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A guide to training needs assessment through open-ended consultations for social inclusion of young people with special needs

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From Consultation to Training Interavention

What's inside

About this guide

We apply sustainable and flexible approaches to our projects that focus on the acquisition of knowledge, skills, and attitudes. That is, we have a responsibility to monitor and evaluate the management, implementation, risks, and progress of our projects toward achieving set outputs, outcomes, and impacts. It is all about setting a realistic result-chain with an Impact Pathway as our projects' execution work is designed to transform outputs into outcomes, and thereby, meet the desired impact. That is, we bring the theory of social change to life.

However, for this to work, we need at all times to understand who aim to reach and the reason why we aim at reaching out to them. Even though our projects main objectives in to facilitate the acquisition of knowledge, skills, and attitudes, the learning focuses on meeting unmet needs or unfilled gaps that limit the targeted audience from achieving a desired social change. Thus, the decision to initiate a project is prompted by the perception that the project can contribute to overcoming a specific problem within a particular community and/or among a specific group. A needs assessment substantiates this perception with research that supports the assessment and the analysis of the problem context, by gathering the necessary information to build an adequate picture of the problem and profile of potential stakeholders: their capacity, knowledge gap and learning needs in relation to addressing or resolving an identified existing problem or issue within their community.

To collect such information, requires a research methodology that provides the skills and tools to work with the targeted groups to better understand the why, the what and the how they want to be facilitated in achieving the desired social change. Thus, our Open-Ended Consultation approach is a research sound methodological process for facilitating a targeted group to voice their unmet needs and/or unfilled gaps before designing an initiative or intervention. We aim to strengthen the capacity to practice a youth work, which respects the cause-effect relationship of an impact pathway: the context allows to have a clear picture about the needs, gaps, and targeted groups; Inputs are used to undertake project activities that lead to the delivery of outputs; Outputs are used to undertake post-interventions events that lead to an attainment of outcomes; Outcomes are used to undertake the interventions that lead to impact, which contributes to the desired social change. Our impact pathway journey begins with an Open-Ended Consultation.

About the project

IMPACT: Inclusion and Motivation through Arts of Children and Youth Project takes place between January 2021 and July 2023. The project is co-funded by the Local Development, Poverty Reduction, Increasing Roma Inclusion Programme, under the call Inclusive education for children & young people at risk, Norwegian Grants 2014-2021. The objective of the project is the development and promotion of the inclusive, equitable, quality education in Romania and the social inclusion of children and young people with special needs or at risk of school dropout, through the arts.

The project focuses on the recommendations of the Committee of Ministers of the Council of Europe regarding quality education, of the Romanian MENCS on inclusive education, and of the UN Convention on the rights of the child on equitable education. The project aims at developing methodologies for working with children and young people in rural areas through arts in order to strengthen their capacity by providing quality, equitable, and inclusive education services that facilitate the social and professional integration of young people with special needs or at risk of school dropout. Thus, the project objectives are to identify and assess the specific methods of working with young people in rural areas through arts to facilitate their social integration as regards to schooling and to social skills such as improving interpersonal skills and emotional stability.

The project acts in two directions: on the one hand, it creates impact on 350 children and young people with special needs or at risk of school dropout, of predominantly rural environments, on their emotional, personal and social development, motivating them through arts workshops and psychological support for school and life. On the other hand, the project creates impact at the community and national level by encouraging cultural, educational, and social inclusion, and challenging discriminatory mentality against children with special needs coming from Roma families or other disadvantaged social conditions through awareness-raising campaigns with painting and photo expositions and a community film created with participation of young people to promote human rights and social inclusion at the national level.

For further information about Norwegian Grants, please consult:
https://eeagrants.org and https://frds.ro

Project partners and targeted groups

IMPACT: Inclusion and Motivation through Arts of Children and Youth Project is implemented in collaboration with Asociatia De Arte Si Spiritualitate Zan Art - Bucharest, Romania and the following associate partners:

- National University Of Arts - Bucharest
- Dragomiresti Gymnasium School - Dambovita County
- School Center For Inclusive Education - Breaza, Prahova County
- "Victor Slavescu" Technological High School - Rucar, Arges
- "Nae A. Ghica" Gymnasium School - Rucar, Arges
- "Invatator Dinu Nicolae" Gymnasium School - Dumbrava, Prahova County
- "Tudor Pamfilie" Gymnasium School - Tepu, Galati County
- General Directorate Of Social Assistance And Child Protection Arges - Dgaspc Arges
- Complex Of Services For The Child In Difficulty - Rucar, Arges
- Day Center For Children And Young People With Disabilities - Domnesti, Arges County
- Bunesti Gymnasium School - Brasov County

To safeguard that all the partners have the same understanding of the project's dissemination objectives, the target groups are defined to ensure that partners are aware of each group's needs and reason why it is being targeted. In Pathways to Teaching Identities project, we are engaging with:

1. Youth: address children and young people

2. Youth educators: Youth Workers are the main disseminators here; they are helping to spread project results: by using them or recommending them to others.

3. Youth institutions: Aims at increasing the capacity and resources of youth-based organisation at the national level.

1. Open-ended consultation as a research methodology

1.1. What is an open-ended consultation?

An open-ended consultation is described as a means to voice the priorities, concerns, opinions, perspectives, unmet needs, unfilled gaps, and ideas of the targeted groups before addressing a particular issue, problem which the target groups want to approach, address to achieve a desired social change. Further, an open-ended consultation can be used to analyse best practices in education and training to identify why used approaches in the current programmes are failing to meet the knowledge, skills, attitudes of the targeted groups vis-à-vis a particular issue or problem the targeted group is facing.

An open-ended consultation is conducted through workshop activities which differ from one session to the other based on the current thematic or topic and targeted group's characteristics and role in the concerned community. Hence, an open-ended consultation introduces the necessity of adapting the project's learning materials to the targeted groups' learning needs and knowledge gaps, by using the gathered data during open-ended consultations as the basis for planning, designing, and delivering the project's training activities. Thus, an open-ended consultation is:

1. An interactive participation: it facilitates an inclusive discussion among the participants to answer questions and solve problems together. It provides competitive workshop activities that allow participants to test their knowledge, skills, and attitudes in the current subject and be able to assess their existing knowledge gaps and learning needs.

2. A participant-centred approach: it takes into consideration personal, professional, and lived experiences of the targeted groups to accomplish stated goal and objectives, by respecting balance between active and experiential learning.

3. An engaging research process: it requires a clear understanding of key factors limiting target group's participation and inclusive in a certain process aiming to address a particular problem that requires everyone contribution to approach the affects it is having on the community.

1.2. The need of an open-ended consultation

The first step in planning, designing, and delivering an education and training programme through youth work in the context of non-formal education, is to assess the existing unmet needs and unfilled gaps with a specific community or among a particular targeted group to determine what types of the needed education and training interventions. It is thus equally important to assess gaps in current education or training programmes to identify and understand why existing approaches fail to meet the targeted groups' learning needs and fill their knowledge gaps.

The second step is identifying the type of needed training-learning resources, tools, materials that needs be developed to meet the identified learning needs and knowledge gaps among the targeted groups and close the identified gaps in current education or training. Thus, results from open-ended consultations help understanding the nature and seriousness of a problem to guide selection of best education and training interventions that reflect the targeted groups' learning needs. Further, since each partner organisation is different, with their unique approaches, the third step is assessing partner organisations' readiness to integrate project's outputs in their own education or training programmes to engage with the young people or the youth community they work with.

1.3. Characteristics of an open-ended consultation

An open-ended consultation is a research methodology aims at analysing how, in specific problem context, to better meet learning needs among a particular audience, close gaps in current training or education offerings, and leverage available opportunities to the benefits of both the targeted groups and their communities. In our youth work context, an effective open-ended consultation is characterised by:

1. Audience specificity: An open-ended consultation is participant centred. It starts from and focuses on the reality, life, practices, and work of the participants. It aims to assess participants learning needs and knowledge gaps towards addressing a specific problem context to achieve a desired social change. Thus, the workshop activities are tailored and structured around learning needs, knowledge gap, and experiences of participants, and context in which their work or live.

2. A practical approach: An open-ended consultation begins with the recognition that participants in the real world want to know what precisely is in it for them, that is, what values or benefits will facilitate them to have a better understanding on how to address a problem context they are struggling with and what will these values or benefits bring to their work or practices. We will go back to them to design solutions for the identified unmet needs or unfilled gaps?

3. Participants' experience: participants bring to an open-ended consultation their own expertise and practical experience, which are acknowledged and drawn upon for the benefit of the mapping exercise. The extent to which the organiser does this, enhances the participants reaction to the training content at later stages in the project implementation, by creating a collegial atmosphere in which the exchange of expertise and experience is facilitated.

4. Participatory approach: An active participation by the participants is one of the most important factors that enables research, learning and performance in open-ended consultation. This inclusive participation involves considering participants characteristics, and their lived experiences to facilitate a critical reflection and analysis of their work or practices, so

that can assess their needs and frustrations.

5. Learning methodology: The aim of an open-ended consultation is to engage with participants in research through learning methodologies that are to result in achieving intended research goal and objectives, by involving participants in workshop learning activities that enable them to transfer the knowledge and develop skills and attitudes, which encourage behavioural change.

1.4. Open-ended consultations on a theory of change

A theory of change shows project coordinators an impact pathway from unmet needs and unfilled gaps to inputs, interventions, output, outcome, and impact. It clearly describes a desired social change and the steps involved in making it happen. Thus, a theory of change depicts the assumptions behind the problem context, and back them up with research-based evidence, which are presented in a logic framework model.

To plan, design, and implement successful project's interventions (activities), a clearly articulated theory of change is a prerequisite to effectively measure the outcomes and impacts the project intends to contribute to among the targeted groups, their organisations, and broader community and understand why such a desired social change might or might not occur, and what is to be measured. That is, a theory of change is a comprehensive description and illustration of how and why a desired social change is expected to happen within a particular problem context. It focuses on mapping out unmet needs, unfilled gaps, and available opportunities to leverage, and then, describes educational or training interventions that can respond to those needs and/or fill those gaps and how those interventions will lead to the achievement of the desired social change.
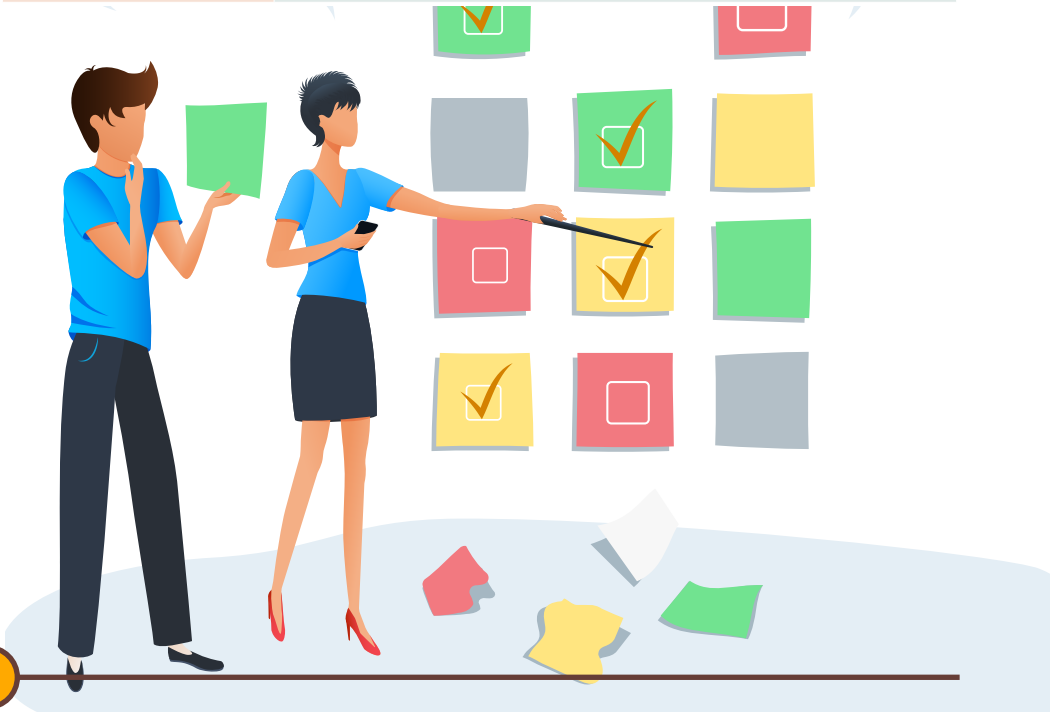
A theory of change does this by first identifying the problem context and the targeted groups: why exactly those groups and what is their desired long-term social changes or impact? And then works backward to identify the outcomes, outputs, interventions, and the inputs that must be in place and how these relate to one another for a social change to occur. A theory of change process takes place as part of the planning, preparation, or inception phase of the project under which an open-ended consultation is foreseen and included in project's inputs. It entails a broad analysis of the problem context that needs transformation, identifying and involving key actors, intervention planning and design, and identifying critical assumptions and probable risks. It forms the basis of adaptive management, monitoring, evaluation, and learning during the project implementation, which are further used for internal and external communication about progress made toward results at the outputs, outcomes, and impact level.

Thus, a logic framework model presents a clear, but simple view, outlining the project's impact pathway into as few steps as possible to capture key aspects of the social change the project aims to contribute to. Thus, a logic framework model is helpful to execute an effective project; it shows a detailed cause-effect picture

that explains and shows why and how the project will contribute to the desired social change, inputs being the foundation of this cause-effect chain, and under which open-ended consultations are foreseen to take place.

Box 1.: Logic framework model

PROBLEM CONTEXT	• What is the overall problem context the project aims at addressing?
TARGETED GROUPS	• Who is the direct beneficiary targeted groups, and why these tarted groups have been selected?
PROJECT IMPACTS	• What is the longer-term social change project interventions aim contribute to? Measure beyond project lifetime.
PROJECT OUTCOMES	• What are the medium-term social benefits of the project interventions on targeted groups and their organisations or community? Measure within the project lifetime through transfer and impact evaluations.
PROJECT OUTPUTS	• What are the immediate measurable effects of the project interventions? Number of served people, of produced resources, and number or quality of provided services.
INTERVENTIONS	• Which education or training activities, services or products are provided to satisfy unmet needs or unfilled gaps among the targeted groups vis-à-vis the problem context?
PROJECT INPUTS	• Resources invested in project execution, including technical assistance, products, infrastructure, staff costs, skills or time, or pre-interventions research (open-ended consultations).

2. Preparing an open-ended consultation

2.1. Defining targeted groups

1. CONTEXT ANALYSIS	2. TASK ANALYSIS
Gathers information about the targeted groups life environment; whether the project's targeted groups are from a group, from an organisation, from a school institution, or from a local community to develop a picture of the context in which they work or live: 1. How is the targeted groups' school, organisation, or community structured? 2. What are the power relationships between the targeted groups and their community? 3. What factors in the targeted groups community that favour the increase of the problem context? 4. What factors in the targeted groups community that limit effectiveness to address or change the problem context?	Gathers information about the targeted group actual work, role, or responsibility in the community to build assumptions about the knowledge, skills, attitudes, or behaviour level among the targeted groups to address the problem context: 1. What work does the targeted group carry out in their community that require knowledge, skills, attitudes, or behaviour strengthening? 2. What is the role or responsibilities, tasks of the targeted group in carrying out that work? 3. What interactions and relationships do targeted groups have with other people within their organisation, schools, institutions, or community? 4. Can the targeted groups leverage these relationships to address or change the problem context?
3. PROBLEM CONTEXT	**4. CHARACTERISTIC ANALYSIS**
Gathers information on the factors limiting targeted group's participation that have an impact on their life, work, or community as they are not included in the process toward addressing or changing the problem context: 1. What are the factors in community that lead to the targeted groups' exclusion and limited participation? (challenges). 2. What are the factors favouring the participation and inclusion of the targeted groups in the community? (opportunities) 3. How are these opportunities and challenges experienced locally by discriminated against, marginalised and vulnerable groups within your targeted groups?	Provides an idea about targeted group's life experiences, which influence the choice of open-ended consultation's data collection activities. This enables to establish the personal or professional reasons for targeted group's interests and level of engagement in the project: • Age. • Gender. • Language level. • Disability. • Motivation. • Occupation. • Previous experiences. • Village or Small urban area. • Large city.

It is of greatest importance to have a clear image of the project's target groups. Otherwise, it is not feasible to conduct a quality, effective needs assessment about the unmet needs or unfilled gaps if we do not know who we are going to engage with. To safeguard this, open-ended consultations organiser needs to have a clear understanding of the open-ended consultations' target groups and the initial assumptions about the problem context the target groups are facing in their community. It should be stressed enough that the baseline data should focus more on defining the targeted groups and the reasons why each group is selected, problem context and the available community opportunities, but should focus less on defining the unmet needs or unfilled gaps among the targeted groups, which are the main objective of an open-ended consultation.

2.2. Pre-consultations debriefing

In order to guarantee a smooth running of an Open-Ended Consultation, many things needed to be organised and a number of issues need to be clarified to certainly be aware of crucial elements for the consultations that need to be in place before engaging with the targeted group. Inviting your colleagues or partners to come up with ideas about what they think has to be organised before and during an open-ended consultation is the best way to come to problem statements (consultation's open-ended questions), learning activities for data collection, and data collection methodologies, is it a survey or a data collection sheet and how much data is needed for each problem statement.

Key Issues:

1. What are the open-ended consultation's goal and objectives?
2. What does the facilitator need to know from the participants?
3. How should consultations look like with workshop learning methods?
4. What resources are needed to collect inputs from participants?
5. Who and how will compile inputs and start producing training manual to respond to express learning needs during project interventions?

Brainstorming session

Use a flip chart or board to write down all the suggestions, allowing for inputs. You may put each idea on a card or post-it notes and then cluster the cards according to whether or not they appear to reflect the objectives of the project. After deciding the best 5 problem statements, the focus shifts to:

1. Decision on the timing of the consultations: It is important to know which hours, days, weekdays, seasons, and times of the year are convenient to the target participants, and which periods should be avoided. E.g., religious fasting periods, etc.
2. Decision about selection of the participants: it is important to select participants with prior-experience about the themes of the project. For participatory approach and methods, it is helpful to have a heterogeneous group of participants (different levels of education, different social

backgrounds, different living conditions, etc.). It is as well very crucial to try to have a gender-balanced group.

3. The number of participants per consultation: keep control over the number of participants "20-26 participants", is a good number. This is big enough to ensure a variety, opinions, and attitudes, but still small enough to give space for each participant to actively participate. But there is no absolute rule, each consultation has its own focus and dynamics based on the group, working with children and adolescents is different from working with young adults, which is also different from working with adults.

4. Getting permission from the affected groups: all participants affected by the social issue and who have been selected should be informed in advance and their permission sought. These may include young people in schools, people in the neighbourhood, local leaders in whose regions you plan to run the mapping exercise, etc.

5. Selecting an appropriate location: venue and accommodation if the consultation will last more than a day. We suggest a one-day consultation. Make sure the location for consultation is convenient for all the participants you want to invite. That means, transport to and from the location should be available. There should be adequate space for sessions as well as small group work to maintain good working conditions.

6. Invitations and inventory: Invitations to attend should be sent out early. It is also important that each participant is given a detailed programme and organisational information about how to get to the venue and provided facilities. Make sure that all technical facilities, working materials and equipment are available and fully functional during the duration of the consultation.

2.3. Selected consultations activities

Open-ended consultations have both research and learning components. It is thus important to select the most appropriate research-learning approach that enables the participants to engage with problem statements and at same time be able to develop their knowledge, skills, and attitudes in research questions. Such a combination of research-learning process provides the activities or the tasks or the processes which the participants engage with and involve in, and that prepare them to answer research questions and master knowledge, skills, and attitudes through experiential learning.

Box 2.: Selected consultations activities.

1. Active learning
This guide includes learners functioning knowledge development supported by theoretical presentation of information. This enables the learners to retain information presented to them before interacting with information materials in group-work interactions.

2. Collaborative learning
Involves learners working in pairs or small groups to discuss concepts or find solution to problems. This occurs in a training session after learners are introduced to a problem or topic through presentations, readings, or videos before forming pairs or groups.

2. Experiential learning
Provides learners with an opportunity to think about, talk about, and process training materials through an exercise in which their work together to create or develop a final product, a declaration, a plan of action, a policy, etc.

1. Content focused learning activities
Including theoretical presentation enables the learners to remember, to recall or recognise knowledge, facts, or concepts presented to them during group assignments.

1.1.: Instructional presentation
The purpose of an instructional presentation is to give specific instructions. This presentation is used to inform learners about what to do during group assignments and answer questions thoroughly so that learners develop new knowledge or new skills.

2. Critical thinking learning activities.
Include efforts to transfer knowledge that correlates positively with learners' achievement of learning objectives, and their perception of learning.

2.1. Brainstorming sessions
The session combines a relaxed and informal approach to problem solving with lateral thinking. It encourages participants to come up with thoughts and ideas that are crafted into original, creative solutions to a problem.

2. Workshop learning activities
Efforts to develop skills and attitudes by producing concrete post-training interventions visualising how learners will transfer, apply, or use training outputs at the individual or organisational level beyond.

1.1. Reflecting on experience
This workshop is used to capture motivation, imagination, and energy of learners. It encourages them to look back on their personal or professional behaviour in a way that prepares them for new learning and change.

1.2. Experimenting and practicing
This workshop encourages learners to use skills and attitudes in a practical way and provides a safe environment in which to try out new things before putting them in practice in the real world.

1.3. Planning for application
This workshop provides a stimulus for implementing and utilising new learning outside the workshop context. It prepares participants for and increase the likelihood of transfer of learning. It is often used at the conclusion of a workshop to identify ways to put new learning in practice in the real world.

2.4. Designing an open-ended consultation

An open-ended consultation is understood as a problem-solving and problem identification workshop that aims at voicing the priorities, concerns, opinions, perspectives, unmet needs, unfilled gaps, frustrations, and ideas of a specific targeted group. The facilitator leads workshops activities on various aspects of the problem context the project seeks to address to achieve a desired social change. The participants are provided with the opportunities to express and present the factors limiting them to address the problem context, from which solutions can be designed.

An effective open-ended consultation must have:

1. A goal: An open-ended consultation must have a clear, well-defined goal of what it wants or aims to accomplish.
- Assess, identify, and analyse learning needs and knowledge gap among young people vis-à-vis the problem context.

2. Objectives: open-ended consultation's objectives are well-defined learning outcomes at the knowledge, skills, and attitudes level the participants need to acquire or present to achieve the goal.

At the end of the consultations, participants:

1. have expressed the required knowledge, skills, and attitudes to address the problem context.
2. have illustrated the existing factors that limit their capacity, inclusion, and participation to address the problem context in their life, work, or practices.
3. have expressed and presented their frustrations in accessing current educational or training offerings, and how they wish or want those offerings would be changed to better serve them.
4. have expressed and present the appropriate educational or training interventions that would meet their learning needs to effectively address the problem context.
5. have presented the types of resources, materials, or tools that could be developed and produced to help them effectively address the problem context in their life, work, or practices.

3. Workshop activities: these are tasks or the processes of an open-ended consultation that participants engage with and involve in, and that prepare them to answer research questions, and thereby, achieve the set objectives through experiential learning.

2.5. Data collection sheet

GROUP	
Question -1. Unmet knowledge, skills, and attitudes. 2000 Characters max*	
1. What is your learning needs in terms of knowledge, skills, attitudes, competences needed to address the problem context?	
Question -2. Factors limiting an inclusion participation. 2000 Characters max*	
2. What are the factors in the community that limit or/and facilitate your participation in addressing the problem context in your life, work, or practices?	
Question -3. Frustrations with the current offerings. 2000 Characters max*	
3. How do you feel about accessing or using current education or training offerings to strengthen your skills and capacity in order to address the problem context?	
Question-4. Education and training interventions. 2000 Characters max*	
4. What are the appropriate learning activities that you would like to be involved in, to strengthen your knowledge, skills, attitudes, or capacity to effectively address the problem context in your life, work, or practices?	
Question-5. Resources, materials, and tools. 2000 Characters max*	
5. What kind of learning, or training resources, tools or materials should be developed and produced to facilitate you address the problem context in an effective manner, in your life, work, or practices?	
Recommendations – Optional. 2000 Characters max*	
Any other information	

3. Conducting open-ended consultations

3.1. Information and arousing presentation

ACTIVITY	INFORMATIVE AND AROUSING PRESENTATION
Purpose	A good start of an open-ended consultation is very important. It is recommended to take time to introduce the programme and make sure that everyone is on the same page. It is essential to create an inclusive and interactive learning environment where every person feels respected and valued. It is equally important to emphasise that you are not there to validate your knowledge, but to support the participants to analyse their strengths and the areas for improvement to meet their learning needs.
Audience	Young people or young learners, and youth workers and trainers, volunteers, etc. in non-formal learning settings..

Instructions	TASK-1: Getting acquainted & expectations.
	
	1. Introduce yourself and welcome participants to the Open-Ended Consultation.
	
	2. Go over any logistics about timing, breaks, etc.
	
	3. Talk briefly about the goal of the Open-Ended Consultation and what participants can expect from attending the consultations.
	
	4. Ask if any person in the group has questions about the goals, and then present the expected impact. On a successful completion of this consultation, you will:
	
	  • have expressed the required knowledge, skills, and attitudes to address the problem context.
	
	  • have illustrated the existing factors that limit their capacity, inclusion, and participation to address the problem context in their life, work, or practices.
	
	  • have expressed and presented their frustrations in accessing current educational or training offerings, and how they wish or want those offerings would be changed to better serve them.
	
	  • have expressed and present the appropriate educational or training interventions that would meet their learning needs to effectively address the problem context.
	
	  • have presented the types of resources, materials, or tools that could be developed and produced to help them effectively address the problem context in their life, work, or practices

Instructions	TASK-2: Making ground rules.
	
	1. Write down "Ground rules" on a flipchart and invite participants to add any other conditions which are needed to feel safe and confident to openly discuss about the sensitive topics, to realise full participation during consultations sessions..
	
	  Basic ground rules should include:
	
	  • Confidentiality: in case of sharing sensitive or personal stories; it is encouraged to not disclose who said what, outside this room.
	
	  • Communication: listen to each other and/or give each other enough time to respond or speak up;
	
	  • Cultural diversity: respect differences in opinions, be on time, cell phones in silent mode, and help your group;
	
	  • Gender diversity: respect and value how each person identifies with regards to their gender expression and sexual orientation.
	
	2. Hang the flipchart with the Ground Rules at a wall in a way that it is visible for all participants during the Open-Ended Consultation.
	
	3. If something happens during the consultations, which is not in line with the Ground Rules, please refer to them again.
	
	4. If something happens which should be a Ground Rule but is not yet defined as such, agree with the participants to add a new Ground Rule, to avoid repeating problems or conflict.
	
	5. In addition to Ground Rules, each group might need to appoint, per session or for whole the training:
	
	  • a note taker, a timekeeper, and presenters.

Logistics	1. Flip-chart paper, sticky notes, markers, and a tape; 2. A wall with enough space to attach several sheets of flip-chart.
Required time	30 minutes: As a trainer or facilitator, you should expect to spend: • 20 minutes on introducing yourself, presenting the agenda, and giving instructions on how the consultation is delivered. • 10 minutes on explaining the ground rules and inviting feedback from the participants.
Advantages	• participants become aware of differences in the individual participant, which is the basic condition needed for creating a safe environment for sharing. • participants feel encouraged to fully participate, give input and get ownership about what they want to learn and how they want to be approached. • participants experience and learn new methods on how they themselves can create a safe environment in their work.

3.2. Human billboard on the line of experience

ACTIVITY	**HUMAN BILLBOARD ON THE LINE OF EXPERIENCE**
Purpose	This activity helps participants to get to know one other and to further build team spirit among the participants by exploring their characteristics and experiences, which create the basis for a safe and interactive learning environment.
Audience	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in non-formal learning settings.

Instructions	**TASK-1**
	
	1. Give one flip chart sheet to each person in the room along with coloured markers. Give everyone 10 minutes to use the flip chart and the markers. Ask them to use words, symbols, or pictures to describe themselves.
	
	2. Once the 10 minutes are over, instruct each person to cut an X at the top of the flip chart so that she or he can put her or his head through it and wear the flip chart like a human billboard; draping in front of them.
	
	3. Give the group 20 minutes to walk around the room, chat and explain each other what their human billboard says about them.
	
	4. Once you see that everyone got a chance to tell the story behind their human billboard, ask the group to go back in their seats. At this point, you will not need a debrief as this could go outside the participants' comfort zone.
	
	TASK-2
	
	1. Attach several flip-chart sheets, side by side, to form a line on a blank wall. Draw a long arrowed line across the sheets and mark divisions of 5, 10, 15, 20 and 25 years. Label it, the "Line of Experience."
	
	2. Distribute large sticky notes to each participant and ask them to divide their sticky notes into four spaces, demonstrate how.
	
	3. Ask participants to mark the spaces with letters: A, B, C, and D. Then ask them to write on each of the corresponding space:
	
	   • A: Names and Identify as X. (X is how they would like to be identified as based on their preferred gender identities).
	
	   • B: Occupation and an organisation, schools they belong to.
	
	   • C: One special joy in their life they wish to share with others.
	
	   • D: One of their most satisfying moments as a youth activist, youth educator, trainer, rights defender, or practitioner, which they wish to share with the group.

Instructions	4. When participants have finished writing this information on their sticky notes, start by sharing your note, to set an example. Place it on the section of the line that corresponds to your years of experience and then, explain your choices briefly. 2 minutes. 5. Have participants come to the wall one by one (order could be set in different ways, e.g. by throwing a ball), in order to share their information and placing their sticky notes on the line of experience. Each participant should take 2 minutes. 6. In the meantime, have another trainer, or a participant add all the individual years of experience into a collective total for the group. 7. After every participant has shared his or her or their sticky note, share the number of years of collective experience in the room. Reflect on the importance of learning from each other, taking into consideration the different experiences and perspectives of the participants on the training course.
Debriefing	This is a means to bring together the results of the work based on the outcomes of the previous activity. Invite questions, feedback from participants on what they discussed about on: • special joy in their life they shared with the rest of the group. • their most satisfying moments as a practitioner which they shared with the group. This can allow the participants to talk more about what they work with and try to understand more what each is doing in the community, and further share and exchange best practices and existing challenges in their work, by opening discussion about the role of youth work in including young people from different backgrounds.
Logistics	• Flip-chart paper, large sticky notes, markers, and a tape; • A wall with enough space to attach several sheets of flip-chart for the line of experience.
Required time	90 minutes. As a trainer or facilitator, you should expect to spend: • 15 minutes on giving instructions and waiting for participants to fill in their sticky notes; • 60 minutes for each participant to share what they written, and • 15 minutes on the debriefing at the end of the activity.
Challenges	• Timekeeping is important, as introductions can very easily go beyond 2 minutes per person.
Adjustment	• You can adapt the questions for the sticky notes to a particular profile of the group and context in which a training takes place. • This activity works best with small groups, up to 25 participants.

3.3. Reflecting on experience workshop

ACTIVITY	REFLECTING ON EXPERIENCE WORKSHOP
Approach	Experiential learning
Purpose	This workshop is used to capture the motivation, imagination, and energy of a workshop audience, encouraging them to look on their personal or professional behaviour in a way that prepares them for new learning. It is often used at the beginning of an open-ended consultation or at a transition from one topic to another.
Audience	Young people or young learners, and youth workers and trainers, volunteers, etc. in non-formal learning settings.

Instructions	TASK-1:
	1. issue blank 3X5 cards to each of the participant. Then, ask each to think and write down a sentence that describe their problem context.
	2. divide the participants into small groups and ask each participant to share the reasons to why they chose that sentence with their group.
	
	TASK-2
	1. After each group has finished discussing their sentences, ask each of the group to select 3 sentences that reflect the whole group.
	2. And then, handout follow up questions and ask them to explore these questions in the smaller groups:
	   • What are your learning needs in terms of knowledge, skills, attitudes, competences needed to address the problem context?
	   • What are the factors in the community that limit or/and facilitate your participation in addressing the problem context in your life, work, or practices?

Debriefing	• Start by asking for a volunteer from each group to share points that highlight their discussions. Keep in mind that the next workshop is built on the outputs from this activity. • Therefore, in the debriefing, invite questions and feedback about each group's presentation.
Logistics	• Flipchart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flipchart.
Required time	90 minutes: as a facilitator, you should expect to spend: • 15 minutes on giving instructions. • 50 minutes for group discussion to have written the outcomes. • 25 minutes on the debriefing at the end of the activity.
Challenges	• Timekeeping is important. • Discussions can very easily go beyond 50 minutes per group.

3.4. Experimenting and practicing workshop

ACTIVITY	EXPERIMENTING AND PRACTICING WORKSHOP
Approach	Experiential learning
Purpose	This workshop is used to encourage participants to use knowledge and attitudes in a practical and interactive manner, providing them with the opportunities to practice and involve in new behaviours and skills in a safe environment in which to try new things before putting them into practice in the real world.
Audience	Young people or young learners, and youth workers and trainers, volunteers, etc. in non-formal learning settings.

Instructions	TASK-1:
	1. Ask participants to go back to their small groups and then issue a blank flip chat to each group.
	2. Ask each group to think, by describing: how do you feel about accessing or using current education or training offerings to strengthen your skills or capacity to address the problem context?
	
	TASK-2
	1. After that ask them discuss the appropriate learning activities that they would like to be involved in, to strengthen their knowledge, skills, attitudes, or capacity to effectively address the problem context in their life, work, or practices?
	2. Handout these questions and ask each group to explore them:
	   • What are the appropriate learning activities to develop your knowledge, skills, attitudes, or competences to effectively address the problem context in your in your life, work, or practices?
	   • What are the appropriate learning activities to develop your knowledge, skills, attitudes, or competences to effectively transform the factors that limit your participation in addressing the problem context in your life, work, or practices?

Debriefing	• Start by asking for a volunteer from each group to share points that highlight their discussions. For interactive learning, invite questions and feedback about each group's presentation.
Logistics	• Flipchart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flipchart.
Required time	90 minutes: as a facilitator, you should expect to spend: • 15 minutes on giving instructions. • 50 minutes for group discussion to have written the outcomes. • 25 minutes on the debriefing at the end of the activity.
Challenges	• Timekeeping is important. • Discussions can very easily go beyond 50 minutes per group.

3.5. Planning for application workshop

ACTIVITY	PLANNING FOR APPLICATION WORKSHOP
Approach	Experiential learning
Purpose	This workshop is used to provide a stimulus for implementing and utilising new learning outside the workshop context. Planning activities prepare participants for and increase the likelihood of transferring and application of new learning, and used at the conclusion of consultation or when the focus is about to shift from one topic to another.
Audience	Young people or young learners, and youth workers and trainers, volunteers, etc. in non-formal learning settings.

Instructions	TASK-1:
	1. Ask participants to go back to their small groups and then issue a blank flip chat to each group.
	2. Ask them to discuss: what kind of learning, or training resources, tools or materials should be developed and produced to facilitate you address the problem context in an effective manner, in your life, work, or practices?
	TASK-2
	1. After each group has finished discussing the above question, handout these questions and ask each small group to explore them:
	  • What kind of resources or materials that should be developed and produced to help you address the problem context in an effective way, in your life, work, or practices?
	  • What kind of resources or materials that should be developed and produced to help you better transfer apply new skills to address the problem context in an effective manner, in your life, work, or practices?

Debriefing	• Start the debriefing by asking for a volunteer from each group to share three points that highlight their discussions. • For interactive learning, in debriefing, invite questions and feedback about each group's presentation. • After this part is done, please collect the data by using the data collect sheet.
Logistics	• Flipchart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flipchart.
Required time	90 minutes: as a facilitator, you should expect to spend: • 15 minutes on giving instructions. • 50 minutes for group discussion to have written the outcomes. • 25 minutes on the debriefing at the end of the activity.
Challenges	• Timekeeping is important. • Discussions can very easily go beyond 50 minutes per group.

3.6. Programme and agenda

SESSIONS	TIME	ACTIVITY	PURPOSE
SESSION-1.1.	09:00 - 09:30		
SESSION-1.2.	09:30 - 10:30		
BREAK TIME	10:30 - 10:45		
SESSION-1.3.	10:45 - 12:15		
LUNCH TIME	12:15 - 13:45		
SESSION-1.4.	13:45 - 15:15		
BREAK TIME	15:15 - 15:30		
SESSION-1.5.	15:30 - 17:00		

4. Compiling data from open-ended consultations

4.1. From an open-ended consultation to a community-based intervention

A community-based intervention seeks to improve the participants knowledge, skills, attitudes, or competences, by directly responding to expressed needs by the respective participants during open-ended consultations. Hence, to design solutions that meet the identified existing gaps and expressed needs, the data is translated and compressed into a manual drawing the content and topics of the community-based intervention, or training intervention.

4.1.1. Method of assessing a training intervention's needs

The first step in determining the need of a community-based intervention is derived from the expression of such a need by the results from the open-ended consultation. In youth education, youth work it often happens that community-based interventions are organised without first consulting young people about their learning needs, gaps in the existing programmes and contents or topics of their interests toward achieving their desired social change.

4.1.2. Community-based intervention's needs assessment matters

Whatever are the initiating and determining factors concerning a community-based intervention, they should respond directly to learning needs expressed by the target groups about the key limiting factors to address the challenges and effects that a particular problem is having on their community. Hence, to organise an inclusive and participatory a community-based intervention, which responds directly to the needs of the target group; it is important to clearly define and identify the needs and issues that the targeted group has or would like to resolve.

As long as a community-based intervention organiser does not know what the targeted group wants to achieve, the facilitator and the participants will work without reaching what they both want to reach, and at the end, they will not be able to achieve their desired social changes. This is the reason why we aim at conducting open-ended consultations, where the participants are divided into small groups; each group, at the current thematic is asked to explore their understanding of the questions of topic and determine ways in which they wish to be supported, by expressing their learning needs and unfilled gaps within the existing offerings.

4.2. Elements of an effective community-based intervention

In youth education through youth work in the context of non-formal learning, community-based prevention programmes have proven effective. They were tested in various projects we have implemented in the past 5 years in different countries, to determine how they best fit, what work, and what does not work.

Based this experience, and lessons learned, our approach to community-based interventions considers the following core elements:

1. STRUCTURE: The structure addresses the programme type, audience, and setting:

   - Programme type:
     In youth education and training in the context of non-formal learning, community-based interventions have demonstrated effectiveness in reaching young people both at community and individual level.

   - Audience:
     The audience or the targeted group should be defined and the reason why it is being targeted must be outlined to meet its learning needs and unfilled gaps more effectively.

   - Setting:
     A community-based intervention must be implemented after the open-ended consultation have been conducted and the training or empowerment of youth workers or facilitators has taken place. This ensures that they have the skills, educational materials, and the competences for delivering the community-based interventions. It implies that open-ended consultation outputs should be considered not only to design the training and learning manual for targeted groups, but also to training those who will facilitate the targeted group's empowerment.

2. CONTENT: Content addresses information, capacity strengthening, strategies, and services:

   - Information:
     Information includes facts about the problem context and the current policies and their effects on the lives of the targeted groups. Although the information about the problem context and current policies is important, it has not been found to be an effective intervention by itself; that is, without an additional community-based intervention component.

   - Capacity strengthening:
     The content of community-based intervention helps to build and improve the knowledge, skills, and attitudes or behaviour (e.g., social, and emotional development, social competence, etc.) among the targeted groups allowing them to meet the unmet need or unfilled gap, and thereby, be able to address the problem context to contribute to desired social changes.

   - Strategies:
     Community-based intervention programme strategy should be targeted at structural changes, including promoting and advocating for social or gender norms, behavioural, attitudes or narratives changes and cultural understanding.

- Services:
  A community-based interventions services include community forums, training courses, focus groups, peer to peer learning, counselling, Theatre of the Oppressed, Art-photo exhibitions, youth-oriented information, etc.

3. **DELIVERY:** This includes programme adaptation and implementation:

- Programme adaptation:
  The community-based intervention's programme must match community needs in order to ensure the right fit. Adaptation involves changing the programme to fit the needs of a specific group in various settings and conducting a structured review of existing programmes to determine remaining gaps.

- Implementation:
  Implementing a community-based programme refers to how it is delivered, including the number of sessions, methods and learning activities, and follow-up. A proper implementation is key to community-based intervention effectiveness.

4.3. Bringing it all together and getting ready

CORE ELEMENTS OF A COMMUNITY-BASED INTERVENTION	
TRAINING THEME	
PROBLEM CONTEXT	What is the overall problem context the training aims at addressing?
TARGETED GROUPS	Who are the direct beneficiaries of the training, and why these tarted groups have been selected.
TRAINING IMPACTS	What is the long-term social change the training aims contribute to? Measured beyond project lifetime.
TRAINING GOAL(S)	Describes how and by which means the training will contribute to achieving desired long-term social change?
TRAINING OBJECTICES	What knowledge, skills, or attitudes will the targeted groups acquire by participating in training to achieve the goal and thus, contribute to the desired social change?
TRAINING OUTCOMES	What are the medium-term social benefits of the training on targeted groups or their organisations or community? Measure within project lifetime by transfer and impact evaluations.
TRAINING EVALUATION	Explain the methods you will use to evaluate the training; that is, which type of evaluation you aim to use and when. Further, Explain the type of activities you will use to create visibility and spread training outputs among relevant stakeholders?
TRAINING OUTPUTS	What are the immediate measurable effects of the training? Number of served people, of produced resources, or number or quality of provided services.
TRAINING ACTIVITIES	Which educational or learning activities, or services will the targeted groups engage and involve in to achieve set training objectives? This should facilitate the achievement of training goal in order to address the problem context, and thereby, contribute to the desired social change?
TRAINING INPUTS	Explain the resources invested in training planning, design, and delivery, including technical assistance, production, time, logistics, staff costs, infrastructure, staff's skills development, etc.