone that allows for constructive criticism and the development of a plan of activities. Members start to spend time working on the activity plan.

Stage 4: Performing

At this stage, the team has developed its dynamic and defined its expectations. It can now begin performing. Team members have accepted each other's strengths and weaknesses and can start moving forward together.

The team leader is now leading an effective and cohesive team. The achievement of this stage can be identified by the significant amount of work being produced.

Stage 5: Adjourning

The adjourning stage occurs when a team ceases to exist. Ideally, a task has been completed, and the function of the team is no longer required.

HANDOUT 7-2: Factors influencing group processes and intragroup relationships

Six basic concepts necessary to understanding group processes are as follows: group size; stages of group development; roles; norms; communication; and cohesion (Huges 1999).

Group Size

As groups become larger, cliques are more likely to develop. Cliques are subgroups of individuals who often share the same goals, values and expectations. As cliques generally wield more influence than individual members, they are likely to exert considerable influence on the larger group. Many intragroup conflicts are the result of cliques clashing on their different values, goals and expectations.

Developmental Stages of Groups

Refer to Handout 7-1 on Tuckman's Stages of Group Development.

Group Roles

Group roles are the sets of expected behaviours associated with particular jobs or positions.

Task and Relationship Roles in Groups (Benne 1998)

Task Roles

Initiating: Defining the problem, suggesting activities, assigning tasks.

Information-seeking: Asking questions, seeking relevant data or views.

Information-sharing: Providing data, offering opinions.

Summarizing: Reviewing and integrating others' viewpoints, checking for common understanding and readiness for action.

Evaluating: Assessing the validity of assumptions, quality of information, reason-ableness or recommendations.

Guiding: Keeping the group on track.

Relationship Roles

Harmonizing: Resolving interpersonal conflict, reducing tension.

Encouraging: Supporting and praising others, showing appreciation of the contri-butions of others, being warm and friendly.

Gate keeping: Assuring balanced participation by all group members, making sure that everyone has a chance to be heard and that no individual dominates.

Group Norms

Norms are the informal rules that groups adopt to regulate and regularize the behaviour of group members.

Group Cohesion

It is the sum of forces that attract members to a group, provide resistance to leaving it and motivates them to be active in it.

TOPIC 2: Identifying group conflict

Duration of topic: 60 minutes

Activity for this topic

The facilitator introduces the topic using the "tiger, elephant and mouse" game: (20 minutes)

Step 1:   The facilitator divides the participants into two teams. Each team is instructed to choose a leader and plan their strategy. Members choose to strike the pose of a tiger, elephant or mouse.

Step 2:   The tiger chases away the mouse, the elephant chases away the tiger and the mouse chases away the elephant. Actions are as follows: tiger (hands in claw position and makes the sound Grrr!), elephant (stoops over and swings arms together in a trunk) and mouse (hands on head and wiggles ears).

Inputs for this topic

The facilitator provides inputs on the meaning of, and reasons for, group conflict, the types of group conflict that youth may face and how those can be identified. Refer to Handout 7-3 and 7-4. (40 minutes)

Materials

Overhead projector

Facilitator's notes

In processing the activity, the facilitator may want to ask the following questions:

1. What were you thinking when you were planning your animal pose?

2. What makes one animal more powerful and stronger than another?

3. What facilitated or hindered effective group process?

4. What insights can you draw from this exercise?

Facilitator may emphasize the following points:

- That members of the same group are usually motivated by the same goal and interest (for instance, to win a game).

- That in order to achieve a group goal, the following should be considered:
  - Group has a clear sense of purpose.
  - Members work together as a team.
  - Strategies are carefully planned.
  - Time and resources (human and material) are important.

Group conflicts may refer to problems in human relationships and interaction caused by differences in any of the following:

- Values, goals, beliefs, ideas.
- Needs and fears.
- Procedures.
- Power distribution (age, gender, job, position/status).

HANDOUT 7-3: Defining group conflict
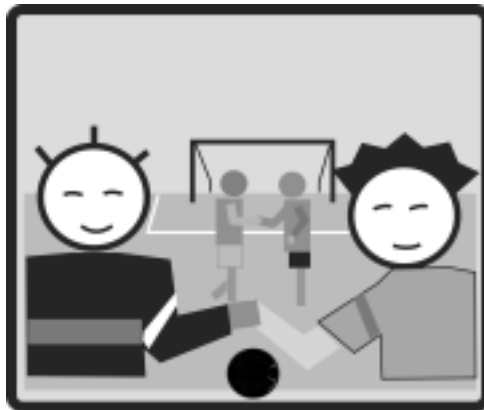
Types of group conflict

Group conflict may be divided into two main types of conflict:

Intragroup conflict:

This type of conflict occurs within a group, for example, between two sets of people in the same football team or between two factions of the same youth gang. Group dynamics and team building strategies are necessary approaches to resolving intragroup conflict.

Intergroup conflict:

This type of conflict occurs between two different groups, for example, between youth (as one group) and adults (as another); between two different youth gangs; between students and teachers in a school; or between a youth gang and the authorities. Intergroup conflict could also be at a higher level, such as between a younger and older generation (for example, differences in perception and in behaviour). Communication skills play an important role in resolving intergroup conflicts.

HANDOUT 7-4: Common causes of group conflict

Common causes of intergroup conflict are:

- **Negative stereotyping of members of another group:** drawing conclusions based on stereotypes (for example, "students are lazy") rather than looking closer at the real characteristics of a group. Negative stereotyping can strengthen the sense of identity and pride in a group (emphasizing that the other is weaker) but leads to escalated conflict between groups rather than conflict resolution.

- **Prejudice about a group's own values (not respecting other worldviews):** just as with individual values, a group has a tendency to believe that its own value-system (view of the world) is the correct and only view, rather than respecting different views.

- **Persistent emphasis on the existing differences (rather than similarities) between two groups:** linked to the two points above, groups that focus on their differences rather than similarities will be more likely to distance themselves from each other and have more difficulty resolving conflict between them.

- **Inadequate/negative communication between groups:** as with interpersonal relations, intergroup relations require good communication skills.

- **Lack of interaction between groups:** lack of interaction between groups often serves to increase stereotyping and a lack of understanding of each other. Furthermore, fewer interactions provide fewer opportunities for communication and the building of trust between groups.

The above causes of conflict are further aggravated by other influences, such as:

- **Unequal power distribution:** usually the group falls into two power categories:

  - Base power group.
  - Dominant power group.

  The base power group, fearing retribution from the high power group, tends to censor information communicated, which may be important to the latter. Simultaneously the high power group may not see the need to share information with the low power group. This keeps both groups unaware of the other's intentions and may increase conflict. Often, youth would be considered a low power group when trying to negotiate with older generations.

- **Explicit and inexplicit attitudes:** negative attitudes create stereotyping. The extent to which attitudes are explicit or inexplicit varies. Explicit attitudes are those more obvious and often easier to deal with. Inexplicit attitudes are less obvious, more taboo and therefore, more difficult to deal with. These are hidden attitudes many of us carry on topics such as gender, age, ethnic and religious discrimination. While we may not say them straight out, these are opinions or beliefs we secretly apply to a whole group.

- **Allocation of power and societal history:** at a wider level, intergroup relations are frequently defined on the basis of, for example, political history, societal history of race and/or religion and social constructs of gender roles. Divisions that are grounded in societal history are often reinforced through social mechanisms (political, economic, educational or legal) that strongly influence different groups.

TOPIC 3: Resolving group conflict

Duration of topic: 120 minutes

Activity for this topic

Case Study

Step 1:   The facilitator distributes copies of a case study (see Handout 7-5).

Step 2:   The facilitator divides the participants into three groups. Each group discusses and analyzes the case and devises strategies that will address the problem of illegal drug use among young people.

Step 3:   Each group will be assigned an observer who will take notes on the decision-making process and the nature of interaction between and among group members. Observers will be guided by the following:

1. What were the points of disagreement and agreement?

2. How were disagreements resolved?

3. What was the participation of each group member? Did everyone contribute his/ her ideas? Were participants willing to compromise, or did someone dominate the discussions?

4. What factors facilitated or hindered the group from arriving at a consensus?

Facilitator allots 20 minutes for group discussion.

Step 4:   After the group discussion session, each observer will be asked to narrate his/her observation regarding the group decision-making and interaction process.

Step 5:   The facilitator will ask the rest of the participants to share their insights and learning from the group activity. Refer to Facilitator's notes. (90 minutes)

Materials

Handout, flip chart paper, pens

Inputs for this topic

The facilitator discusses techniques to (a) diagnose; and (b) resolve intergroup conflict, with a focus on the problem-solving model. Refer to Handout 7-6. (30 minutes)

 Facilitator's notes

The facilitator convenes the participants in plenary. S/he may ask the following questions:

  1. What are your common diagnoses of the problem?

  2. Did you find it easy/hard to find solutions? Why?

  3. What criteria did you use in choosing the "best" solution?

The facilitator can explain to the participants that there is no short cut to problem solving, and an appropriate problem-solving strategy would need to be developed in order to avoid the following pitfalls:

  • Mismatch of solution to problem.

  • Wrong timing in making and implementing decision.

  • Non-workability of solution.

In a group situation, members bring in their own life experiences, personal insights and preferences. Their nature and level of self-expression may vary due to their different backgrounds and experiences. Group members, by virtue of their position and interest in the issue, may find it difficult to reach a consensus or unanimous decision. In some instances, however, a group decision is reached because members are pressured by time or by people who may have a stake in the issue. While group members may agree on a desired outcome, they may differ on how they should achieve it.

It is important for a youth development worker to fully understand the character and investment of individuals participating in a discussion. Some knowledge of basic facilitation skills and group behaviour would be useful.

HANDOUT 7-5: Case study

Case Study of Village Wawa

The Ministry of Youth in conjunction with three other private corporations donated 20,000 dollars for the development of youth programmes in Village Wawa. The people in this village chose to address the problem of illegal drug use. A group was formed to identify possible solutions to the illegal drug use problem. It was composed of the following people:

1. Village official

2. Police officer

3. Priest/monk

4. Businessman/woman

5. School principal

6. Youth representative

7. Parent

Group members discuss and decide how the 20,000 dollars can best be used.

HANDOUT 7-6: Diagnosing group conflict

It is very important to try to arrive at the right diagnosis of a group conflict. Often, we end up attributing conflict to one aspect of a relationship, when in fact, it has to do with another. This can occur between any set of groups, such as a younger and older generation. Therefore, it is also important to map needs and fears in intergroup conflict negotiation (see Session 3).

The scenario below illustrates the effects of wrongly diagnosing a conflict between students and teachers.

A group of students are in conflict with teachers about wanting to have shorter school days. Due to a misconception, the teachers attribute this to the fact that young people want to have more free time to play. The real reason for this request is that the students find it hard to follow the instructions of the teacher and want more time outside of formal school time to understand their homework. This conflict can only be resolved if the diagnosis is correct.

In Diagnosis 1, the teachers attribute the reason for conflict to the students being lazy. They shorten the school days slightly to quiet the complaints, but this does not solve the conflict.

In Diagnosis 2, the teachers take the time to understand the real source of the conflict, do not stereotype the students as being lazy and find out that the problem lies in their teaching styles. The problem is resolved because the lessons are changed, not because the school day is shortened.

The previous example illustrates an intergroup conflict that emerged for only one reason (the teaching style). Sometimes, however, conflict emerges due to a number of interrelated reasons.

Conflict issue: 'Students want to go home from school early'

REAL SOURCE OF THE CONFLICT Group 1 (students)	
"We know we need to study to be able to get jobs. We wish we could understand the teachers better. They teach in such complicated language that we do not understand and fall behind in class. We are asking to go home earlier so that we can have more time to understand the lessons and do the homework"	
DIAGNOSIS Group 2 (teachers)	
Diagnosis 1: *"Young people today are lazy. All they want to do is rush home to play computer games. Now they have the rudeness to ask to end lessons early to go home."*	**Diagnosis 2:** *"Let us discuss the problem with the students in order to better understand their request. There must be a reason. Perhaps we need to change something in our teaching style?"*
Result: • No change in the teaching style. • Days shortened to subdue the students. • Students fall behind and are unhappy, even though the school day is shortened.	**Result:** • Teachers slow down and use simpler language so that the students can understand the lessons better. • No need to shorten the school day. • Students' performance improves.

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Team building and cooperation

TOPIC 1

Concept and importance of team building

TOPIC 2

Cooperation

Duration of this Session: 3 hours

Session Objectives

The objectives of this Session are:

❑ To introduce the importance of team building and cooperation in order to avoid group conflict, and to introduce ingredients for effective teamwork.

❑ To identify the nature and degree of cooperation/coordination among young people and significant groups in their surroundings.

❑ To introduce team-building techniques.

List of Handouts

TOPIC 1: Concept and importance of team building

Duration of topic: 90 minutes

Activity 1 for this topic

The facilitator will introduce an exercise to demonstrate aspects of team building. (60 minutes)

Step 1: Divide the participants in four teams. Ask each team to prepare to build a house.

Step 2: The team assigns individual members to perform specific roles to help complete the house.

Step 3: According to their assigned roles, ask each team to start building a house. Each team will be given a set of materials to use to constructing a house.

Materials

Sheets of paper, coloured markers, sticks/straws, paste and pins

Inputs for this topic

Facilitator provides inputs on the concept and importance of team building. Refer to Handouts 8-1, 8-2, 8-3, 8-4 and 8-5. (30 minutes)

Materials

Computer and LCD projector – if available

Alternative activity for this topic

The exercise is entitled "Body Boogie".

Step 1: Give each person a piece of paper with a body part written on it.

Step 2: Each player/team member is instructed to do the following action for each body part chosen:

> "Head" *(nod)*
> "Left hand" *(wave left hand)*
> "Right hand" *(wave right hand)*
> "Torso" *(twist body)*
> "Left foot" *(hop on left foot)*
> "Right foot" *(hop on right foot)*

Step 3: Players move around performing their actions. Without speaking, players look for five other "body parts" they can join to form a whole body. "Head", "Left hand", "Right hand", "Torso", "Left foot" and "Right foot".

Step 4: Once all participants have joined a group, challenge the "bodies" to complete the task of blowing up a balloon and then popping it. Follow the instructions below:

> "Left foot" and "Right foot" plus "Right hand" and "Left hand" walk over to the table. "Left hand" picks up a balloon and carries it over to "Head". As "Right hand" holds it, "Head" blows up the balloon. Both "hands" tie it and place it on a chair (or the floor). "Torso" sits on it to make a big pop!

The first body to complete the task gets a round of applause from all the "Hands".

Materials

A balloon for each group of six and pieces of paper

Facilitator's notes

When processing the activity, the facilitator may ask participants the following questions:

1. What can you say about this exercise?

2. What enabled you to accomplish the task? What factors assisted the completion of the task? What factors impeded the completion of the task?

3. What insights can you draw from this exercise?

Both exercises should illustrate the importance of teamwork, clarity of team members' roles and the unity of group purpose.

HANDOUT 8-1: Concept and importance of team building

Understanding teams versus organizations and groups

Organization

- Too large and impersonal.
- Little inter-member interaction and reciprocal influence.

Group

- Small and may impact members' feelings and self-image.
- Important psychological needs (e.g., social contact) are better satisfied.
- Members can contribute to goal accomplishment by working independently.
- Members play a variety of roles.

Team

- Small and members have a stronger sense of identification.
- Greater task interdependence.
- Members have more differentiated and specialized roles.
- Members often play a single or primary role.

Importance of Team Building (Morris 1995)

1. ***A sense of purpose.*** Members have issues and topics that are of mutual interest. Team members work together to achieve a common goal.

2. ***Benefits.*** Teams provide a range of benefits for the organization and the individuals, over and above getting a task done.

3. ***Increased creativity.*** Individual ideas spark off one another and the process of working in a team seems to generate more and more possibilities. The key to leading and understanding teams is that they actually let you release creativity.

4. ***Coordination.*** Team members all play a part in getting the whole job done instead of seeing their own little process as being the start and finish of it all.

5. ***Personal support.*** Good teams operate rather like an extended family whose members trust, like, help and care about each other.

6. ***Induction.*** Members help newcomers find their place in the team.

7. ***Ownership.*** The act of passing over to people the responsibility for their own decisions and their own actions.

HANDOUT 8-2: Team-player styles

There are four team-player styles: contributor, collaborator, communicator and challenger. Each style is briefly described below:

Contributor

- Freely shares all relevant information and opinions with other team members.

- Helps the team use its time and resources.

- Pushes the team to set high standards and to achieve top-level results and insists on high-quality outputs.

- Completes all team assignments and other relevant work necessary for the completion of team tasks.

- Accepts responsibility for all actions as a team member.

- Completes all work in his/her regular job area and all other tasks not related to the team.

- Provides the team with clear, concise and useful presentations at team meetings.

- Provides technical training for other team members and serves as a mentor for new team members.

- Has a clear set of priorities.

Collaborator

- Helps the team establish long-term goals and clarify its current objective or tasks.

- Helps the team see how its work fits into that of the organization as a whole.

- Regularly reminds the team of the need to revisit their goals and action plans.

- Encourages the team to establish plans with milestones and appropriate task assignments.

- Pitches in to help other team members who need assistance.

- Works hard to achieve team goals and to complete current tasks, even though s/he may not agree with them.

- Does not gossip about other team members or share negative comments about the team process with non-members.

- Flexible and open to new ideas or data that may alter team goals.

- Often works outside his/her defined role to help the team achieve its goals.

- Willing to share the limelight with other team members.

Communicator

- Resolves process problems such as conflict among team members or lack of involvement by some members.

- Listens attentively, and without judgment, to all viewpoints.

- Helps the team relax and have fun by joking, laughing and discussing personal interests.

- Recognizes and praises other team members for their efforts.

- Communicates enthusiasm and a sense of urgency about the team's work.

- Periodically summarizes the status of a discussion or proposes a possible consensus.

- Encourages other team members to participate in team discussions and decisions.

- Helps people on the team get to know each other and to know what skills and resources each can contribute.

- Gives feedback to other team members – feedback that is descriptive, specific and intended to be helpful.

- Receives feedback from other team members without becoming defensive.

- Reminds the team to take time periodically to assess team effectiveness and plan for improvement.

Challenger

- Candidly shares views about the work of the team.

- Inclined to disagree openly with the leadership of the team.

- Often raises questions about the team's goals.

- Pushes the team to set high ethical standards for work.

- Speaks out, even when views are contrary to those of a vast majority of the team.

- Asks "why" and "how" and other relevant questions about presentations at team meetings.

- Sometimes is accused of not being a team player because s/he differs from conventional wisdom.

- Challenges the team to take well-conceived risks.

- Honest in reporting team progress and stating progress facing the team.

- Willing to blow the whistle on illegal and unethical activities of the team.

- Will back off when views are not accepted and will support a legitimate team consensus.

HANDOUT 8-3: Factors affecting a team

Factors affecting a team (Hayat 2001)

Once a team is formed and functioning, there will be numerous factors that will continue to affect it and its members. These include both internal and external factors. These factors continue to affect the team in positive and negative ways.

Team motivation

Motivation is a key component in ensuring team success once the team is performing. Motivation can be defined as "the force that moves people to do something" (Hayat 2001). There are two main types of motivation, one intrinsic (occurring within oneself) and the other extrinsic (due to outside factors; like a "reward and fine" policy). The table below shows some intrinsic and extrinsic factors to bear in mind to ensure that the whole team remains motivated:

Intrinsic factors	Extrinsic factors
- Interesting/challenging assignments - Responsibility - Achievement - Recognition - Advancement - Appreciation	- Physical work environment (e.g., temperature, comfort, noise level and safety). - Context in which work is done (e.g., salary, job benefits, time pressure and status).

Team member's roles

Members of a team take on different roles at different times and stages. This is important to note as a team leader, in order to recognize the strengths and weaknesses of team members and to resolve conflict. For example, if there is more than one member of a team playing the same role on the same assignment and at the same time, there is potential for conflict.

10 Common Roles	
- The coordinator - The energy source - The implementers - The resource investigator - The shaper	- The monitor/evaluator - The disrupter - The completer/finisher - The specialist - The "recognitioner"

HANDOUT 8-4: Ingredients for a successful team

10 ingredients for a successful team
1. Clarity in team goals. 2. A plan. 3. Clearly defined roles. 4. Clear communication. 5. Beneficial team behaviour. 6. Well-defined decision-making procedures. 7. Participation. 8. Ground rules. 9. Awareness of the group process. 10. Use of a scientific approach in team work.

Clarity in team goals: A team works best if everyone understands its purpose and goals. If there is any confusion or disagreement the team needs to work on resolving these issues.

As a youth group, all team members should be in agreement over the group's mission and have a clear vision. If the mission is too large, it will need to be reduced to a more manageable size.

A plan: A plan helps the team identify what type of advice, assistance, training and other inputs and materials it may need. It also gives the team a schedule and an identification of "milestones" (such as a planned youth event). A flow chart could be a useful planning tool.

Clearly defined roles: The team will operate most efficiently if it taps everyone's strengths, as discussed above, and makes sure that everyone knows her/his tasks and responsibilities.

Clear communication: The team will be stronger if there are productive discussions, and everyone is kept informed.

Beneficial team behaviour: Teams should encourage all members to use skills and practices that make discussions and meetings more beneficial.

Well-defined decision-making procedures: A team should always be aware of how it reaches decisions, and ensures that there is consensus.

Participation: Since each team member has a stake in the group's achievements, everyone should participate in discussions and decision making.

Ground rules: These should be established early and followed. Occasionally, ground rules should be reviewed and revised.

Awareness of the group process: Ideally, all team members should be aware of the group process – how the team works together.

Use of the scientific approach in team work: Good data should be used for problem solving and decision-making. Arguments, not based in fact, often arise, and the use of correct data could help resolve these conflicts.

Some factors to remember when building a team –

Reasons, **r**esources, **r**oles, **r**ules, **r**elationships, **r**eassessment,

HANDOUT 8-5: Individual skills for effective team building (Jacobs 1997)

Written communication

Communicates easily on paper with speed and clarity. Presents ideas concisely and in a structured way. Uses appropriate language and style.

Oral communication

Speaks to others with ease and clarity. Expresses ideas well and presents arguments in a logical manner. Gives information and explanations that are clear and easily understood. Listens actively to others.

Leadership

Shows skill in directing group activities. Has natural authority and gains the respect of others. Is capable of building an effective team. Involves all team members and gives advice and help when required.

Team membership

Fits in well as a peer and as a subordinate. Understands own role and the role of others within the team. Shares information and seeks help and advice when necessary. Offers suggestions and listens to the ideas of others.

Planning and organizing skills

Can make plans and forecasts. Can define objectives and allocate the necessary resources. Sets realistic targets and decides priorities. Devises systems and monitors progress. Makes good use of his/her time.

Decision making

Evaluates alternative lines of action and makes appropriate decisions. Identifies degrees of urgency for decisions. Responds to situations quickly and demonstrates flexibility.

Motivation

Shows energy and enthusiasm. Works hard and is ambitious. Is able to work on own initiative with little detailed supervision. Sets own targets and is determined to achieve them.

Personal strength

Is self-confident and understands own strengths and weaknesses. Is realistic and willing to learn from past failures and successes. Is reliable, honest and conscientious. Can cope with pressure and control emotions.

Analytical reasoning skills

Can quickly and accurately comprehend verbal and numerical information. Is able to analyze arguments objectively and to reach logical conclusions. Can present well-reasoned and persuasive arguments.

TOPIC 2: Cooperation

Duration of topic: 90 minutes

Activity 1 for this topic

The facilitator divides participants into three groups. Each group lists the individuals/groups that young people usually relate to. Using the diagram below as an example, each group draws a diagram of its own and analyzes the degree of relationship/cooperation/coordination between young people and the persons/groups listed. (60 minutes)

The following diagram is a modification of the eco-map model used in social work.
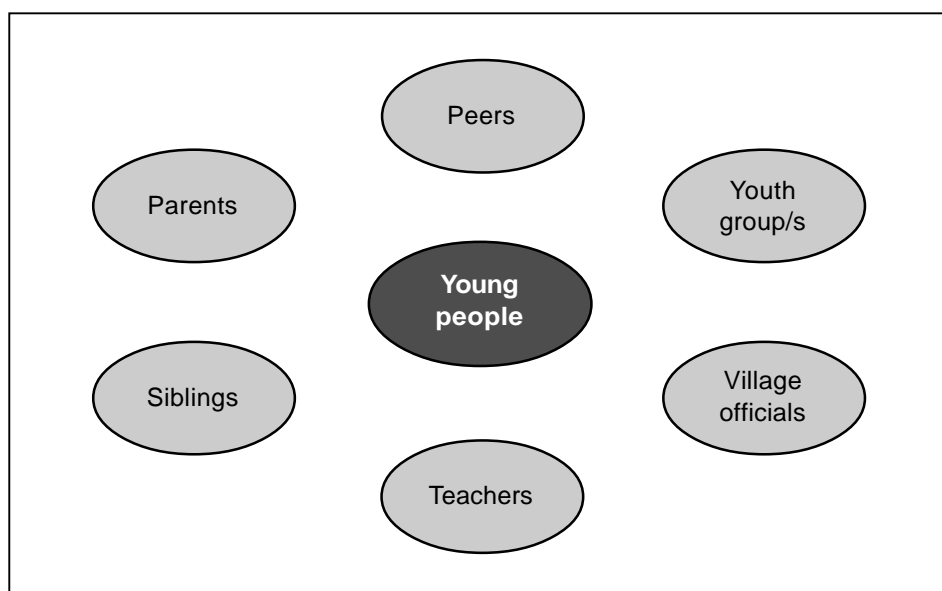
Degree of relationship (cooperation/coordination) is measured using the following as legend:

Strong (having less conflict with)	————————
Weak (having frequent conflict with)	++++++++++
Not so strong; not so weak (having occasional conflict with)	— — — — — — —

From the "young people" inside the middle circle, participants draw a connecting line corresponding to the degree of their relationship with other persons/groups.

Materials

Flip-chart paper, coloured markers

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Inputs for this topic

The facilitator summarizes the nature and level of cooperation/coordination between young people and other persons/groups. S/he provides inputs on the meaning and importance of team building and cooperation, factors that facilitate or hinder cooperation and team building techniques. Reference may be made to Handouts 8-6 and 8-7. (30 minutes)

Materials

Overhead projector

Activity 2 for this topic

If time allows, the facilitator can introduce a set of checklists that can be used in assessing team performance in the workplace (see Handout 8-8).

Facilitator's notes

In processing the activity, the facilitator asks the following questions:

1. Which persons/groups do young people relate to the most? With whom do they relate the least?

2. Why do young people have strong or weak relations with these groups?

3. What factors contribute to a good relationship/cooperation between young people and other significant groups? (Cite any personal, familial, community or institutional characteristics).

Generally, young people have a strong relationship with their mothers, siblings and peers. On the other hand, they seem to have difficulty relating to people in authority such as school/local government officials, religious persons and other community leaders. The strength of these relationships is usually based on the degree of trust and frequency of communication or interaction between young people and the "significant others" in their lives.
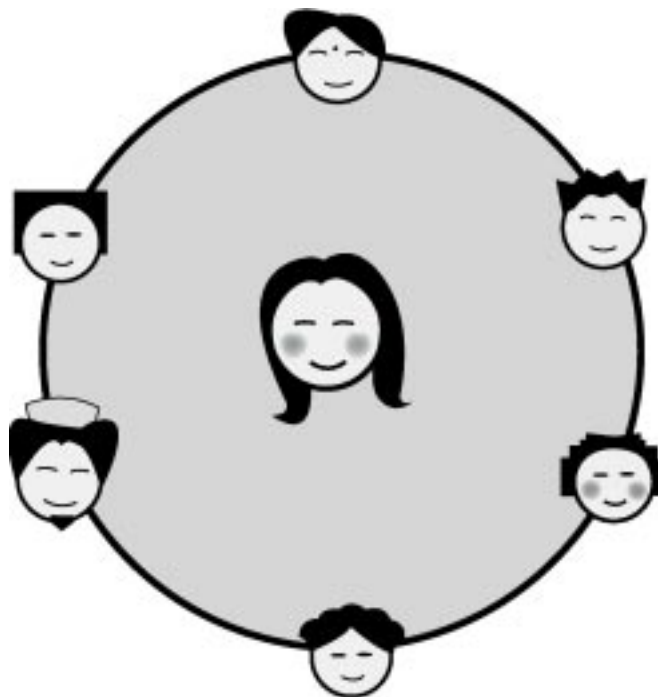
Example from Sri Lanka:

The following is an example developed by one group during a pilot test of the Module in Colombo (December 2002).
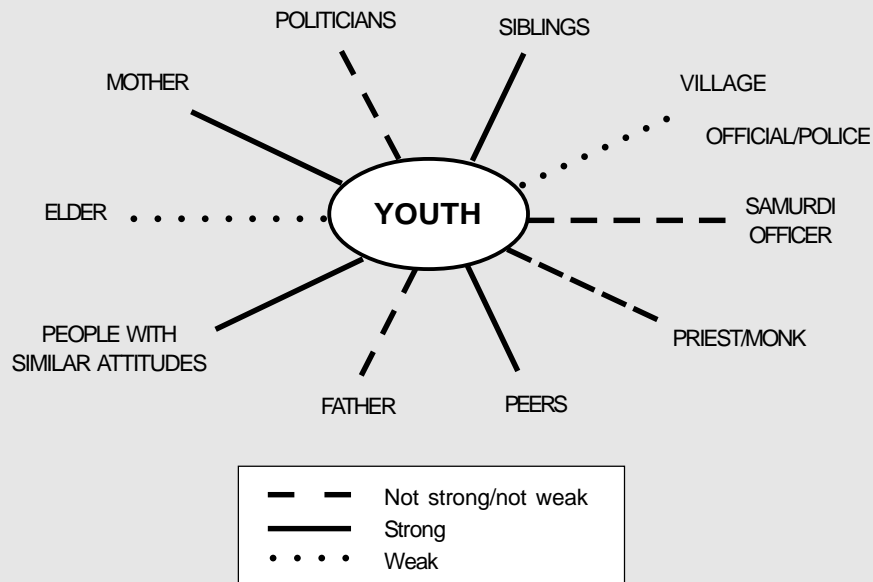
HANDOUT 8-6: Factors that facilitate teamwork and cooperation

Factors for effective and efficient teamwork (Hughes 1999)

Task structure

1. Members have good knowledge of tasks.

2. There is a consistent and clear link of tasks with the team's mission.

3. Members have a meaningful piece of work, sufficient autonomy to perform it and access to knowledge of its results.

Group boundaries

1. The membership of the team is appropriate for the task to be performed.

2. Members have collective knowledge and skills to perform the work.

3. Members have sufficient maturity and interpersonal skills to be able to work together and resolve conflicts.

4. Members may have differing perspectives and experiences but can communicate with and relate to one another.

Norms

1. Members share an appropriate set of norms working as a team.

2. It is necessary to regularly scan and review prevailing norms to ensure that they support overall objectives.

3. It is necessary to ensure that conflicting norms do not confuse team members.

Authority

1. There is firm authority that is also flexible in enabling the team members to make their best efforts.

2. There is competent team leadership that allows the group to comply when conditions demand it (such as in emergencies).

3. The team leader is able to establish a climate for team member to feel empowered to provide expert assistance when appropriate.

4. Team members feel comfortable in questioning the leader on decisions that have no clear right answers.

Facilitating Factors	**Hindering Factors**
Clear mission and high performance standards: Every team member knows what the team is trying to achieve and how well s/he has to perform in order to achieve it. Members share common values, beliefs or goals. Low levels of task or lateral interdependence. High levels of communication between parties.	Members compete for scarce resources or rewards. Members are under high levels of stress and face uncertain or incompatible demands (role ambiguity and role conflict). Leader's action is inconsistent with organizational vision and goals. There is a lack of communication between the concerned parties.

HANDOUT 8-7: Organizational shells

As shown in the following figure, a "team" is the smallest unit within an organizational environment. Team members may come from different groups, sections or divisions and are tapped because of their recognized expertise in achieving a specific, well-defined and time-bound task. The team's task has the imprimatur, or official support, of the organization. Team members are guided by certain organizational norms. An organization belongs to a larger structural or environmental group or setting. For instance, a village-level agricultural credit organization may be a member of a federation or a coalition of agriculture-based organizations at a higher territorial level.
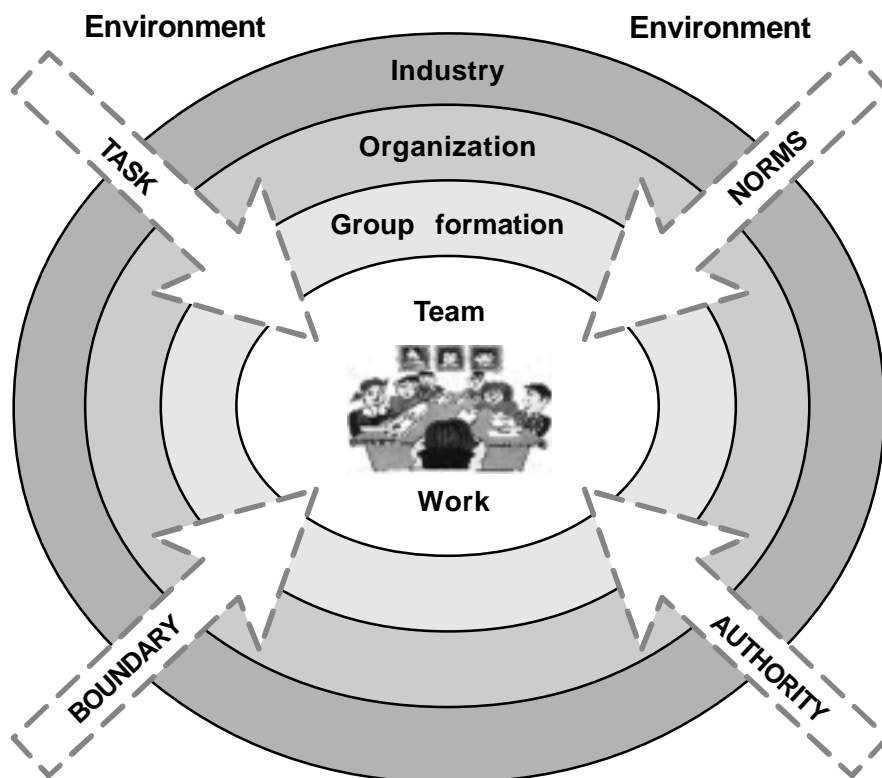
Source: Hughes, Richard I. and others
Leadership: Enhancing the Lessons of Experience (1999).

HANDOUT 8-8: Team performance checklists

The High Performance Team Checklist

Organization Name: _____

Group Size: _____

Please read the statements below. Circle the number that most accurately describes your response to the statement. Use the following key to respond to each statement:

1 – Disagree strongly
2 – Disagree to some extent
3 – Agree to some extent
4 – Agree strongly

1.	Members are clear about group goals.	**1**	**2**	**3**	**4**
2.	Members agree with group goals.	**1**	**2**	**3**	**4**
3.	Group tasks require members to work together.	**1**	**2**	**3**	**4**
4.	Members are clear about their roles.	**1**	**2**	**3**	**4**
5.	Members accept their roles.	**1**	**2**	**3**	**4**
6.	Member assignments match their abilities.	**1**	**2**	**3**	**4**
7.	The group leader's style changes when necessary to meet emerging group needs.	**1**	**2**	**3**	**4**
8.	We have an open communication structure that allows all members to participate.	**1**	**2**	**3**	**4**
9.	The group gets regular feedback about its productivity.	**1**	**2**	**3**	**4**
10.	Members give each other constructive feedback.	**1**	**2**	**3**	**4**
11.	The group uses feedback about its effectiveness to make improvements in how it is performing.	**1**	**2**	**3**	**4**
12.	The group spends time defining and discussing problems it must solve.	**1**	**2**	**3**	**4**
13.	Members also spend time planning how they will solve problems and make decisions.	**1**	**2**	**3**	**4**
14.	The group implements its solutions and decisions.	**1**	**2**	**3**	**4**

15.	The group develops methods to evaluate its solutions and decisions.	**1**	**2**	**3**	**4**
16.	The group accepts members who behave differently, as long as their behaviour is perceived as helpful to task accomplishment.	**1**	**2**	**3**	**4**
17.	Group norms encourage high performance, quality and success.	**1**	**2**	**3**	**4**
18.	Subgroups are accepted and integrated into the group as a whole.	**1**	**2**	**3**	**4**
19.	The group contains the smallest number of members necessary to accomplish a goal.	**1**	**2**	**3**	**4**
20.	Periods of conflict are frequent but brief.	**1**	**2**	**3**	**4**

Minimum Score:	**20**
Maximum Score:	**80**
My Score:	_____

Source: Adapted from Wheelan, S.A., *Creating Effective Teams* (California, 1999).

Effective Member Checklist

Please read the statements below. Circle the number that most accurately describes your response to the statement. Use the following key to respond to each statement:

1 – Disagree strongly
2 – Disagree to some extent
3 – Agree to some extent
4 – Agree strongly

1.	I avoid blaming others for group problems.	**1**	**2**	**3**	**4**
2.	I assume that every group member is trying to do a good job.	**1**	**2**	**3**	**4**
3.	I encourage the process of goal, role and task clarification.	**1**	**2**	**3**	**4**
4.	I work to ensure that we all have the chance to show our competence and skills in the group.	**1**	**2**	**3**	**4**
5.	I act, and encourage others to act, in the best interest of the group.	**1**	**2**	**3**	**4**
6.	When members contribute good ideas, I express my appreciation.	**1**	**2**	**3**	**4**
7.	I work to ensure that decisions and solutions are implemented and evaluated.	**1**	**2**	**3**	**4**
8.	I treat people as individuals and do not make assumptions about them based on my preconceived notions about people like them.	**1**	**2**	**3**	**4**
9.	I encourage high performance standards.	**1**	**2**	**3**	**4**
10.	I am, and encourage others to be, cooperative.	**1**	**2**	**3**	**4**
11.	In conflict situations, I communicate my views clearly and explicitly.	**1**	**2**	**3**	**4**
12.	I respond cooperatively to others who are behaving competitively.	**1**	**2**	**3**	**4**
13.	I encourage and work to achieve mutually agreeable solutions to conflict.	**1**	**2**	**3**	**4**
14.	I have negotiated, or would be willing to negotiate, with other groups and individuals to help my group obtain needed resources.	**1**	**2**	**3**	**4**
15.	I keep other members of the organization informed about what my group is doing.	**1**	**2**	**3**	**4**

16.	I support the division of labour necessary to accomplish group goals.	**1**	**2**	**3**	**4**
17.	I do not get bogged down in interpersonal issues or personality conflicts.	**1**	**2**	**3**	**4**
18.	I support the leader's efforts to coordinate and facilitate group goal achievement.	**1**	**2**	**3**	**4**
19.	I volunteer to perform tasks that need to be done.	**1**	**2**	**3**	**4**
20.	I offer advice to the leader when I think the advice would be helpful.	**1**	**2**	**3**	**4**

Minimum Score: **20**

Maximum Score: **80**

My Score: _____

Advocacy for youth development

Concept and elements of advocacy

Advocacy steps and techniques

Duration of this Session: 3 hours

Session Objectives

The objectives of this Session are:

❏   To define the meaning and importance of advocacy for youth development.

❏   To identify the role of social workers and youth workers in advocating for youth development and to introduce advocacy tools.

❏   To discuss effective presentation skills.

List of Handouts

List of reading materials

Youth policy country summaries

TOPIC 1: Concept and elements of advocacy

Duration of topic: 90 minutes

Activity 1 for this topic

Participants will be asked to draw their answers to the following questions (30 minutes):

1. What is the present state or condition of youth in your community/country?

2. What changes do you want to see happen among youth in your community/country (the desired state or situation)?

Materials

Sheets of paper and crayons/drawing materials

Inputs for this topic

The facilitator will summarize the group's outputs and proceed to give inputs on the meaning and focus of advocacy, concepts and elements of change. Refer to Handouts 9-1 and 9-2. (60 minutes)

Facilitator's notes

In this activity, participants draw two types of situations involving young people. The first drawing shows situations young people are presently facing. These may be problematic or need some attention. The second type relates to the first drawing and represents the changes that occur when interventions (for example, in the form of policy, programme or activity) are provided. For instance, the first drawing may depict young people engaging in illegal drug use and other forms of vice. The second drawing may show drug-free, healthy young people participating in community development activities.

The "desired state or situation" becomes the focus of advocacy. The facilitator, after having provided some inputs on advocacy concepts, will refer back to the participants' drawings for further discussion. The facilitator will ask the participants how they intend to advocate for the realization of the desired state.
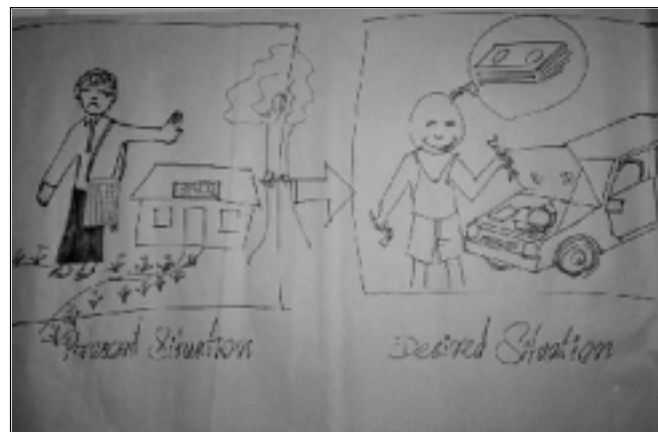
*Example of Activity 1 from pilot testing of the Module
in Myanmar (September 2002)*

HANDOUT 9-1: Concept and elements of advocacy

Advocacy involves the following:

- Raising awareness of issues and concerns to produce change.

- Organization of information into arguments to convince a specific group to take action on a specific goal.

- Generation and utilization of reliable information to help leaders, policy-makers and decision-makers to adopt responsible and relevant policies and programmes.

- Purposive efforts to change specific policies or practices on behalf of, or with, a specific group.

Basic elements of advocacy:

1. A problematic or oppressive situation that must be changed.

2. A clear analysis of, and position on, the situation.

3. A proposal in the form of legislation/policy, programme or project.

4. Actors such as the advocate, the target and the allies.

5. The strategies and tactics.

6. The process.

HANDOUT 9-2: Concept and elements of change

The following figures illustrate the process and elements of change. Advocacy seeks to bring about desired change either in people, technology, structures or tasks. It comes with the realization that, with the change process, comes pain and sacrifice. One has to forego some level of familiarity and comfort in order for change to occur.

Among the elements of change, changing people's behaviour is the most difficult. People have to "unlearn" and "remove" some aspects of their lives for change, adaptability or adjustment. Self-awareness is therefore very important in a change process. Young people have to know their present strengths and limitations, as well as their untapped potentials and resources to bring about the desired changes.
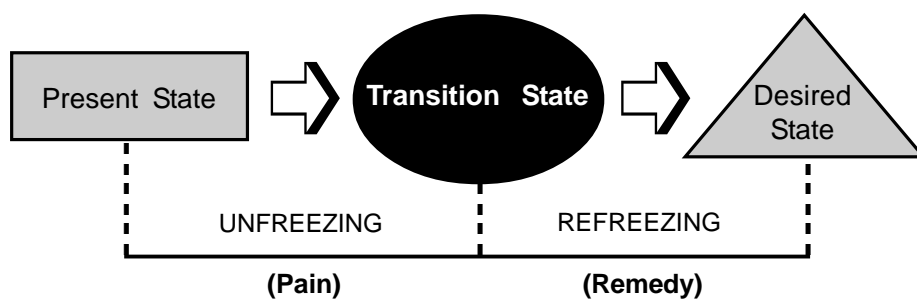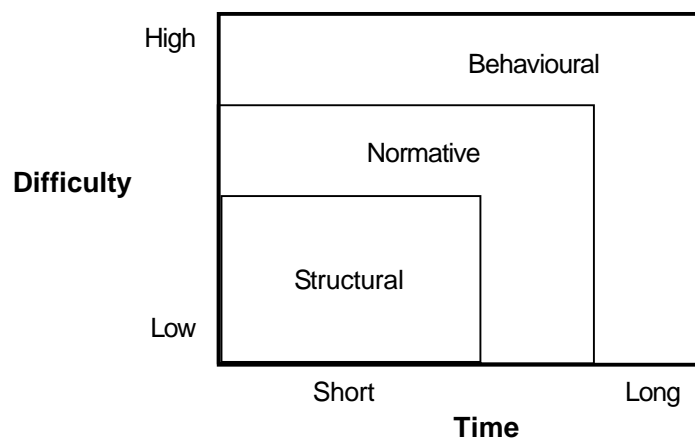
Figure 1.

Change is a Process

Present State → Transition State → Desired State

UNFREEZING   REFREEZING

(Pain)   **(Remedy)**

Figure 2.

Degrees of Organizational Change

Difficulty

High — Behavioural

Normative

Structural

Low

Short   Long

Time

The more normative and more behavioural the changes that are required, the more difficult and the longer it takes to effect these changes. For example, it is relatively easy to move to a new structure or office setting. However, it will take more time for people in the office to adjust to their new work environment. Policy and programme changes may be introduced at any time by management. While people who are directly affected by these new policies may initially show compliance, it may take some time for them to fully grasp and accept them, particularly if these will entail losing some old "privileges" or "comforts".

The following are changes that are frequently resisted:

1. Reduce the skill required in jobs.

2. Reduce the status of people.

3. Disrupt established social relationships.

4. Threaten psychological or job security.

5. Are not fully understood.

6. Violate norms of behaviour.

7. Affect accepted ways of doing things.

8. Are forced upon people.

9. Reduce the information flowing to people.

10. Reduce social interaction opportunities.

11. Make people feel ineffective or incompetent.

12. Reduce the power and influence of people.

13. Reduce personal privacy.

14. Reduce personal authority.

15. Expose personal weaknesses.

16. Cost employees more than it benefits them.

Figure 3.

Entry Points for Change

Task

People — **Technology**
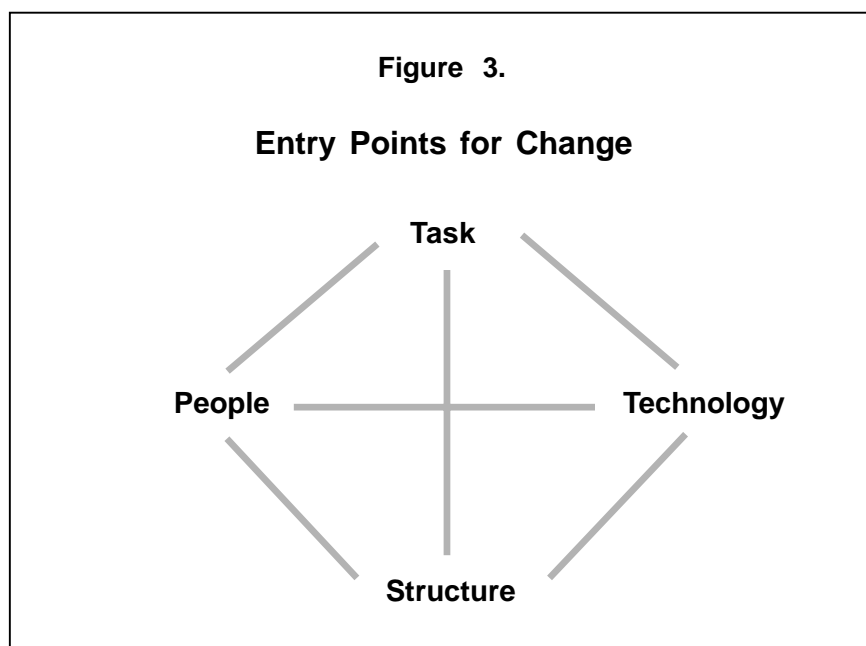
Structure

Change may be introduced through different entry points: task, people, technology or structure. However, a change in one element may require corresponding change or adjustment in the other. For instance, re-organization is usually undertaken to ensure greater work efficiency, productivity and effectiveness. It may mean combining two or more units in the old structure. It may also mean that people will have to be re-trained, moved, or, in extreme circumstances be displaced, if their qualifications and expertise no longer match the demands of new jobs and new technologies.

Key Roles in the Change Process

Change Sponsors: Individual/group who *legitimizes* the change.

Change Agent: Individual/group who is responsible for *implementing* the change.

Change Target: Individual/group who must *actually change*.

Change Advocate: Individual/group who *wants to achieve* change but does not possess legitimate power.

TOPIC 2: Advocacy steps and techniques

Duration of topic: 120 minutes

Activity 1 for this topic

The facilitator will ask the participants to divide into four groups. Each group will be asked to answer the questions below. (45 minutes)

One member of the group will be asked to write its members' answers on a sheet of paper and post it on a board. A representative from each group then does the following:

- Reviews the outputs of the first group.
- Puts a check mark on items that are similar to his/her group's answers.
- Lists additional items not found in the first group's outputs.

Guide questions:

1. What are the characteristics and roles of a youth advocate?
2. What techniques do you apply when you carry out advocacy?
3. What problems have you encountered in your advocacy work?

Materials

Craft papers, pens and masking tape

Activity 2 for this topic

The facilitator will instruct participants to develop or prepare advocacy material based on the state or condition for young people that they would like to see in their community/country. (45 minutes) The following serves as a guide:

1. The persons, groups or institutions that will respond to/read your advocacy message.

2. Your key advocacy messages (should refer to your desired state or condition of young people).

3. Your proposed advocacy technique/s.

The exercise will be followed by presentations. The facilitator will give feedback on content and presentation methods.

> ### Materials
>
> *Craft paper and coloured markers/drawing materials*

Inputs for this topic

The facilitator will provide inputs on the following: obstacles to effective advocacy; and some tips for effective advocacy work. Refer to Handouts 9-3 through 9-5. (30 minutes)

Facilitator's notes

Guidelines for Activity 1

The facilitator may ask the following questions to facilitate discussion:

1. What are the common characteristics and roles of an advocate?
2. What advocacy techniques are commonly used?
3. What are the possible obstacles to advocacy work with young people?
4. How can these obstacles be solved/addressed?

Guidelines for Activity 2

The facilitator may emphasize the following:

- Effective advocacy tools and messages should be clear, concise and appropriate to the target audience.

- The advocacy material should help raise awareness and build commitment on the part of the target audience concerning the resolution of issues that young people face.

- There is a need to link the present state to the desired state or condition of young people.

- The voice and interest of young people themselves should be considered in the preparation/design of advocacy material.

Participants may use different advocacy techniques depending on what may be politically and culturally effective and acceptable in their own context. The use of creative arts as information, education and communication (IEC) material to promote an advocacy agenda is effective in developing countries. Young people are able to convey their ideas and feelings about certain issues via a creative medium. In Kerala, India, and the Philippines, for example, youth advocates have sent letters to individual legislators to convey their stance on particular issues. However, before such activities are undertaken, there should be an analysis of the characteristics of the group or sector targeted for advocacy. This will help in your design of an appropriate and effective advocacy strategy and instrument.

HANDOUT 9-3: Advocacy steps and techniques

1. Identify the problem and set the objective.

- Select the most critical problem affecting the target group.
- Identify shortcomings that hamper the progress of policy or programme implementation.
- Specify the desired direction required for policy change.

2. Make an action plan.

- Establish *procedures* for coordinating work.
- Define the *roles* of team members regarding who will do what.
- Identify *alliances or coalitions* that can support advocacy and mobilize support for required decisions.
- Identify the *target audience* (of decision-makers) to whom advocacy will be directed.
- Decide on the arguments and materials required.
- Prepare a timetable for action, schedule of meetings and participate in major events.
- Prepare the budget required to support activities.

3. Choose the most appropriate advocacy strategy.

- Use of media (print, broadcast, video).
- Theatrical presentation, stage plays.
- Seminars, training and others.
- Dissemination of ideas through information-education-communication (IEC) materials such as pamphlets, posters, billboards.
- Invitations to representatives of diverse sectors for discussion of relevant issues and concerns about young people.
- Inter-community visits.
- Conventions.
- Street marches.
- Group pressure.
- Delegation, dialogue, negotiation.

HANDOUT 9-4: Some tips for effective advocacy work

Tips

- Expect the best. Show that you believe in the ability of the leaders to make child-friendly decisions or policies.

- Study their needs: You must make an effort to study your target audience, particularly their needs.

- Be a good listener.

- Arrange informal sessions with your contacts and other people: observe how they act on a personal basis and in informal settings.

- Find out directly by communicating to somebody who knows your contacts: use second-hand information.

- Use role models: People tend to be more easily influenced by individualized experiences rather than by general principles.

- Indicate mutual benefits: Present to others the benefits of your idea, together with the alternative scenario if they do not approve it – for example, a loss of opportunity.

- Be true to your promises.

- If you are dealing with many people, treat everyone individually as if s/he is the one that counts most to you in the achievement of the required task.

- Use positive reinforcement to keep people's motivation high, appreciate good achievements to encourage them to give more to the cause and take time to thank those who help you.

- Open lines for collaboration.

- Whenever possible, make use of your personal contacts: If you do not have them, create them.

Characteristics of An Effective Advocate

An effective youth advocate should have knowledge on the following:

- The situation of the world, society and the immediate community.

- The situation of youth, their problems, dreams and aspirations as well as capabilities.

- The international instruments and national laws related to youth, as well as local legislation (e.g., provincial, city, municipal and village ordinances, executive orders and resolutions).

- The community and national leaders and decision-makers, their policies, programmes and services, and their roles in the communities they care about.

- A broader and deeper knowledge and understanding of the particular issues or problems addressed through advocacy.

- Community organizing, awareness building, advocacy, mobilization, networking and others.

- Skills in the areas of human relations, communication, analysis, persuasion and facilitation.

Common Obstacles to Advocacy

The common obstacles include the lack of:

- Data to clarify the issue and the position taken.

- Understanding among participants concerning the issue being raised by the organization.

- Power or constituency needed to press the target into a favourable response.

- Courage to express the demand(s) before the target audience.

- Consideration of the target audience's whereabouts, position and possible response.

- Opinion leaders to articulate and clarify issues before people and target groups.

- Resources (funds, human and material) to support the need for delegation or mobilization.

- Support from other network members/groups.

- Information on issues and concerns.

Source: Plan International, 2001. *Facilitator's Guide for the Promotion of Child's Rights and Responsibilities, and Children's Participation in Development* (Makati City, Philippines).

HANDOUT 9-5: Presentation skills

1. **Determine the purpose of a presentation.**

   - To inform?
   - To persuade?
   - To entertain?

2. **Analyze your audience.**

   - Level of knowledge of subject matter.
   - Information needs.
   - Characteristics (e.g., their attitudes, work experience and education).

3. **Focus on the specific purpose of a presentation.**

   - State purpose beforehand.
   - Consider time allocation.
   - Have a realistic purpose.

4. **Ensure the content relevance of a presentation.**

   - Research your topic.
   - Use facts and statistics to back up your statements.
   - Use examples of real life experiences.

5. **Ensure the content clarity of a presentation is clear.**

   - Develop a few key messages that will leave an impact on the audience.
   - Organize the statements in logical sequence, with a purpose for each section and a conclusion at the end.

6. **Use effective speech delivery.**

   - Keep wording short and simple.
   - Be concrete, rather than abstract.
   - Restate main ideas.
   - Use different tones to emphasize points and use variety in sentence structure.
   - Introduce the main points at the beginning and conclude the speech with a summary of those same key points.

7. Use your voice and body effectively.

- Speak with the appropriate volume and voice quality.
- Watch your speaking rate.
- Make eye contact.
- Use gestures.
- Dress appropriately.
- Monitor your audience to determine their level of attention and adjust your delivery accordingly.

8. Use audio-visual aids.

- Choose the right aids.
- Make sure that they are neat and attractive.
- Ensure that the text is legible, visible and concise.

Reading Material
Youth policy country summaries

Below are policy advocacy concerns of countries in the Asian and Pacific region. They are helpful reference material for understanding the situation of youth in these countries. For effective policy formulation and programme development, it is a necessary to look at and understand the youth situation (past, present and future). Policies and programmes may be considered the outputs or effects of advocacy work.

Cambodia

Within the Royal Government of Cambodia, the Youth and Sports Section of the Ministry of Education coordinates the national youth policy in collaboration with other youth-related ministries.

As part of nation building and to encourage national pride the Government has medium- and long-term policy planning objectives for youth and sports. Projects are aimed at promoting activities for young people's well-being and developing attitudes of self-help at the community level. The policy objective is also to strengthen inter-ministerial links and create new partnerships with NGOs and community groups for youth and sports development.

The overall medium-term objective is to improve access to both specialist and recreational sports facilities and to consolidate and expand broad-based youth movements and associations. It also aims to develop a public-private sector partnership in youth and sports development. The Government's other medium-term objectives are to strengthen the capacity of the General Department of Youth and Sport for policy development, planning and programme management. Organizational reform and management development, through staff training at central, provincial, district and community levels, are associated medium-term objectives. A third medium-term objective is to promote the establishment of youth movements and associations, scout groups and youth rights nationwide. A mixture of strategies will include the establishment of regional youth outreach centres and provincial outreach centres. These centres will act as the base for information, education and communication (IEC) campaigns to mobilize young people in community activities and self-help projects. Links will be made with the programme of other ministries (e.g., health education and HIV/AIDS) and the Social Fund.

The long-term objective is to promote the role of the private sector in youth and sports activities, including private firms, NGOs and community groups.

The Youth and Sport section of the Ministry of Education has created relevant departments for implementing programmes for youth. These departments are working closely with social organizations and international organizations related to youth. The departments are youth; physical education and sports (the National Institute of Physical Education and Sports); general education; professional and vocational training; and non-formal education. These departments work in close cooperation with social organizations, youth associations and NGOs.

India

Within the Government of India, the Department of Youth Affairs and Sports in the Ministry of Human Resources Development, coordinates the national youth policy of India in cooperation with other youth-related ministries, youth organizations and a network of youth research centres. The National Committee of Youth Organizations plays a consultative role. All citizens aged 18 and over are eligible to vote. The Government recognizes the right of national youth movement to organize on a non-governmental basis for political and non-political purposes.

A national youth policy was formulated in 1988 and has been in the process of implementation since then. There have been several revisions and updates. The policy lays down the following objectives:

(i) Instil in youth a deep awareness of, and respect for, the principles and values enshrined in the Indian constitution;

(ii) Promote among youth an awareness of the Indian historical and cultural heritage, and imbue them with a sense of pride and national identity;

(iii) Help develop in youth the qualities of discipline, self-reliance, justice and fair play;

(iv) Provide youth with maximum access to education which, in addition to creating a well-balanced personality, will equip them with professional and vocational training for employment and self-employment opportunities;

(v) Make youth aware of international issues and involve them in promoting world peace.

The policy was official adopted by the Government in 1998. It defines youth as those aged 15 to 35 years. Among its central themes are youth empowerment, youth coordinating inter-sectoral mechanisms and information; research networks and the privileges and responsibilities of youth. There are eight key sectors of youth work in India: education; training; employment; health; environment; recreation and sports; participation and citizenship; and science and technology.

The Government has set up a Committee on National Youth Programmes (CONYP) chaired by the Prime Minister. The Committee is an advisory body consisting of government and non-government members, including youth organizations and young people of various socio-economic backgrounds. The Committee advises the Government on measures for implementing the Plan of Action of the National Youth Policy, reviews coordination between various government departments and voluntary organizations and other agencies involved, and provides feedback on the implementation of the youth programmes.

The Government has also established youth centres to build the capability of, and employment options for, rural youth through the provision of leadership training programmes and social services. The Government has also developed national service schemes aimed at involving university and high school students in rural reconstruction activities to assist disadvantaged groups.

Myanmar

Within the Government of Myanmar, the Ministry of Education, in cooperation with the ministries of labour, social welfare, health and other youth-related ministries, coordinates national youth policy with several major youth organizations. The state has 12 objectives. There are four political, four economic and four social objectives. The four social objectives, which directly concern youth, are as follows:

1. Improve the morale and morality of the entire nation.

2. Improve national prestige and integrity, and the preservation and safeguarding of cultural heritage and national character.

3. Improve dynamism of patriotic spirit.

4. Improve health, fitness and education standards of the nation.

In line with these objectives, the Government formed the National Education Committee and the National Health Committee for improvement in the respective sectors.

Concerning youth participation and education, the primary objective of the National Education Policy is to nurture new generations of youth.

The Ministry of Education mainly deals with youth between the ages of 5 to 18 years for formal schooling in various state schools. The health and development of youth are considered to be essential concerns for national development. School health supervisory committees have been formed at various levels. They include local authorities, parents and teachers. Non-governmental organizations, such as USDA, Myanmar Maternal and Child Welfare Association and Myanmar Red Cross Society, are also major participants.

Myanmar prioritizes the goal of meeting the basic needs of its people. The Government aims to build a peaceful, prosperous, modern and democratic state. It supports, as well as observes, the rights of youth. Since 1990, the Department of Labour under the Ministry of Labour has been recruiting, selecting and sending workers, mostly young people, abroad to work in cooperation with overseas companies and their local agents.

The control of drug abuse is also a national task. Drug abuse impacts negatively on the development of the nation, and the Government aims to eliminate drug abuse and its related problems with an increasing momentum and national outlook. Programmes have been implemented to alleviate these problems since they have negative consequences for the health and development of the youth of Myanmar.

The Philippines

Within the Government of the Philippines, the National Youth Commission coordinates the national youth policy of the Philippines in cooperation with other youth-related ministries and youth organizations. In addition, the Government has established an autonomous National Youth Commission entrusted with coordinating all youth-related activities. All citizens aged 18 and over are eligible to vote. The Government recognizes the rights of national youth movements to organize on a non-governmental basis for political and non-political purposes.

In the Philippines, the Government has appointed youth sectoral representatives to Congress to ensure their full participation in the country's law-making process. In addition, the Government has adopted a national youth policy that ensures priority attention to the needs and the concerns of young people, based on a review and appraisal of the situation of youth throughout the nation.

In line with the World Programme of Action for Youth to the Year 2000 and Beyond, issues related to youth are one of the Government's primary concerns. Youth-related articles have been drafted into the Constitution providing legal protection for the rights of young people. To exercise their political involvement in a practical way, a National Youth Parliament has also been created. The National Youth Parliament is held every two years and provides a forum for young people to voice their opinions on national issues in the form of declarations and resolutions to Congress.

Focusing on the future, the Government of the Philippines has created a Medium-Term Youth Development Program (PMTYDP) for the period 1999 to 2004. Four hundred thousand youth (aged 15 to 21) are elected at municipal levels and many participate in the National Youth Parliament with the results forwarded to the National Youth Commission. Through such activities, it is hoped that youth in the Philippines will broaden their understanding and awareness of global issues. The activities are also intended to equip them with the necessary tools for self-employment and to encourage them to contribute to the global effort to alleviate poverty. The Programme envisions Filipino youth to be active partners of government in the realization of the country's development goals.

Sri Lanka

Within the Government of Sri Lanka, the Ministry of Youth Affairs and Employment coordinates the national youth policy of Sri Lanka in cooperation with the National Youth Service Council (NYSC) and the National Apprentice Board. In 1978, the Ministry of Youth Affairs and Employment was set up and the NYSC came under its portfolio. The National Youth Service

Act No.69 (1979) further elaborated the scope and responsibilities of NYSC, authorizing it to provide a wide range of services for youth. The Commission on Youth was appointed by the President of Sri Lanka to review problems affecting young people. The Ministry of Youth Affairs formulates projects that extensively involve rural youth, which comprise nearly 80% of the total youth population. One of the country's major youth projects is "SAMURDI" (prosperity), the national poverty eradication programme, which is largely implemented by organized youth groups at the grass-root level.

The establishment of the NYSC was a pioneering step taken by the Government in the field of youth development. The NYSC is the only state organization which is responsible for policy making, planning and coordination of youth activities at the national level and whose objective is to promote the interests of youth, so as to ensure their full development and participation. The main objectives of the NYSC are:

1. Foster among youth a spirit of national consciousness of social and economic problems and a sense of dignity of labour.

2. Enlist the participation of youth in national development schemes.

3. Promote good will and mutual understanding between youth in Sri Lanka and other countries.

4. Encourage competition and a sense of achievement among youth.

5. Widen the knowledge of youth and give training in fields relevant to development.

6. Encourage cultural, literary and artistic activities among youth.

7. Encourage the development of physical culture and sports among youth.

8. Assist youth with disabilities.

9. Provide regular employment opportunities for youth by investing funds on a long term basis with an aim to strengthen the economic fabric of the state.

10. Provide opportunities for the participation of youth in the formulation and implementation of policy.

11. Establish youth organizations and assist organizations presently established for youth welfare.

12. Plan, coordinate, promote and direct the organization of youth services.

13. Develop the inherent characteristics of individual youth.

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