

INTRODUCTION

The first version of this guide, which was developed by Dr. Harinder Sethi (details of his work available on <http://education.vsnl.com/aasra/aasra.html>) for the workshop in South Asia looked very different from this one! Still, the basic structure of the workshop and many of the activities are the same as those in the original module. We have changed it along the way, while implementing this workshop in Central and Eastern Europe, in South-east Asia and in East Africa. No doubt, next time we will change it again....so keep checking this site to catch up with the latest version!

We hope that this guide will serve more as an inspiration than as instructions to follow step-by-step. The guide IS step-by-step, but this is because we felt that we needed to be as clear as possible. It does not mean that you should follow exactly the same steps. Feel free to pick and chose sessions according to your needs.

If you choose to organize a workshop like this one, we hope you will enjoy it as much as we did and find it as useful as it was for us. We wish you the best of luck!

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PREPARATIONS

The workshop is usually organized for a group of 20-30 people, with two participants from each of the youth groups represented, a youth worker and a young person (below the age of 24). The idea is that the participants will stay together at the same location for five days, where they will work and socialize. The basic things to be provided for the activities of the workshop are:

- Meeting space for a group of 30 people, with 30-35 chairs.
- Two breakaway meeting spaces for a group of 10 people each, with 10-15 chairs each.
- Three flip chart stands, one in each of the rooms, with a lot of paper and pens.
- One overhead projector or, if you have access to a laptop, an LCD projector in the big meeting space/room.
- 30 copies of the participatory handbook for youth drug abuse prevention programmes (available for downloading at http://www.unodc.org/youthnet/youthnet_action.html).
- 30 copies of the workshop booklet (also available for downloading at http://www.unodc.org/youthnet/youthnet_action.html).
- 30 * 4 days cards of one colour and the same number of another colour (if you do not have cards, 30 * 4 * 2 pieces of A4 paper cut in four will do) for getting daily feedback from the participants

Some of the activities involve physical movement, so it is important that the main meeting room is large enough to allow this.

Most sessions include some small group work. We found it useful to divide the participants into two or three groups depending on the total number of participants (small groups should have no more than 10 participants). We assigned participants to the groups in advance, dividing the pairs from the same organizations, mixing countries as much as possible and trying to have a gender and age balance. We kept the same groups throughout the workshop.

Some activities include a presentation. The slides are attached and the relevant reference material is included in the booklet that should be distributed at the beginning of the workshop together with the handbook. The handbook provides the theoretical basis for the workshop. The booklet includes material that is more strictly related to the activities of the workshop and that is not included in the handbook. If additional material is required for some of the activities, this is indicated in the relevant section.

There are three sessions that need special preparation. First, is the field visit. You should agree with a youth or community group in the area where you are undertaking the workshop to visit their community and talk to some of their youth workers and youth target groups. Second, are the UN talks to the young people. You will need to contact as many international organizations or relevant regional and national bodies as possible to get them to come and talk about their activities, policies and plans regarding youth. Third, is the session on innovative techniques of needs assessment. It would be better if the theatre-based techniques were demonstrated with the help of a group that has experience in using them.

Finally, although this is not covered in this guide, you might want to provide for some entertainment in the evenings.

DAY 1

SESSION 1 GETTING TO KNOW EACH OTHER AND THE WORKSHOP

09:00 – 10:30 • 1 ½ hours followed by ½ hour break

Additional materials

- For exercise 2, 30 cups of colour A with 30 seeds in each cup and 30 empty cups of colour B.

Introducing the workshop

PLENARY

Welcome the trainees and briefly present the workshop, stressing the following points:

- The workshop will be very informal, relaxed and, hopefully, a lot of fun.
- The workshop aims to ...
- The programme is in the booklet that has been distributed together with the handbook.
- The handbook contains the more theoretical information that we think might be useful for your prevention work, while the booklet includes some additional material that is related to specific sessions of the workshop and that we thought might also be useful in the future.
- We will go through the programme later and ask you to comment. For now, it is just important that you know that the programme will take us through the process of assessing the situation in a community, developing a prevention project and selling it to a funding agency. We will mostly use group discussions, role plays, there will be a few lectures, but we will keep these at a minimum, and we will have a field visit. So throughout, we are counting on your enthusiastic participation!!!
- Time to present your organization.

Introduce the next round of exercises about getting to know each other better.

Names and adjectives

SMALL GROUPS

Divide the participants into the small groups. It is not necessary to go to the breakaway rooms, but the small groups will sit in two circles. A first person says his/her name with a positive adjective that starts with the same letter, e.g. "My name is gorgeous Giovanna" (or splendid Sharon, or terrific Teresa etc.). The second person repeats the first name with the adjective of the first person and adds his/her own name with the adjective, e.g. "Her name is gorgeous Giovanna, mine is ravishing Rahim". The third repeats the name of the first two persons with the adjectives and adds his/her own and so on. By the time you get back to the first person, everyone in the group will have a funny name. For example, one of the participants in our South-east Asia workshop was known as Mango throughout the five days we were in Bangkok!!

Introduce the next exercise, which will be about moving around a little bit and presenting yourself to everyone, not just the people in your group.

Introduce yourself to everyone

PLENARY

Give the participants one cup of colour A with 30 seeds in it and one empty cup of colour B. Tell them to walk around the room and introduce themselves to each one of the other participants telling them their name, organization and country and one nice thing that happened to them in the last year. Once they have introduced themselves to a participant they will put one of their seeds into his/her empty cup. They will then let the other participant introduce himself/herself and accept a seed. At the end of the exercise there should be no more seeds in the cup of colour A and the cup of colour B should be full.

Introduce the next round of exercises that are about team building and establishing an informal atmosphere.

Imaginary ball

Make a big circle. Tell the participants in the circle to 'pass' a clap to each other until some sort of rhythm is established. Then to pass two. Then to pass an imaginary ball across the circle. Then to pass two imaginary balls (often they will end up multiplying).

Acting walk

Tell the participants to walk around the room. At first, there should be no touching and no eye contact. Add eye contact. Participants will find it

difficult not to smile, but they shouldn't! Add angry eye contact. Move to eye contact with a smile. Add shaking hands and introductions (possibly using the names and adjectives from the first exercise).

Blind walk

Tell the participants to walk around the room and, at the first signal, to attach to the back of the person closest to them. At the second signal, the person in front should start walking, with the one attached at the back following. At the third signal, the person at the back should close his/her eyes and let him/herself be led around. Reverse the roles.

Introduce the next part of the session, which will be about having a critical look at the programme of work for the next five days.

What do you think about the programme?

SMALL GROUPS

Ask the participants to go through the programme of the workshop and think whether there is anything that they would like Clarified, added, deleted or otherwise changed. Ask them also to discuss this in the group and choose somebody that will share the feelings of the group in plenary. Leave them alone.

PLENARY

Let the spokespersons of the groups present their question/issues, while one of the facilitators writes the main points on a big flip chart. Go through the list, Clarify what is needed and see whether ideas that are not already covered by the programme can be accommodated.



SESSION 2

CHANGING TRENDS OF DRUG ABUSE

11:00 – 12:00 • 1 hour

Introducing the workshop

SMALL GROUPS

Introduce the purpose of the exercise.

- We would like to think about the substance use situation in the region. There are many differences between the countries the participants come from, and we think it would be useful to share what the situation is that we each confront.
- We would also like to reflect on how the situation has changed compared to five years ago.
- At the same time, we want to use this opportunity to try out one group method for ranking problems. This ranking method could be used to arrive at a ranking for any kind of problems/priorities, and we believe it is a useful tool for the future group work of the participants.

Ask the participants to choose who will report to the plenary and divide them into pairs. Ask the pairs to select about six substances that are a problem in their community today, ranking them in order of importance (do not define what 'importance' means at this stage, let participants discuss). Ask the pairs to share their results with the group. Facilitate a discussion to arrive at a consensus on the ranking by importance of the substances from the regional point of view. Note down the ranking on a flip chart.

Ask the participants to do the same for substances used five years ago, and note the ranking on a flip chart next to the ranking for today. Compare the ranking, asking participants to comment on the differences, if any, and note them on the flip chart.

PLENARY

The spokespersons from the groups will report the results of the discussions.

Facilitate the reporting and introduce the next session.

- In the groups, we used an unstructured way to arrive at a consensus. There was facilitation to try to make sure that everyone participated, but nothing more.
- In the booklet, we have described different ways by which you can arrive at a consensus through group discussion. We will use one now.

Ask the plenary what criteria they have decided to use to rank whether the substances are of more or less importance. Discuss and arrive at a consensus

of 4-6 criteria. Go through the list of substances identified by the groups and ask for a score from one to the number of substances to be scored under each of the criteria identified. The score will be recorded in a table similar to the one below.

	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Total
Substance 1							
Substance 2							
Etc.							

Discuss the result with the plenary. The following points could be made:

- Are there differences from the first ranking? Why have they arisen?
- Sometimes you don't have enough information to decide on the ranking. That is why a needs assessment (covered in the next sessions) is very important when deciding what a problem is.
- The more 'objective' and evidence-based the criteria are, the easier it will be to reach a consensus. Therefore, criteria should be precise and should not require opinions or feelings. This is another reason why needs assessments are important in programme planning (and why in the next sessions, we will focus on how to do a needs assessment).
- Even striving for objectivity, you will come up against the fact that 'importance' means different things to different people. You will have to take this into consideration when planning activities and advocacy.



SESSION 3

CHARACTERISTICS AND NEEDS OF A COMMUNITY

12:00 – 13:00 • 1 hour followed by 1 hour lunch

SMALL GROUPS

Get a spokesperson to introduce this session about coming up with the type of information needed to plan prevention activities. Ask the participants to think about what characteristics are relevant to describe a community from the point of view of substance abuse. That is, given that a substance abuse problem exists, what are the characteristics that we should know to understand the problem?

Get every participant to list one characteristic. Allow enough time for discussion, encouraging additions, comments and questions from participants. It is important to discuss why participants think one particular characteristic is relevant. The idea that certain characteristics are linked to substance abuse (risk factors), that some are not (protective factors) or more often, that some characteristics are linked to both, should begin to emerge. Try to reach a group consensus.

PLENARY

The spokespersons from the groups will report the results of the discussions. Facilitate the reporting and introduce the next part of the session, which will be a short presentation on the characteristics of the communities as risk and protective factors. Texts and slides for the presentation are provided in Annex I and included in the booklet.

Wrap up the session, explaining its relevance in the context of the workshop.

- In each community, you will have a mix of risk and protective factors that you need to work on to either weaken the risk factors and/or strengthen the protective ones.
- There will be an ideal situation, where the risk factors are weak and the protective factors are strong, that you would like to achieve.
- Later in the workshop, we will look at what you can do to weaken risk factors and strengthen protective factors, which is what we call prevention.
- What is important to note now is that there are many different factors that you need to take into consideration to really understand the substance abuse problem of a community and to decide what to do about it.

- The next few sessions will be about exploring and practicing doing this and making sure you get all of the information that you need to develop prevention activities.

SESSION 4

OBSERVATION, DECISION MAKING & PROBLEM SOLVING

14:00 – 16:00 • 2 hours followed by ½ hour coffee break

PLENARY

Introduce this session about understanding how decisions are made. This will be done by developing our skills in role playing and observing. Divide the plenary into four groups. Three groups will role play, one will observe. Distribute the three scenarios to the three role playing groups and give them about 20 minutes to prepare and rehearse for a 10 minute role play.

Emphasize to the role playing group that the key is recognizing that it is more about improvisation than acting. Although an outline script/scenario may have been decided by the group, once you are in the role play, you should follow your own natural responses.

While the role players are preparing, brief the observers about what to look for in the discussion.

- The observer plays a key role. It is not a chance to sit back and switch off.
- The observer must be out of the action, but nonetheless record key statements, body language and behaviour to give effective feedback on the performances at the end of the role play.
- Look for non-verbal cues - the way people are listening, the way people are giving feedback. There is some relevant background information in the booklet.
- It will be important to give feedback in an effective way. There is some information in the booklet, but some basic principles are to: • start with a positive non-threatening opening • give specific examples • limit the number of points • end with the positive.

Get the groups together again and let the role players perform in front of the observers. When the role play has finished, let the observers provide their feedback. Use the feedback from the observers to discuss how decisions were made by the families in the scenarios. Go through the main possibilities, referring the participants to the booklet. Sum up by pointing out how different members had to compromise to reach a consensus, and go through the main possibilities in this respect.



SESSION 5

SOURCES AND METHODS OF COLLECTING INFORMATION

16:30 – 17:30 • 1 hour

SMALL GROUPS

Introduce this session about deciding on which are the best sources and techniques to collect information on the substance abuse problem in a community.

Ask the participants to think back in pairs to the list they prepared in the second session in the morning of the information necessary to understand the substance abuse problem in a community. For each item on the list, ask them to list the possible sources of information. As sources are mentioned, list them on another flip chart, ensuring that the following are covered: • documents or files in government/NGOs offices • reports or surveys pertinent to the topic • a sample of different groups of community members • informal leaders in the community • government officers or formal (e.g. religious) leaders • NGO personnel • service providers (e.g. teachers, health workers, etc.).

Go through the list again, asking the participants: “How can we get information from these sources? What sort of methods or techniques could we use”? For each of the sources mentioned, there should be more than one method. However, if the methods repeat themselves, they can be listed separately. Methods should include: • document review • (focus) group discussions • (key informant) interviews – interview guide • observations – observation checklist • informal conversations • questionnaires (surveys) • listening to people.

Wrap up the discussion highlighting the following points:

- There is not a single technique that is appropriate to get information from all of the sources. The best way is to use a few techniques, comparing the information from different sources.
- The most used techniques are document review, questionnaires (surveys), FGD, interviews and observations.
- Questionnaires (surveys) are not that simple, although they do provide numbers, which are sometimes needed!

CHECK WITH PRETTY ET AL IF THERE IS A MORE FUN WAY TO DO THIS

END OF THE DAY EVALUATION

Distribute one card of each colour to each of the participants and ask them to write something they particularly liked about the day on the card of the first colour and something they did not like very much about the day on the card of the second colour. If you are using paper of the same colour, ask the participants to draw a happy face and a not-so-happy face on the respective cards.

DAY 2

GETTING THE DAY STARTED

09:00 – 09:30 • ½ hour

PLENARY

Shoot the name

Tell participants to walk around. Tell them to shoot as many names as possible when they hear a signal.

Bring a statue to life

Tell participants to shake their hands and their arms and their legs and their entire bodies ... and freeze! Tell the participants to imagine who or what they are in that position and to bring it to life. Ask a few participants present their statues.

How many ways are there to greet a person?

Tell the participants to walk around the room and then to stop suddenly and pair-off with the person next to them. Ask them to find out as many ways to greet each other as possible. Ask a few pairs to demonstrate.



SESSION 6

PREPARING INTERVIEWS

09:30 – 10:30 • 1 hour

SMALL GROUPS

Introduce the session.

- The last session of the previous day illustrated how there are different ways to obtain information from different sources, each method having pros and cons.
- One of the main methods mentioned was interviews, sometimes called key informant interviews (to distinguish them from interviews undertaken during a survey).
- In this session, we would like to practice drawing up a questionnaire for a key informant interview.

Ask the participants to imagine that they are going to interview a local health worker because they are collecting information to understand the substance abuse situation in the community. What are the questions that they would ask? Brainstorm and list them. Ask the participants to go through the list of questions again and check whether they make sense and are consistent. Help them redraw the list grouping the questions and putting them in the right order.

PLENARY

Let the spokespersons of the groups present their list of questions. Then explain that you will loosely follow one of the questionnaires and conduct two interviews on your co-facilitator, who will be playing the local health worker. Ask the participants to observe the interviews and be ready to provide feedback on the interview process. The interviews will be conducted so that one is good and one is bad. Ask the participants what they observed, especially what was good and what was bad. Note the responses and wrap up the session by adding any points about the interviews that were missed in the participants' discussion. Refer them to the booklet.



SESSION 7

PRACTICING INTERVIEWS & OBSERVATIONS

10:30 – 13:00 • 2 ½ hours, including coffee break

PLENARY

Introduce the session, which will be about understanding the impact of who defines the needs of the community. The session will be about practicing interviewing and observing.

Divide the participants **IN THE GROUPS** and divide them further into two subgroups each (A and B). In the first part of the role play, each subgroup will play either an NGO that is doing an assessment or a group of beneficiaries. In the second part of the role play, the roles will be reversed and the subgroups that played the NGO doing an assessment will play a group of beneficiaries and vice versa.

Subgroups A will first play the NGO doing an assessment and, in particular, undertaking an observation of young people in a school; in the second part of the role play, they will play the teachers of a school who are being interviewed by an NGO. Subgroups B will first play a group of young people in a school, while in the second part, they will play an NGO doing an assessment and, in particular, interviewing teachers in a school. The idea is that each participant will have the chance to practice one kind of assessment method.

Distribute the scenarios (Annex II) to the groups and give them some 20 minutes to prepare, emphasizing that they need to prepare for both roles, i.e. an interview guide/observation checklist **AND** their role as teachers/students.

Get the groups together again and conduct the two role plays. It is normally easier to start with the observers/young people role play and let the interviewers/teachers come second, because it is normally longer.

PLENARY

Recap the session so far. Each of the four groups should have collected some information, either through observation or interviews. Each of the four groups will now organize the information collected into a coherent report. Describe the format below, and tell the groups that they will need to work on their own, decide on a spokesperson and prepare the report.

NEEDS IDENTIFICATION WORKSHEET

Present situation	Desired situation	What needs to be done to bridge the gap
E.g., Many children in the community are homeless.	E.g., All children should be in homes/shelters in the community.	E.g., Motivate children to return to their families.
		E.g., Arrange to open/shift them to shelters.

PLENARY

The spokespersons from the groups will report the results of the discussions. Facilitate the reporting and discuss the results with the plenary. The following points could be made:

- The scenarios provided to the groups were all the same. There will be differences in the way the roles were interpreted. However, there might also be differences arising from collecting information from two different sources and with two different methods.
- Can the differences be reconciled? Sometimes you can (introduce the concept of triangulation), sometimes you will need more information, sometimes the truth is in the middle – that is, it is a question of point of view. This has two consequences:
 1. First, always keep this question in mind: “who needs what as defined by whom?” That is, when you are looking at information about the needs of a group, always keep in mind who is providing this information, who is defining this need (the definers). It might not be the same group as ‘the needers’, and the points of view might not be the same ...
 2. Second, a broad variety of definers should be involved in the assessment of the needs of a community to give voice to different points of view/needs.



SESSION 8

INNOVATIVE METHODS OF ASSESSMENT

Introduce the session that, ideally, consists of a demonstration by an experienced youth group of some of the theatre-based techniques described in the handbook and in the booklet. This is particularly effective since involving the trainees in the drama process makes it easier for them to grasp what may seem to be difficult techniques. Of course, failing the demonstration, an oral presentation can be made on the different possibilities.

IT WOULD BE GOOD TO FIND ADDITIONAL MATERIAL TO ADD TO THE BOOKLET AND THE PRESENTATION ON VISUAL METHODS (MAPS AND COLLAGES). ALSO IT WOULD BE GOOD TO ADDRESS THE QUESTION OF ETHICS IN A MORE SYSTEMATIC MANNER.



SESSION 9

PREPARATION FOR NEEDS ASSESSMENT IN THE COMMUNITY

16:30 – 17:30 • 1 hour

PLENARY

Introduce the next session about applying what we have learned so far and preparing for the next day's field visit.

- You will visit a community to do an assessment of the extent and causes of substance abuse among youth.
- Some of you will undertake an observation, some will interview youth workers, and some will conduct a focus group discussion (FGD) with youth.

Describe the community that the participants will visit, the members of the community they will meet and any necessary precautions.

Ask the groups to decide among themselves who will do the observation, who will do the interviews and who will do the FGD. Regroup the participants by assessment method, i.e. all the participants doing observation, all the participants doing interviews, etc.

Brief each of the groups on what they need to do.

- All groups will need to prepare to collect information on the extent and the causes of substance abuse among young people in the community.
- The observation group will need to prepare an observation checklist. Some group members will have practiced this in the workshop already, and there is some reference material in the booklet.
- The interview group will need to prepare an interview guide. During the workshop, we discussed how to conduct an interview already, and there is some reference material in the booklet.
- The FGD group will need to prepare a discussion guide, as well as deciding on the various roles (facilitator, recorder (CHECK THIS ONE OUT), etc). This group will need some special briefing, since there have been no sessions in the workshop about conducting FGDs. There is some reference material in the booklet.

END OF THE DAY EVALUATION

Distribute one card of each colour to each of the participants and ask them to write something they particularly liked about the day on the card of the first colour and something they did not like very much about the day on the card of the second colour. If you are using paper of the same colour, ask the

participants to draw a happy face and a not-so-happy face on the respective cards.

DAY 3

SESSION 10

NEEDS ASSESSMENT IN THE COMMUNITY

09:00 – 12:00 • One morning

In this session, participants will undertake observations/interviews/FGDs in a community. To arrange the session, you will need to make sure that:

- A youth group working in a local community helps you facilitate the visit.
- Transportation of the group to and from the site is arranged.
- One third of the participants are led around the community to undertake the observation.
- One third of the participants (divided in small groups of two or three) facilitate a focus group discussion among the young people benefiting from the work of the youth group (language and space will need to be kept in mind).
- One third of the participants (divided in small groups of two or three) interview some youth workers (again, language and space will need to be kept in mind).

SESSION 11

TALK TO THE UN

15:00 – 17:00 • 2 hours

Presentations by representatives of various UN agencies in the region. Participants are encouraged to ask questions about anything of interest to them. The press might also be invited.

END OF THE DAY EVALUATION

Distribute one card of each colour to each of the participants and ask them to write something they particularly liked about the day on the card of the first colour and something they did not like very much about the day on the card of the second colour. If you are using paper of the same colour, ask the participants to draw a happy face and a not-so-happy face on the respective cards.



DAY 4

GETTING THE DAY STARTED

09:00 – 09:30 • ½ hour

Introduce the exercises. We will have a lot of group work today and a lot of work about reaching consensus. The exercises, therefore, will be about consensus-making and cooperating.

Imaginary tug of war

Divide the participants into two groups and arrange them into lines with the heads of the lines facing each other. Lead an imaginary tug of war.

Improvisation

Divide the participants into groups of about six. At a signal, a person starts a scene, and at the next signal, he/she freezes. At the next signal, the next person start a DIFFERENT scene with the first person who needs to follow. And so on.



SESSION 12

DEVELOPING THE PROFILE OF THE COMMUNITY

09:30 – 11:30 • 2 hours, including coffee break

SMALL GROUPS

Introduce the session.

- The participants will use the information they have collected during the field visit to create a profile of the community they visited based on the problem of substance abuse.
- Each group will have participants who have undertaken one each of the three methods. Therefore, the group will be able to compare and compile information from different sources (triangulation). For example, in an interview, the local health worker mentions that he/she is not aware of substance abuse problems among his/her patients. However, you have observed young people inhaling glue and being drunk from alcohol. You might conclude that the health worker is not able to identify substance abuse problems in his/her patients. However, comparing notes with whoever has looked at the records of the health centre, you notice that there are very few young people that go to the health centre in the first place, so, maybe this is why the health worker is not aware of substance abuse problems among his/her patients.
- It will be totally up to the participants how to organize their work and how to organize and present the information. No format is recommended and the only direction is that the presentation should be 5-10 minutes long.

PLENARY

Facilitate the presentation of the results of the work of the groups, providing feedback on the structure of the report, issues of triangulation and the risk and protective factors identified. Wrap up the session.



SESSION 13

LEVELLING OF NEEDS

11:30 – 13:00 and 14:00 - 14:30 • 2 hours in total

PLENARY

This session is about the process used to decide which needs of a community are addressed (if any!) through two role plays, one involving a donor and NGO 1 and one involving a community and NGO 2. Divide everyone into four groups, each of which will prepare one of the scenarios. Let the participants prepare for about 20 minutes telling them they will have about 10 minutes for the performance. Facilitate the performance of the role plays and the ensuing discussion. Which needs got the money? Did all (or any) of these needs have something to do with the needs of the community? What were the needs of the community? Were the needs of everybody in the community being expressed or only those of a few? How were decisions made? How was the ultimate conclusion reached by the groups?

You might want to point out that:

- Groups are not homogeneous (this would have been more noticeable in the community but could very well apply to the donors and the NGOs).
- All groups have needs/agenda of their own.
- Remember the idea of a needer and a definer. Always keep it in mind!
- All groups have to compromise in reaching a consensus.
- Although some compromise will be necessary on all sides, projects should be based as much as possible on the needs of the youth assessed with the participation of everybody in the community.



SESSION 14

DRUG ABUSE PREVENTION MODELS

14:30 – 16:00 • 1 ½ hours followed by coffee break

Additional materials

- English dictionary

PLENARY

Introduce the session.

- So far, we have been looking at what we need to know to understand the substance abuse situation in a community. We also need to remember that different groups in the community and in organizations have different needs that will play a role in determining whose needs get addressed and how ...
- Now, we would like to take a closer look at what we can do to address the substance abuse situation in a community (at least, in terms of prevention) while addressing the needs of young people. We hope in this way to put prevention in a wider context.

Give each pair from each organization one word that has been chosen randomly from an English dictionary. Each pair should describe in one or two minutes the prevention activities of the organization they belong to using the object/concept/action expressed by the word that they have been assigned. The pairs should keep their word secret. Give them five minutes to prepare.

Facilitate each pair presenting the prevention activity with the other participants trying to guess the word. Keep a short time after each presentation for clarifications and discussion of the activities. Link to the next part of the session, which will be a presentation on a framework for considering prevention activities that address risk or protective factors in a community. Texts and slides for the presentation are provided in Annex I and reported in the booklet.



SESSION 15

RESOURCES AND CONSTRAINTS IN PROGRAMME PLANNING AND IMPLEMENTATION

16:30 – 17:30 • 1 hour

The session consists of a short presentation followed by a question and answer session. Reference material for the participants is included in the booklet and slides for the facilitators are attached.

END OF THE DAY EVALUATION

Distribute one card of each colour to each of the participants and ask them to write something they particularly liked about the day on the card of the first colour and something they did not like very much about the day on the card of the second colour. If you are using paper of the same colour, ask the participants to draw a happy face and a not-so-happy face on the respective cards.



DAY 5

GETTING THE DAY STARTED

09:00 – 10:30 • ½ hour

Introduce the exercises. The participants will work in groups all day. The exercises will be about working in groups and about trust.

The imaginary machine

Tell the participants they will create an imaginary machine. One participant will start a repetitive movement with a sound. Another one will connect with a different movement and a different sound, while the first one continues with his/her movement and sound and so on, until all participants, one-by-one, have connected and formed an imaginary machine.

The Russian doll

Divide participants in groups of 10 or so and have them form a circle. One participant goes into the middle of the circle and lets himself/herself fall. The others will catch him/her and push him/her away, where someone else will catch him/her and so on.



SESSION 16

DEVELOPING A PROJECT PROPOSAL - GOALS AND OBJECTIVES

09:30 – 10:00 • ½ hour

PLENARY

Introduce the session and the day.

- Now that we know how to set our objectives, we are ready to develop a project proposal and present it to a donor for funding.
- Why should we go for a project proposal? Most donors think in that context, therefore it is a way to let donors know that you need money and what you need it for in a language they understand.
- Coming up with a project proposal compels an organization to articulate what they want to do in a way that makes it easier to evaluate and keep track of progress and to let others know what the organization has done.
- We will go through a presentation of the different parts of a project proposal. Then we will give you the whole morning to develop a proposal as a group on the basis of the format presented. You will hand in your proposal to a donor at the end of the morning. At the beginning of the afternoon, we will have a short overview of how to give a presentation, and then you will have some time to prepare your presentation to the representatives of the donor. They will have read your proposal and might give you feedback on it.

The session consists of a short presentation, including some discussion. Materials and slides are included in the booklet. Present the concepts of goal and objective, asking participants examples of risk factors that they would like to address after having assessed the needs of the community the previous day. Ask them to turn risk factors into objectives for a project. Discuss and clarify, if necessary. Wrap up, and go straight into the next session.



SESSION 17

DEVELOPING A PROJECT PROPOSAL

10:00 – 13:00 • 3 hours, including coffee break

PLENARY

The first part of the session consists of a presentation describing the sample format of a project proposal. Materials and slides are included in the booklet.

SMALL GROUPS

Give participants the rest of the morning to develop their project proposal in the format presented and hand it in at the end of the morning. Tables to be filled out for the development of the proposal are attached in Annex V.



SESSION 18

PRESENTATION OF PROJECT PROPOSALS TO DONORS

14:00 – 17:30 • 3 ½ hours, including coffee break

Additional materials

- Flip charts, overhead projector, transparencies and felt pens for the presentations. You might also consider making a computer available to each of the working groups and an LCD for the groups to practice developing their presentation in powerpoint.

PLENARY

The first part of the session consists of a demonstration on presentation techniques. Materials and slides are included in the booklet. Set the scenario for the presentations by the groups.

- The Chairperson of the Foundation of the Big Firm is in town today for a Conference. This is the Big Firm to which you have submitted your proposal for funding. The Chairperson is of course terribly busy, but later in the day, he/she will have a short break and would be willing to listen to the youth groups from the region that have submitted a proposal and, of course, he/she will have some questions! His/her break will be really rather short, so he/she can only allow 10 to 15 minutes for each of the groups.

SMALL GROUPS

Give participants two hours (including the break) to prepare the presentation on their project proposal.

PLENARY

Listen to the presentations in your role as Chairperson of the Big Firm, asking questions for clarification. Be especially firm on the timing, which many groups tend to get wrong.

Wrap up giving feedback on the written proposals and on the style and structure of the presentations.



SESSION 19

WRAP UP

17:30 – 18:00 • ½ hour

Additional material

- One A4 and one felt pen for each of the participants and some cello tape.

Evaluation of the workshop

Distribute the questionnaire to the participants and ask them to fill it in on the spot. They can sign the filled in questionnaire if they want to, but they do not have to. Collect the questionnaires.

Something nice from everyone

Give one sheet of paper and one felt pen to each of the participants and ask them to attach the sheet of paper to their back with some cello tape. Each participant will then write something nice on the back of each of the other participants.

Version of 26 October 2002

Annex I

Session 1

Another Way for Participants to Introduce Each Other

PLENARY

Call the pairs that have been decided in advance on the basis of the pre-training questionnaires. Ask them to go through this very comprehensive set of questions. However, they may decide to leave out some information and add other!

- Name?
- Nickname?
- Date of birth? age?
- Country of origin?
- Which organization does he/she belong to?
- How is his/her family?
- Does he/she bring special skills to this workshop? Would he/she like to utilize his/her special skills to train others in this workshop?
- What is his/her experience (if any!) as a youth/community worker or leader?
- What are his/her hobbies (e.g., singing, dancing, drawing, painting, making cartoons)? Is there anything special he/she likes?

Reassemble the entire group. Let each member introduce their partner to the group, sharing the information that they have obtained. More information is shared this way, but the exercise is rather long and static.

Annex II

Role plays scenarios

- Session 4 ♦ Observation, decision making and problem solving
- Session 7 ♦ Practicing interviews and observation
- Session 13 ♦ Levelling of needs

<p>Session 4 ♦ Scenario 1</p> <p>The family has discovered that major amounts of cash are missing from home from time-to-time. Now they have discovered a packet of hashish/charas/marijuana in the son's drawer. The son denies any knowledge of, or involvement with, the presence of hashish in the drawer.</p>	<p>Session 4 ♦ Scenario 2</p> <p>The son returns from a party on his motorcycle late the night before, smelling of alcohol. A parent who was present reports that he was inebriated.</p>
<p>Session 4 ♦ Scenario 3</p> <p>A daughter in a very conservative family wants to go for a late night party to a neighbour's house. The mother has knowledge that drugs and alcohol flow at parties at that house. The mother objects, but the father does not.</p>	

Session 7

Subgroup A ♦ Observers

You are part of an NGO that would like to understand the needs of young people in your community. This is a middle class neighbourhood (i.e. people are not rich, but they are not starving and can take care of their health and social needs). The NGO has been given the opportunity to visit the medium size local high school (medium size, 500 pupils or so) and observe a meeting of students who are discussing what their needs are and which ones should be brought before the school council by their representatives.

Subgroup B ♦ Interviewers

You are part of an NGO that would like to understand the needs of young people in the community to which it belongs. This is a middle class neighbourhood (i.e. people are not rich, but they are not starving and can take care of their health and social needs). The NGO has obtained the agreement of the principal to interview some teachers. You will need to prepare an interview guide to interview the teachers.

Session 7

Subgroup A ♦ Teachers

You are teachers in a medium size local high school (500 pupils or so) in a middle class neighbourhood (i.e. people are not rich, but they are not starving and can take care of their health and social needs). Your principal has agreed for to be interviewed by workers from the local NGO who would like to understand the needs of young people in the community. Some of you have very strong ideas about this, some have no opinion whatsoever, some care, some don't, etc.

Subgroup B ♦ Young people

You are teachers in a medium size local high school (500 pupils or so) in a middle class neighbourhood (i.e. people are not rich, but they are not starving and can take care of their health and social needs). You are in a meeting discussing what your needs are and which ones should be brought before the school council by your representatives. Some of you have very strong ideas about this, some have no opinion whatsoever, some care, some don't, etc.

<p>Session 13 ♦ Donor Agency You are representatives of a donor agency and your mandate is to fund innovative community based-programmes for youth. You are going to meet with representatives of NGO 1, who are going to present a proposal for funding.</p>	<p>Session 13 ♦ NGO 1 You have developed a project to prevent drug abuse in a community in a slum area by creating a place for youth to meet and develop healthy ways of having fun. You are going to present a funding proposal to a donor agency that you know to be interested in innovative community-based programmes for youth.</p>
<p>Session 13 ♦ NGO 2 You would like to develop a project to prevent drugs among youth in a community in a slum area. You are going to meet the community to secure their cooperation with your project.</p>	<p>Session 13 ♦ Community You are members of a community in a slum area. You have been informed that representatives from NGO 2 are coming to meet you to discuss a drug abuse prevention project to be implemented in your community. You have nothing against this, but you know that there are many more pressing needs that deserve preferential attention. It would be good if you prepared different roles in the community (e.g., president of the community group, minister of the church/temple, school principal) that will portray different viewpoints.</p>

Annex IV

Session 17

Forms for the development of a project proposal

- Activity resource plan
- Application form

Gautam and Giovanna's Project on Prevention of Drug Abuse among Youth

GRANT APPLICATION FORM

INTRODUCTION

The aim of Gautam and Giovanna's Project on Prevention of Drug Abuse among Youth is to prevent the use of illicit psychoactive substances among young people. To this end, Gautam and Giovanna's Project will support financially and technically a limited number of proposals for prevention activities. This application form asks for information about your organization, your proposal and how it will be implemented, and, the budget you will need. Please note that this form contains only the HEADINGS of the sections you will need to submit. The form should be signed by the president, chairperson or director of your organization and returned to Gautam and Giovanna. You can also contact them for any other queries that you might have about filling out the application form.

Please provide the contact details of your organization

Name of the organization

Mailing address

Telephone, Fax, Email

Head of the organization

Contact for this application

Please describe your organization

Include the mission, the activities and the structure of your organization (including any mechanism for financial accountability).

Please describe the problem of drug abuse among young people

Include a brief description of the problem that will be addressed by the project.

Please state what is the goal of your project

Please describe what you want your project to achieve [its objectives] and what it will do [its activities]

Objective 1

List of activities 1.1 to 1.10

Objective 2

List of activities 2.1 to 2.10

Please describe how your project will be monitored and evaluated

Monitoring

Evaluation

Please describe how the results of your project will be sustained

Prevention cannot end when the funding from Gautam and Giovanna's Project comes to an end. Briefly describe what you are planning to do so that the activities or the benefits of the project will continue after the funding from this grant has been used.

Budget

For each of the kind of resources, please list the items you will need and how much you will need in total each year. In the column entitled SOURCE, please indicate who will be expected to contribute. It could be your organization or a voluntary contribution from the community you are going to work with or funding from other people/organizations. Always say who is contributing what and how much. Your organization and your community are expected to contribute towards the project. If an item is financed from more than one source, please indicate how much each source is contributing. You should list only contributions that are directly linked to and will be made for the

implementation of the project. You should not list the costs of the day-to-day staff, premises, telephone, mail, printing, stationery and equipment of the organization (core budget) as contributions to the project. The grants of Gautam and Giovanna's Project CANNOT be used for the purchase and maintenance of vehicles, for salaries of staff, for housing allowances, constructing buildings or the cost of premises. Projects are expected to last between one and two years as appropriate.

Resource	Items	Year 1	Year 2	Total	Source
People					
Premises					
Meetings/seminars					
Telephone/mail					
Printing/stationery					
Equipment					
Other (pls. specify)					
Total					
TOTAL REQUESTED					
Total from other sources					

Please provide the details of the bank account to which the grant should be paid

Account Name

Account Number

Name and Address of Bank

Signature, Name, Position in the organization (Title), Date

Annex VI

Evaluation form

Global Youth Network Workshop on Needs Assessment and Programme Planning

EVALUATION

Please help us to make this workshop better and better! Tell us what was good and what was not so good. If you say that everything was good, we will not know what needs to be changed.

What did you expect to learn in this workshop? Please give us examples.

Were your expectations met? Please give us examples of **WHAT** in the workshop met your expectations and also of what **DID NOT** meet your expectations.

What are the two most important things that you learned?

How will you use the things you have learned in your work? Is there something new, in particular, that you will be able to do?

During this workshop, we have tried to use exercises, a lot of group work, role plays, demonstrations, practical work and only a few lectures. Would you have done something differently? What?

After this workshop, what kind of support would you like from the ODC Global Youth Network? Please give us examples.

Is there anything else you would like to tell us about the workshop? Please write it here.

