



Pre-Training Questionnaire

Please use additional paper if needed.

1. Name (First, Middle, Last): _____ Sex: Male Female
2. Are you: Youth Adult? Age (optional): _____
Place of origin: _____
3. Organization: _____ Title, if any: _____
4. Length of time you have worked or volunteered with the organization:
____ Years ____ Months
5. Your current role in the organization (please describe):

6. Highest level of education: _____
Primary language you speak: _____
7. If you have been a trainer, how much experience have you had?
____ Years ____ Months _____ # of events you have facilitated?
8. Are you familiar with experiential training methods, which are based on the theory that individuals learn better through experiencing rather than by lectures?
 Yes No
9. Why do you want to be involved in this training?

10. If you are an adult, how long have you worked with youth? ____ Years ____ Months
11. If you are a youth, how long have you worked with adults? ____ Years ____ Months
12. What does youth-adult partnership mean to you?

13. Share a success story in youth-adult partnership (one paragraph only).

14. Share a story about challenges in youth-adult partnership (one paragraph only).

Sample Training Agendas

Recognizing that organizations may want to spend various amounts of time using the curriculum, below are sample agendas for half-day, full-day, and two-and-a-half-day workshops. The last agenda reflects a sample of a longer training agenda. For those organizations where youth-adult partnership is a new strategic approach, the facilitators may extend presentations and discussions during certain activities. For each agenda developed, the facilitators must adapt the evaluation form for Day 1 for each additional day and use the Day 2 evaluation form for the last day of training.



Half-Day Agenda

Silent Interview (10 min)

Goals, Objectives, and Training Agenda (10 min)

Youth-Adult Partnership Definitions (10 min)

Spectrum of Attitudes Theory (15 min)

Role-play and Discussion on Spectrum of Attitudes (45 min)

Break (15 min)

Research, Best Practices, and Model Programs (45 min)

Benefits, Barriers, and Strategies for Youth-Adult Partnership Formation (60 min)

Action Planning for Country-Specific Groups (30 min)

Evaluation and Closing (15 min)

Full-Day Agenda

Silent Interview (10 min)

Welcome and Participant Introductions (20 min)

Goals, Objectives, and Training Agenda (10 min)

Ground Rules for the Training (10 min)

Youth-Adult Partnership Definitions (10 min)

Values Clarification (45 min)

Perceptions of Influence (20 min)

Introduction and Role-Play Based on Spectrum of Attitudes Theory (55 min)

Lunch Break (1 hour)

Brainstorm Benefits, Challenges and Barriers, and Strategies (1 hour)

Research and Best Practices (45 min)

Model Programs (30 min)

Team Action Planning (45 min)

Individual Action Planning (10 min)

Evaluation and Closing (20 min)

Two-and-a-Half-Day Agenda

Day 1

Session I: Introductions (1 hour 30 min)

- A: Welcome Skit (3 min)
- B: Welcome and Silent Interview (17 min)
- C: Self Assessment (5 min)
- D: Community Resource Wall (10 min)
- E: Participant Introductions (30 min)
- F: Goals, Objectives, and Training Agenda (15 min)
- G: Ground Rules for the Training (10 min)

Break (15 min)

Session II: Definitions, Values, Power, and Oppression (2 hours 15 min)

- A: Definitions (15 min)
- B: Values Clarification (1 hour)
- C: Perceptions of Influence (30 min)
- D: Subtle Discrimination (30 min)

Lunch Break (1 hour)

Session III: Applications (1 hour 15 min)

- A: Introduction of Spectrum of Attitudes Theory (15 min)
- B: Role-Play Based on Spectrum of Attitudes (1 hour)

Break (15 min)

Session IV: Closing Day 1 (1 hour 15 min)

- A: Fishbowl Exercise (1 hour)
- B: Closing Skit Day 1 (5 min)
- E: Evaluation of Day 1 (10 min)

Day 2

Session V: Introduction and Applications (continued) (2 hours)

- A: Opening Day 2 Skit (5 min)
- B: Reflections from Day 1 (10 min)
- C: Brainstorm Benefits, Barriers and Challenges, and Strategies (1 hour)

Break (15 min)

Session V: Applications (continued)

C: Brainstorm Benefits, Barriers and Challenges, and Strategies (45 min)

Session VI: Best Practices (2 hours)

A: Research and Best Practices (1 hour)

Lunch Break (1 hour)

Session VI: Best Practices (continued)

B: Case Studies (1 hour)

Session VII: Model Programs (30 min)

A: Model Programs (30 min)

Break (15 min)

Session VIII: Team Action Planning (1 hour 45 min)

A: Team Action Planning (1 hour 30 min)

B: Individual Action Planning (15 min)

Session IX: Closing Day 2 (15 min)

A: Closing Skit Day 2 (5 min)

B: Evaluation of Day 2 (10 min)

Day 3

Session X: Introduction and Group Sharing (1 hour 45 min)

A: Reflections from Day 2 (10 min)

B: Sharing of Team Action Planning (1 hour 35 min)

Break (15 min)

Session XI: Closing Day 3 (1 hour)

A: Affirmation Circle (45 min)

B: Personal Goals Review and Evaluation of Training (15 min)

Close Training

Fishbowl Exercise on Youth-Adult Partnerships* (1 hour)



This is an optional activity that you should suggest to the group at the end of Day 1. Alternatively, it can be done first thing on Day 2, which means the participants have to agree to come in early. Ask the participants if they would be interested in the activity and mention the time needed to do it.

Ask the youth to sit in a circle in the middle of the room; arrange the adults in a larger circle around the youth. (This simulates a “fishbowl” effect.) Lead a discussion with youth based on the following questions, which you will read aloud. Instruct the adults in the outer circle to listen carefully to the discussion and to not interrupt with comments or questions at this point.

- ◆ What would you like adults to know about youth?
- ◆ What was your initial impression of serving in an organization with adults? What did you think it would be like?
- ◆ What are you most hopeful about as a member of an organization? What are some of your concerns?
- ◆ What ground rules would help youth and adults work well together?
- ◆ What could adults do to make this a positive experience for you?

Allow *20 minutes* for the discussion, with the youth addressing as many of the questions as possible.

Thank the youth for their participation. Have the adults and youth switch places so adults form the inside circle and youth form the outer circle. Then invite the adults from the group to participate in a similar structured discussion. Address the questions to adults rather than youth. Allow exactly the same amount of time for the adults as you did for the youth.

Ask all participants to form one big circle. For the next *20 minutes*, process how people feel about comments that emerged from the fishbowl by asking, “What new insights have you gained from listening to youth and adults talk about their experiences?” Capture these on a flip chart or note pad. Refer the group to the *Background Handouts 7. Tips for Adults Working with Youth* and *8. Tips for Youth Working with Adults*. Ask them to skim the list and note which items resonate with them and why.

[Note: This activity can be very emotional, and participants sometimes cry. Be prepared for such emotion. Say that it is okay to cry and okay not to cry. Help everyone get through the activity. Be sure to affirm everyone.]

* Adapted from: Center for Youth as Resources. *Developing Communities in Partnership with Youth. A Manual for Starting and Maintaining Youth as Resources Programs*. Washington, DC: Center for Youth as Resources, 2001.



Skit Scripts

Skit 1: Opening of Day 1

Explanation to audience:

This scene involves a young person who wanders into an office where an adult is busy at work.

Adult: Are you lost? You must be looking for the cyber café. It is next door.

Youth: No, actually I was looking for Youth Horizons. Is this it?

Adult: Yes, it is. Is there something I can help you with?

Youth: Well, I heard about your new project on adolescent reproductive health and I want to get involved with it.

Adult: Get involved with it? Oh, you must be looking for that Youth and AIDS group. They are across the street. They deal with peer education. We actually create innovative programs.

Youth: I already am a peer educator – and I’m a youth! So I thought that Youth Horizons would be a great place for me to work! Do you have anything that I could do or help with?

Adult: Well ... let’s see. I am not sure why you want to help here. But, you know, we do need some photocopying.

Youth: Photocopying?

Adult: Yes, Yes! We’d love your help. There are photocopies to be made and collated, materials to be delivered to our training site, and all sorts of stuff you could do!

Youth: You know, maybe I was looking for Youth and AIDS. Sorry. Thanks.
(races out the door)

Skit 2: Closing of Day 1

Explanation to audience:

This scene involves two adults in an office.

Adult #1: You know, the funniest thing happened today.

Adult #2: Oh, really? Tell me about it.

Adult #1: This young person came in here today and wanted to help Youth Horizons.

Adult #2: With what? Photocopying? We always need people for that.

Adult #1: That's what I said, but I don't think that is what the youth thought. She (he) is a peer educator and figured that, since we were called Youth Horizons, she (he) might be able to work on projects with us. I don't think that young person really understands what we do. Developing a reproductive health program for youth is very difficult; we know that. There is not anyone here with less than ten years of experience and a college degree.

Adult #2: Yeah, did the youth expect to help with the programs?

Adult #1: I guess so.

Adult #2: Well. She (he) is young. Maybe we could use a young person as a permanent focus group member. You know, to test out our programs.

Adult #1: That might be a good idea. Then we wouldn't have to spend so much money to test our materials and programs. I have the young person's phone number. Let's think about this some more and talk tomorrow.

Adult #2: Okay, it's late and I am out of here!

Adult #1: See you tomorrow!

Skit 3: Opening of Day 2

Explanation to audience:

This scene involves the same two adults in the same office as in Skit 2.

Adult #2: Good morning! I ran into a friend who works at Youth for Youth last night, and I told him about the young person who came in yesterday.

Adult #1: Oh, really! They have a lot of young people working at their office and involved in their projects, don't they?

Adult #2: Yeah. And he had some great suggestions about how to involve youth to build youth-adult partnerships in our programs. I wrote them all down.

Adult #1: That's great! I was thinking last night that it would be great to have some younger people in the office for new ideas.

Adult #2: Yeah! My friend told me that all you have to do to get them to the office is have food!

Adult #1: Food?

Adult #2: Like pizza and soda. He said they always come when there is food.

Adult #1: I think we could find some money in the budget for pizza.

Adult #2: Let's get everyone on staff to set up a meeting to talk about this idea!

Skit 4: Closing of Day 2

Explanation to audience:

Adult #1 from the previous skits is sitting in an office using a phone.
The youth from Skit 1 is in another room near a phone.

Adult #1: (Pick up phone, dial a number on the phone, make ringing sound)

Youth: Hello?

Adult #1: Hello, (name of youth)? This is (name of adult) from Youth Horizons.

Youth: Oh, hi ...

Adult #1: You know, I've been thinking about how you came in and wanted to get involved.

Youth: You know, I have to be honest, making photocopies and collating isn't really my thing. I hate getting paper cuts.

Adult #1: Oh, I wasn't thinking about asking you to photocopy.

Youth: Oh, right, you want someone to run errands.

Adult #1: No, no, no! We are having a meeting at our office next Tuesday evening to talk about incorporating youth-adult partnerships into our work, and I wondered if you might be available to come to the meeting and give us your ideas.

Youth: Oh, really? That sounds great! But, would I be the only young person there?

Adult #1: Yeah, we figured you'd be a great representative for the youth voice.

Youth: Well, I'm only one person. My experience is one of many. I can't really represent all youth. But, I have some friends who are also involved in peer education who would also have good ideas.

Adult #1: Hey, that would be great! How many of them? I need to know because we are ordering pizza.

Youth: Pizza? What time? We'll definitely be there. I'll call you and let you know how many of us will come.



Values Clarification Statements

Choose six to nine statements.

Recommended Statements:

- ◆ A 15-year-old could serve on a board of directors.
- ◆ It is okay to have sex before marriage.
- ◆ Young people do not have the skills to develop effective programs.
- ◆ Youth organizations should have youth working full-time on staff.
- ◆ Only adults should perform monitoring and evaluation.
- ◆ Youth should always be respectful of their elders.

Additional Statements:

- ◆ Government and United Nations agencies cannot have youth as staff.
- ◆ Adults should always make all the final decisions regarding youth.
- ◆ Youth should not interact with donors.
- ◆ The director of a nongovernmental organization that works with youth should be a youth.
- ◆ Condoms should not be given to youth. It sends a mixed message.

[Note: *This activity can be controversial, as participants may hold strong opinions. Having strong opinions is okay, but imposing these opinions on others is not okay. Stress that listening to another's point of view and sharing respect is important, even if a participant disagrees strongly with another opinion. If necessary, refer the participants to the ground rules established by participants at the end of Session I.]*



Case Studies

- 1. [Adult]** You are an adult advisor to a group of youth from your organization. The youth are tasked with developing a mass media campaign promoting HIV voluntary counseling and testing (VCT) services for youth. You have scheduled a planning meeting. As you enter the meeting room, you realize that the group is not getting down to business. They are flirting and laughing, and you do not perceive that any work is getting done. You are the only adult in the room. What can *you* do or say? What could *you* have done to better prepare?
- 2. [Youth]** You are the founding director of a youth-led nongovernmental organization (NGO) and the entire board of directors is comprised of youth from your community. You and the other youth conduct “awareness jam sessions” in your community, raising awareness and spreading the message, through music and dancing, about sexual responsibility. You continually hear that your efforts are reaching other young people. A few years ago, your older brother donated an audio system (CD player, amplifier, speakers, and microphones). Now, however, your system is very old and needs replacing. You have a very limited budget (pooling your friends’ resources). Thinking in a youth-adult partnership framework, what can *you* do to increase the budget of the NGO to reach a larger audience and get the equipment you need?
- 3. [Adult]** You are coordinator of a community-based reproductive health peer education program for volunteer youth. Each year, you train 12 to 16 youth to be certified as peer educators. Once certified, they conduct outreach sessions in schools, community centers, and places of worship. Unfortunately, each year you have a hard time retaining members. As the year progresses, youth begin to drop out and, typically, only one to three youth actually implement the program. What can *you* do to attract committed peer educators and retain more of them in the program?
- 4. [Adult]** You are a new member of your Local AIDS Coordinating Group, the main body that formulates policy work around HIV/AIDS prevention and care in your community. At the first few meetings, you see a few youth attending. However, you perceive that they do not know anyone else. You see that they are not participating in the conversation and that the chairperson never asks for their input. You see that the same few youth come once or twice, but after a few times, they do not return. At one point, you talk to one of them about speaking up, and she tells you she feels uncomfortable because the chairperson never calls on her or the other youth. What can *you* do to make the situation more conducive to genuine youth participation?
- 5. [Youth]** You are a new member of an advisory committee to plan a parade in commemoration of International Women’s Day. You attend the first meeting and realize that everyone else in the room is 15 to 30 years older than you. You are recognized as a “new voice” for the planning of the parade. However, your suggestions are dismissed as unrealistic, too controversial, or “something that has been tried in the past and did not work.” What can *you* do to make your voice heard?



Sample Action Plan

This action plan below has the potential to enhance youth-adult partnerships because the steps and actions shown are based on consensus achieved through discussions between youth and adult. The action plan results from a consultative process that incorporates the knowledge, skills, roles, and responsibilities of both youth and adults. Standing alone, the sample action plan illustrates how to go about implementing these activities and what human and organizational resources would be needed to do this. However, in developing this action plan together, youth and adults take into account attitudes that increase participants' ability to work as partners. By working in partnership in implementing each activity, adults gain skills relevant to their professional development, youth gain skills for their future professional careers, and the partnership can enhance program credibility and results.

Institution: Kisumu District Youth Health Network

Activities	Changes to Institutional Structure	Additional Skills Needed	Logistics and Resources	Timeline	Responsibility
Training of peer educators on: Leadership Youth-adult partnerships Conflict resolution Communication and human relations Reproductive health (RH) VCT Advocacy and networking Outreach programs	<p>Corporate Structure</p> <p>Create more avenues for youth involvement through skills training programs</p> <p>NGOs</p> <p>Include trained youth as peer counselors in VCT</p> <p>Provide funding for new peer counselors (stipend, per diem)</p> <p>Government</p> <p>Develop youth-friendly ministries, legislation, policies</p>	<p>Experienced peer educators</p> <p>VCT and communication skills</p> <p>RH trainers</p>	<p>Training materials and facilities</p> <p>Funding for training</p> <p>Support for mainstreaming peer educators into institution</p>	<p>Phase 1 (Month 1)</p> <p>Networking (using new and existing groups) to share and clarify plan of action</p> <p>Identify responsible persons within each network</p> <p>Establish information flow and chain of command</p> <p>Start recruiting and training participants</p> <p>Phase 2 (Months 2-3)</p> <p>Set up meeting times and training organization</p> <p>Training begins: venues, trainers identified and contacted, training materials sourced or developed</p> <p>1st set of peer educators trained</p> <p>Phase 3 (Months 4-6)</p> <p>1st set of peer educators included in VCT service provision</p> <p>Evaluation and recommendations</p>	<p>Each network's representative(s) will be responsible for undertaking activities in each respective part of the district</p> <p>The institution's management is responsible for the structural and funding needs</p> <p>The network members are responsible for advocating for youth-friendly policies and funding</p>



Action Plan Grid

Institution:

Activities	Changes to Institutional Structure	Additional Skills Needed	Logistics and Resources	Timeline	Responsibility



Silent Interview

It has been said that in the first minute of interacting with a person, we make as many as 25 judgments or assumptions about that person. Based on your assessment to this point, answer the following questions about the person you have been paired with for this activity.

Fill in the blanks.

- 1.** Age _____
- 2.** Place of origin _____
- 3.** Married or single _____
- 4.** Favorite television or radio show _____
- 5.** Educational level _____
- 6.** Hobbies _____
- 7.** Other assumptions _____



Goals and Objectives

This training is designed primarily for youth and adults who have responsibility for envisioning, developing, implementing, and evaluating reproductive health programs for youth.

The overall purpose is to promote positive attitudes that increase participants' ability to work as partners to improve reproductive health among youth. By working in partnership, partners enhance programs, adult professionals gain skills relevant to their professional development, and youth gain skills for their future professional careers.

Goals of the Training

1. To assist training participants (both youth and adults) in valuing youth-adult partnerships in reproductive health programs and policies affecting youth
2. To give participants additional skills for integrating youth-adult partnerships into their reproductive health programmatic and policy work
3. To provide opportunities for networking with colleagues from other NGOs and governmental organizations working to promote reproductive health for youth (if participants come from different organizations)

Objectives of the Training

By the end of the training, participants will be able to:

- ◆ Explain their individual values and perceptions regarding youth-adult partnerships in reproductive health programs and policy formation
- ◆ Identify benefits, barriers and challenges, and effective strategies for youth-adult partnerships in reproductive health programmatic and policy-related efforts at community, national, and international levels
- ◆ Describe the components of model youth-adult partnerships, both theoretical and practical
- ◆ Draft individual and team action plans for putting youth-adult partnership strategies into practice in daily work
- ◆ Increase networking between colleagues working in the field of reproductive health for youth (if participants come from different organizations)



Participant Agenda for Two-Day Training

Day 1

8:00 am	Registration
8:30 am	Opening Ceremony
9:00 am	Session I: Introductions Welcome, Self Assessment, Participant Introductions Goals, Objectives, Agenda, and Ground Rules for the Training
10:30 am	Break
10:45 am	Session II: Definitions, Values, Power, and Oppression Definitions, Values Clarification Perceptions of Influence, Subtle Discrimination
12:30 pm	Lunch Break
1:45 pm	Session III: Applications Introduction and Role-Plays Based on Spectrum of Attitudes Theory
3:00 pm	Break
3:15 pm	Session III: Applications (continued) Brainstorm Benefits, Barriers and Challenges, Strategies Evaluation of Day 1
5:00 pm	Close Day 1

Day 2

9:00 am	Session IV: Introduction and Best Practices Reflections from Day 1 Research and Best Practices
10:00 am	Break
10:15 am	Session IV: Introduction and Best Practices (continued) Case Studies
	Session V: Model Programs
11:45 am	Break
12:00 pm	Session VI: Action Planning Team Action Planning
1:00 pm	Lunch Break
2:15 pm	Session VI: Action Planning (continued) Sharing of Team Action Planning Individual Action Planning
3:15 pm	Break
3:30 pm	Session VII: Closing of Day 2 Personal Goals and Evaluation Affirmation Circle
4:30 pm	Close Training



Evaluation of Day 1

1. What was most useful about today?

2. What would make the training better on Day 2?

3. Other comments?



Evaluation of Day 2*

Please check the appropriate box:

1. To what extent was this training interesting and useful to you?
 Very Somewhat Not at all
2. Were the objectives, concepts, and subject matter clearly presented and discussed?
 Mostly clear To some extent clear Mostly unclear
3. How do you evaluate the technical level of this training?
 Too technical and difficult to comprehend Just about right Too simple
4. To what extent was the training interactive and participatory?
 To a great extent To some extent Not at all
5. How well was the presentation organized and presented?
 Mostly very systematically organized and presented
 To some extent systematically organized and presented
 Mostly not systematically organized and presented
6. What do you feel about the language of communication?
 Should be more in English Just about right Should be less in English
7. To what extent were the participants' questions answered?
 Highly satisfactorily To some extent satisfactorily Not at all satisfactorily
8. How was the length of time spent on this training?
 Too long Just about right Too short
9. Did the training meet its stated objectives?
 Fully To some extent Not at all
10. How relevant to your profession did you find this training?
 Highly To some extent Not so much
11. To what extent has this training helped you understand youth-adult partnership issues and possible policy and programmatic approaches?
 To a great extent To some extent Not at all

More questions on other side.

* This evaluation was designed by Shyam Thapa, YouthNet.

12. Would you be interested in attending advanced training on the same subject?

- Yes No Uncertain

13. Of the themes covered in the training, which ones did you find most useful and relevant to your work? *(Check only the most useful ones.)*

- | | |
|--|---|
| <input type="checkbox"/> Skits | <input type="checkbox"/> Perceptions of Influence |
| <input type="checkbox"/> Silent Interview | <input type="checkbox"/> Subtle Discrimination |
| <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> Spectrum of Attitudes Theory |
| <input type="checkbox"/> Goals and Training Agenda | <input type="checkbox"/> Role-Play Based on Spectrum of Attitudes Theory |
| <input type="checkbox"/> Fishbowl Exercise | <input type="checkbox"/> Brainstorm Benefits, Barriers and Challenges, and Strategies |
| <input type="checkbox"/> Definitions | <input type="checkbox"/> Action Planning |
| <input type="checkbox"/> Values Clarification | |

14. What additional themes you would have liked to cover in the training?

15. Have you attended a similar training in the past?

- Yes No

16. If you are presently working, with what type of organization do you work?

- Government office (specify) _____
- Private company (specify) _____
- Nongovernmental organization—not directly related to youth program
- Nongovernmental organization—directly related to youth program
- Other (specify) _____

17. What is your age group?

- Less than 15 15-19 20-24 25-29 30-34 35 or older

18. What is your sex?

- Male Female

19. Additional Comments/Suggestions

Thank you for your feedback!