YOULEAD

Trainer´s Manual

– Youth Leadership Training

Finnish Red Cross

Kenya Red Cross

CROIX-ROUGE CÔTE D'IVOIRE

What is **YOULEAD Youth Leadership** training?

YOULEAD training is responding to the most current opportunities and challenges of youth. It allows sharing of ideas on how to influence and shape the global debate on youth development. It also contributes to the SDGs (Sustainable Development Goals) in diverse leadership roles in their societies as well as in their Red Cross and Red Crescent National Societies.

YOULEAD uses non-formal approaches to support youth in being active in leading and participating in their National Societies, and masters experiential trainings closely linked to real themes and actions:

• simulations, role plays and other exercises to learn and clarify roles and responsibilities
• identifies additional needs for development to be prepared and mitigate emergency situations
• is youth-led with a multi-method approach including diverse participatory learning methods

The vision for a youth leadership training has been brought up by three past Finnish Red Cross national youth committees. The vision was further strengthened by the international participants of a youth-led initiative. The youth found training as a way for organizational co-operation between the Red Cross local branches of different countries and created the project idea around that.

During the discussions the youth mentioned lack of self-confidence, while believing that if they are supported by encouragement and capacity building, they can be leaders in diverse situations. Also in disasters requiring humanitarian action, within and outside their respective Red Cross National Societies.

YOULEAD concentrates on a participatory, youth-led process to develop a leadership training and a corresponding training of trainers for Red Cross youth volunteers and other interested youth who wish to develop their leadership skills and self-confidence. The YOULEAD training supports the youth participants to take an active role in responding to current challenges in their communities and within the Red Cross Red Crescent Movement, thus bringing up a new generation of helpers.

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Training Modules

Training wrap-up and conclusions

Each module is formed from training objectives and content, including theory and additional exercises, to feedback and evaluation. The modules can be used as a full 5 day training or as individual modules on each topic.

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Preparing facilitators for youlead training
- Additional Module

This additional module orientates the trainers to their role as trainers and introduces methods for conducting a successful training with good interaction and atmosphere.

Learning objectives of this module are
- Clarifying your role as a YOULEAD facilitator
- Recognizing the factors for good interaction and further developing your interaction skills
- Recognizing the factors that contribute good and safe group atmosphere in training situations.

Training rules
- Active participation
- Openness & Respect
- Sharing experiences – learning from each other
- Breaks, phones, computers...
- What else?

What makes a succesful training?
1. Remind yourself of a training from your past that was particularly successful
2. Write down 3 main factors that made the training successful
3. Discuss these ideas with the one sitting next to you

How to build good interaction and atmosphere?
Creating a safe environment to learn – Why?
- Everyone will and dare to express own thoughts
- Everyone brings his/her own history and experiences into situation
- The feeling of unsafety can cause a person retreating or becoming aggressive

How to promote good interaction?
- Verbal and non-verbal communication, language
- Facial expressions and gestures, tone/speed of voice, attitude to "wrong answers"...
- Actions and activities
- Methods used, ice-breakers, breaks...
- Room arrangements & other practical issues (seating arrangements, changing groups, food, light, air condition, room temperature...)

Concentration
People can concentrate on listening for an average of 20 minutes.
- What does this mean? Questions, video, chat, ...?
- The feelings of the audience might differ from yours...
- What do you think?

Performance and anxiety

Before the performance
- Proper preparation
- Be in time in the classroom
- Visualization and recall
- Personal rituals?
- Accept the exitement
- Nobody´s perfect

During the performance
- "Good deep breathing"
- Moving around
- Attention to action – out from self-monitoring
- Remember: The audience is on your side!
- What else should you consider?

Challenging situations in trainings
- Individuals taking over the training
- Passive or reluctant audience, lack of motivation, lack of interest
- Insufficient amount of knowledge as a trainer
- Material unsuitable for the group

Recognizing the participants previous skills and knowledge
How and why to find out the participants previous skills/knowledge
- Pre-questionnaire
- Preparing different levels of exercises
- Taking the most advanced to support / guide others
- What else would you consider?
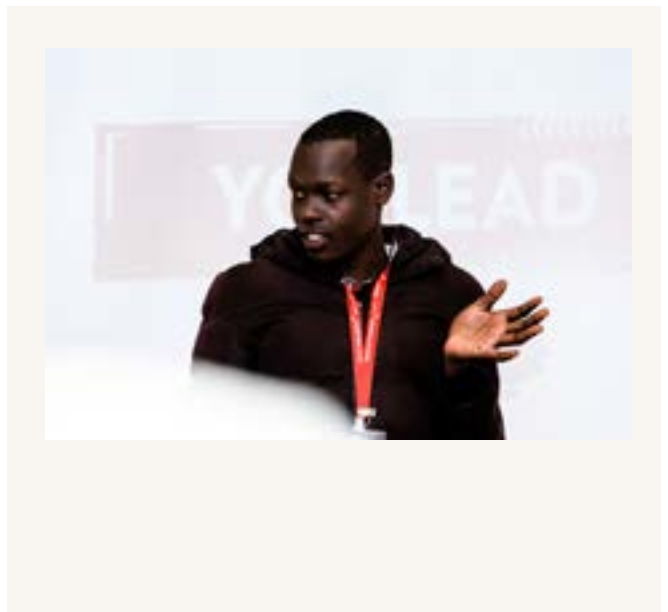
Giving feedback:

What kind of feedback promotes interaction and learning?
Positive feedback first, why?
- Increases participant´s self-confidence
- Motivates and gives inspire to learn more
- Critical feed-back is easier to give later on if needed...

"Golden Rules" for giving feedback
- Should be in balance with the participants level/skills
- Encourage and quide the participants to self-evaluation
- Focus on performance, not on the person
- Use "I" statements, avoid "but´s"
- Give suggestions
- Give room for the other person
- Don´t compare anyone to others
- Be honest

Methods for training sessions
- Role plays
- Creative sessions
- Scenario questions
- Group discussions
- Presentations

Module 0 – **Welcome and Introduction**

🕐 *Duration 1,5 hours*

In Module 0 the trainers welcome the training participants and go through the training agenda with the training objectives, as well as the practicalities.

Practicalities and training agenda vary due to training location, set-up and participant profiles. All the YOULEAD training modules (pptx-files) and materials can be adjust accordingly.

Training agenda YOULEAD training - Attach updated training agenda to this slide, an example agenda

Photo release form – is needed when ever photos or video pieces are taken and published or used during and after the training. Be mindful of others when taking photos during the training - always ask for permission to use the photo if you share photos or post in social media.

Introductions – are an important part of a training. You can be creative with introductions but also remember to be mindful of others.

Example exercise for introductions:
• **Introduce yourself to your neighbor**
• **Try to think of at least one thing that the two of you have in common**
• **present yourself as your new friend**

Additional exercise "Find a person who..."

Expectations – Are to determine the group's key expectations for the training and the ground rules for the whole group to follow during the course of the training. Participants commit to the ground rules together.

Module 1 – **Leadership**

🕐 *Duration half a day / 3 hours*

In Module 1 the participants gain understanding on how the group works and the role and responsibilities of a leader in interacting with a group. The participants will learn different styles of leadership and application, and to define leader and leadership.

Trainers can use examples of RCRC leadership structure(s) from different contexts and different National Societies.

Different types of leadership are covered (not only from top down), as well as leadership in individual level (one level is not more important than another).

Module 1 covers characteristics and habits of a leader, explains what is team management(processes involved) and different phases of team building.

Module 2 – Humanitarian Principles and Red Cross and Red Crescent knowledge

⊙ *Duration ½ day / 3 hours*

Fundamental principles

In Module 2 the participants will and gain understanding of the seven fundamental principles and the unique values and practices of the RCRC Movement and of the global influence of the seven fundamental principles on the arena of humanitarian assistance.

No prior knowledge of RCRC movement and principles is expected from the participants; therefore this module plays a crucial role in laying the foundation for the whole training, it is important for the participants to understand how RCRC mandate and fundamental principles guide us through the whole training.

A compulsory pre-reading might come into question (perhaps an assignment on which you describe your local branches'/chapter's/district's activities and be ready to present, time allowing).

It is important for the facilitators to be aware of the level of knowledge of the group at the very beginning of the session – for example a Kahoot questionnaire can start the session. If the group does not have a lot of prior knowledge it is important to focus on basic Red Cross knowledge and less time with the principles. WORC ([World of Red Cross online training](#)) or modules of it can be given pre-reading for a more advanced groups.

The role of the National Societies in their respective countries, auxiliary role to the state is to be explained. Country specific code of conduct for volunteers is recommended.

Components of the Red Cross Red Crescent movement to be described shortly

- **For a beginner – what is Red Cross Movement and fundamental principles**
- **Shortly on a Red Cross Movement structure**
- **Interpreting the principles**
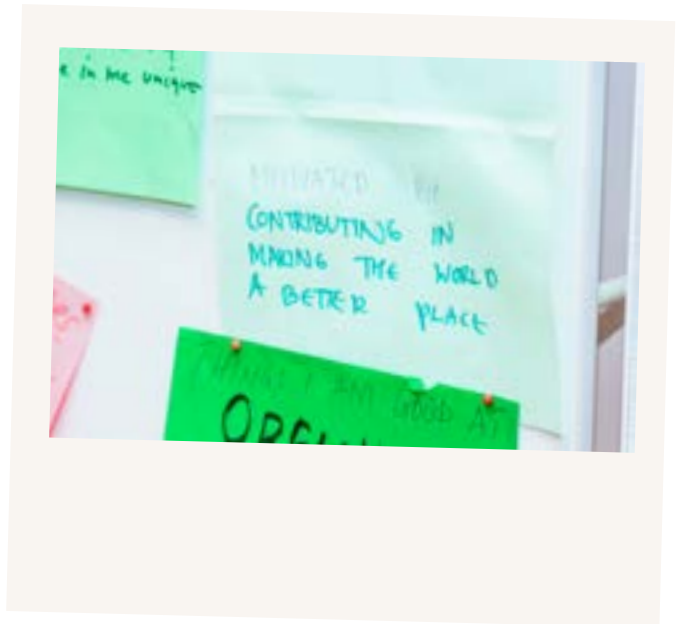
Fundamental Principles of the Red Cross and Red Crescent Societies

Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavors, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, co-operation and lasting peace amongst all people.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavors to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary Service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can only be one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is world-wide.

Module 3 – Personal Development A

🕐 *Duration ½ day / 3 hours*

Through Module 3 leaders should understand the needs and strengths of young people and the role of a leader in relation to that. Objective is also to help young people to realize their potential and gain confidence.

- **Young people's needs and strengths (self-awareness)**
- **Emotional intelligence**
- **Critical thinking**
- **Analytical abilities**

Check-In exercise – can be done at the beginning of an actual training session for Module 3 to orientate into the topic on personal level.

What comes in when YOU come in?
- **Think about something valuable and positive in yourself**
- **Write it down on your balloon**
- **Present your balloon to others**

Additional exercises for Module 3 - to give space and tools to the participants to understand their strengths wider. How to make something inner and hidden visible, acceptable and empowering?
- **Relation to the module 1 (leadership) through group activities, self-reflections but in a more implicit way**
- **The approach to learning either towards self-reflection and/or group roles.**

Theory to be used alongside exercises (see example exercises below)

- **Motivation board:** What is your strength and what motivates you – presented individually; in the beginning still good to get to share who you are
- **One-two-many:** To define the objectives, the facilitators need to be aware of the group roles, and to observe them. Afterwards raise a discussion.
- **Traffic lights: Panic – Stretch - Comfort – zones. Discussion. Question:** Where do you learn the most? Why? Reminding that real learning that leads to understanding doesn't happen in the panic zone as we just react: fight or flee. Noting the role of the leader in the learning process: Scaffolding.
- **Life path:** Draw and write your life path. Think about the points when you feel having grown: challenges.
- **Letter to younger yourself:** Related to the previous exercise. Can be done separately. Write a letter to younger yourself in a challenging situation in the past.
- **VIA-test:** Values in Action. Also a good background material even if the test itself were not used. Only done if you have a proper time and internet access. If used, the facilitator needs to be familiar with it and ready to explain what you get out of it. After-discussion is also essential! Note that usually the test can provoke quite a lot of discussion and people want to analyze the result. If planned by the facilitator(s), further excercises related to the test can be proposed to cover the reflective questions. (For example, vision board or a group challenge.)
- **SWOT analysis:** Can be used easily as an option for the previous
- **Vision board / Mood board:** The same as above

Module 4 – Volunteerism

⏱ *Duration ½ day / 3 hours*

In Module 4 Participants will learn to understand volunteerism and its importance for themselves and their community and to understand motivational factors as well as the roles and responsibilities of volunteers.

Depending on RCRC background a discussion on what is means to be a volunteer within RCRC in relation to other volunteering is recommended.

Within the topic of Volunteerism cultural sensitivity and inclusion (linked to Module 8 – PGI) as well as understanding local level should be covered. Link between personal background (also link with Modules on Personal Development), other volunteering experiences and definition of RCRC volunteerism give solid base for this module. Red Cross offers a platform for volunteering, activating people towards the needs of the community.

Different ways of looking at volunteerism (qualities of volunteering), motivation and motivational factors ("Why are you doing it?") and understanding self-care in the context of volunteering play an important role in this module and complex topic. This module also promotes the value of volunteerism and appreciating it.

Group reflections and example exercises (from Module 4 training materials) are a good way to cover different aspects of volunteerism in RCRC work and to understand its link to other modules and training topics. Also testimonies of experienced volunteers and trainers can be used as a training method with the perspective of youth empowerment, career development and other opportunities.

Module 5 – Communications Skills and Information sharing

Duration ½ day / 3 hours

Communication

Module 5 equips participants with effective presentation, facilitation and active listening skills and enables participants use feedback constructively to improve their skills. It encourages youth to share information on social media in responsible way.

Focusing on communication from the perspective and context of RCRC with a link to community engagement. Understanding the importance to be able to communicate at all levels and situations.

- **Social media guidelines IFRC and Dos & Don`ts with RC examples to be covered**
- **Photo release form + guidelines for sharing and posting photos / video pieces included**
- **In this module remember to highlight what Red Cross role is about and how it links to the communication.**
- **What do we as Red Cross want to show in photos and messages - related to activity, sending the message, theme, partners, outcome, etc.**
- **Use Red Cross Red Crescent examples**

Active listening skills with example exercises in training material Module 5. IFRC Youth as Agents of Behavioral Change (YABC) toolkit and content can be used as additional material to this module as available.

Module 6 – Community engagement, accountability and integrity

⏱ *Duration ½ day / 3 hours*

Community engagement and accountability (CEA) is an approach to Red Cross and Red Crescent programming and operations. In Module 6 the focus is on developing leaders who are accountable to community and act with integrity. And to enable youth leaders understand that accountability and integrity do not start and end at the organization they represent or the donors, but are imperative to the community they work in. CEA module had a strong link to RCRC project planning and activities (Module 7 – Personal Development B).

As supporting material and to orientate participants to the topic trainers can use for example IFRC / RCRC videos and other CEA materials

- **How to engage the community? What is community engagement?**
  (IFRC CEA video, EN)
- **IFRC Community Engagement and Accountability Guide**
  (IFRC CEA Toolkit, EN)
- **For example** *Red Cross calling* -**video - twice: to see and observe, discussion**
  (Australian Red Cross video, EN)

When using videos keep in mind session objectives for a group discussion. Also consider different tasks for different groups with clear instructions (ie. complimentary presentations).

Definitions – give participants a good overview on the topic and how it is defined within RCRC Movement. Both Community engagement and accountability (CEA) and Integrity definitions are covered.

Why is CEA important? and Integrating CEA into project cycle link the topic with RCRC activities and explain its importance in different phases of project planning and implementation.

Importance of integrity – can be covered through exercises and group work, see example from training material in Module 6.

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Module 7 – **Personal Development B**

Duration ½ day / 3 hours

In Module 7 Participants learn to deepen their knowledge of project management and fundraising in the RCRC context realize their potential and gain confidence in presenting a project plan. PCM – Project cycle management is covered through theory and project planning exercise (see Module 7 training material).

In covering fundraising its connection to communities is to be highlighted and different ways of fundraising to be presented. This can be done through examples - keep in mind the differences between national societies and their different types, ways and roots of funding.

For module 7 it is recommended to use additional materials available.

Module 8 – Protection, gender and inclusion

⊘ *Duration ½ day / 3 hours*

Module 8 highlights the understanding of what protection, gender and inclusion is and what is diversity in RCRC context – and why it is important RCRC work.

The topic is complex yet with fairly simple objectives. While planning and training the session it is important to be able to facilitate in comfortable way and to keep in mind the specific group and local point of view in the approach. Creating a safe space for discussions and having empathy are in key role of this session - "Think of if you would want to answer the same question yourself?"

Additional material is plenty and can be found for example from IFRC Protection, Gender and Inclusion manual (IFRC PGI Manual).

Training wrap-up and conclusions

Training wrap-up ends the training with a clear closure. Looking back to training objectives of YOULEAD training goes through the main points of the training content – from the perspective of the participants as well.

Both oral and written feedback and evaluation are recommended (*see an example form*).

Before saying good bye remember also to say "Thank you" to training participants and your colleague trainers to end with safe and positive atmosphere.

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YOULEAD training manual and material has been created and compiled together with youth volunteers and Youlead working group and are based on materials of the pilot trainings.

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