

gotcha? iXNF

ATTRACTIVE YOUTH WORK

**A Guide to making
things happen!**

gotcha? iXNF

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Foreword

Tamsin Pearce and Nicolle Pfaff
(Editors)

The youth sector in Europe is facing a crisis point. Volunteering is on the decrease as fewer and fewer people are prepared to give up their precious and rapidly diminishing spare-time to work for organisations or associations. Governments, although typically slow, are beginning to notice this trend too, resulting in a host of high profile (but poorly funded) measures to encourage people into volunteering. 2005 is the 'Year of the Volunteer' and plans are in place to improve recognition of voluntary and community work offering people an incentive to contribute to society. The nature of youth work is also changing, with an increase in short-term volunteering and heightened engagement with single-issue campaigns, broad-based NGOs are observing a pattern of high turnover of volunteers.

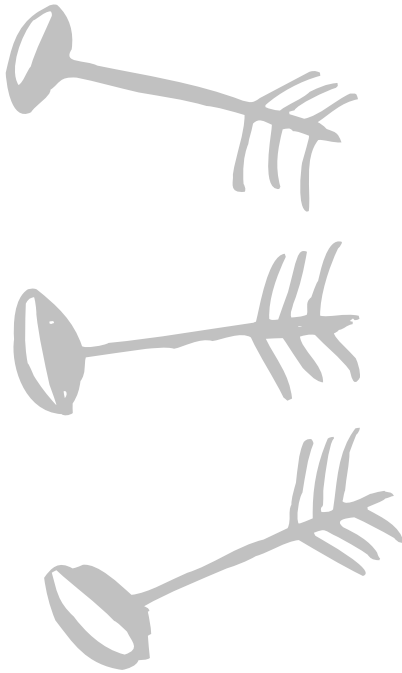
IYNF noticed this trend and rather than becoming despondent, decided to view it as an opportunity, seizing the chance to transform their youth work and the organisation as a whole. The 'Gotcha' campaign was developed to enhance the quality and attractiveness of youth work within IYNF, undertaking research and providing training opportunities and practical tools to support member organisations and youth leaders.

This book is part of that project and pulls together much of what has done during the first year of the Gotcha Campaign. The main purpose was to develop a publication that offers a tool to youth leaders and their organisations in order to reach a better understanding of the practical considerations of attractive youth work. The guide challenges youth leaders to re-think their approach to youth work, asking probing questions and daring them to take the first steps to re-vitalising their organisations. The book is not intended as a 'recipe book' for attractive youth work, the variety and scope of organisational practice even within IYNF render that an impossible aspiration. Instead, it raises questions designed to assist youth workers in developing their own unique 'brand' of attractive youth work, based on the needs of the young people they work with and the context in which they undertake it.



As with every publication, the development of this book included many more people than those named in the table of contents. First of all we are very grateful to all the youth leaders and participants from various member organisations that showed great interest in the Gotcha Campaign and supported us with the research and local Gotcha activities. Thank you also to the Gotcha Steering Group for developing the concept of the book and the direction of the campaign as a whole and IYNF volunteers and staff for making the production of this book possible. Individual thanks go to Ondřej Bouska for all his flexibility in designing the layout for the publication, Conor O’Neil for his assistance with the proof-reading and Tiskárna Grafokon who printed the book. This book could not have been produced without the co-operation of all our member and partner organisations.





i

Introduction

i.i IYNF and the Gotcha Campaign

Ditta Dolejšiová

The International Young Nature Friends (IYNF) and their member organisations observed changing trends in participation in their activities. IYNF noticed that overall fewer young people take part in activities and fewer young people become involved in the leadership of the organisation. Following these observations, IYNF took the decision to investigate the changing character and patterns of participation of young people in Naturefriends activities and the attractiveness of their youth work towards their members through a long-term campaign named ‘Gotcha’.

Gotcha’s mission is to:

- Keep young people active within the organisation,
- Attract new young people to participate in Naturefriends’ activities and become active volunteers
- Develop a better understanding of young people’s needs in relation to Naturefriends’ values, approaches and activities.

IYNF¹

IYNF – The International Young Naturefriends (International Youth Organisation, based in Prague, The Czech Republic) – is a non-profit youth organisation that promotes social and environmental justice, youth work, training and dialogue. It is the international “umbrella organisation” of the Young Naturefriends movement which has national organisations in more than 20, mostly European, countries and altogether over 400 000 members. It is an independent part of the International Friends of Nature.

The Naturefriends movement was founded in 1885 in Vienna as a mass movement for the underprivileged. It supported the workers in their fight for more rights to leisure time and tried hard to develop socialist cultural and leisure time activities. It also strove to offer working class people educational opportunities.

IYNF stands for ideals with international relevance such as peace, solidarity & tolerance, environmental protection and the right of participation of young people in the decision-making processes which affect them. IYNF also promotes ecological involvement of young people and supports young people’s commitment to the environment and the sustainable development of society. IYNF brings together young people from various cultural and social backgrounds and creates opportunities



to exchange, learn and build cooperation based on friendship and sharing. Although IYNF's name suggests a purely environmental organisation, in fact the Naturefriends movement deals with many issues, such as peace and international co-operation, equal rights and European integration as well as the environment.

Today IYNF works together with its member organisations on new ways to approach international youth work in order to better reach young people from disadvantaged groups in society and to improve communication between the member organisations. IYNF wants to strengthen its network of active local Naturefriends groups by making them communicate both horizontally with other local groups and vertically with the national and international organisations. To facilitate this approach different environmental and social activities at grass root level are linked to the international level.

In consultation with its member organisations, IYNF sets up campaigns, organises international activities within its framework and facilitates permanent contact and consultation between young Naturefriends at local, regional and national level, and supports their projects.

Gotcha²

Gotcha was developed as a response to difficulties faced by the member organisations to involve young people in their activities and encourage their participation in the various, particularly educational activities, youth organisations offer. The IYNF presidium noted that overall fewer young people take part in activities and fewer young people seem to be involved at the level of the organisation. Therefore a long term campaign 'Gotcha' was set up with the mission to 'keep the youth active within the organisations and also to attract new people to become participants and active volunteers in IYNF by balancing the changing needs of young people and IYNF values'. Furthermore, Gotcha can be considered more broadly as a response to changing patterns and trends of youth participation in Europe. As a long term project Gotcha encompasses four main elements:

- Training – the development of training seminars focused on knowledge, skills competencies and changing attitudes to youth work and youth participation;
- Research – reflection on and analysis of the changing needs, life styles, social conditions, opportunities and barriers to participation, and values and interests of young people today, while the main focus remains on how an evidence-based analysis of young peoples interests and needs can help youth organisations to know themselves better, develop strategies and design their activities in a coherent manner. The research is based both on desk research and a survey and interviews undertaken throughout 2004;
- Practical tools – collection, exchange and sharing of educational youth work practices relevant and attractive to young people today;
- Publication – development of a practical guide presenting the challenges and perspectives on attractive youth work with tips and insights on what makes young people tick in Europe today.



i.ii Purpose and objectives of the Guide

Ditta Dolejšiová

One of the key elements of Gotcha's activities is a publication of the outcomes of the Gotcha campaign. IYNF and the Gotcha Campaign Steering Group decided to develop a publication, which would not serve as an extension to the already big collection of home library books that no one touches, but rather offer youth volunteers and youth leaders a handy tool contributing to a better understanding of young people involved in their organisations as well as some practical suggestions on how to develop attractive youth work.

The book will serve as a practical manual bringing together the different elements of the Gotcha campaign in four main sections: first, the societal context of young people to be taken in consideration when developing attractive youth work, second, the educational dimension of attractive youth work, third organisational approaches to attractive youth work and fourth the practice of attractive youth work, both as a collection of experience from the Gotcha campaign and of good youth work practice in other organisations.

The Objectives of the handbook are to offer a conceptual framework for attractive youth work by looking at a number of issues:

- The needs of young people active in the Naturefriends movement;
- The living conditions of the young people you are working with and the ways these may affect their participation in your activities;
- The educational dimension of your activities and the importance of educational practice as part of youth work;
- The organisational practice within the Naturefriends movement.

Furthermore, this book should stimulate a a critical reflection on the existing approaches used by Naturefriends youth workers in their activities and introduce a debate on the barriers to and challenges of youth participation within the Naturefriends movement. Lastly by sharing and building on the experience of Gotcha campaign, it offers some approaches on how to integrate the educational dimension to youth work as a response to some of these challenges.



i.iii Structure of the Guide

Ditta Dolejšiová

The handbook is divided into five chapters (1-5). The first (Chapter 1) explores 'Attractive Youth Work' from a number of angles: a theoretical one, a sociological one and a Naturefriends one. This chapter sets the overall framework of the guide by looking at the needs, concerns and the life situation of young people today and the impact these have on youth participation. The chapter is sub-divided into three main sections. The first section examines the concept of 'attractive youth work'; the second focuses on the changing societal context in which youth work takes place and identifies very broadly some trends in youth participation. The third highlights some of the main challenges and perspectives on youth participation in the Naturefriends' movement and identifies possible ways towards attractive youth work.

The second chapter introduces the dimension of education as an integral part of quality and attractiveness of youth work. The chapter is divided into seven sub-chapters. The first explores 'Attractive Youth Work' as an educational practice which involves both an educational process and content with different thematic foci. Sections two to six look more specifically at different educational approaches to and practice of youth work. More specifically, they explore the basis of experiential learning and outdoor education; different learning styles; intercultural learning and competencies; sustainable development and environmental education; and social and political education in the context of the Naturefriends movement. The last section of this chapter sums up the challenge of the development and integration of the educational dimension to 'attractive youth work'.

While the second chapter looked at the educational approaches to attractive youth work, the third chapter focuses on the organisational ones. This chapter analyses the organisational demands to develop and undertake attractive youth work. In four sections, this chapter presents ideas for organisational design, the required qualities and competencies, ways of going about volunteer management and motivation and finally the presentation of attractive youth work through P.R. and marketing.

Chapter four presents the Gotcha Campaign as a case study on how to increase the quality and the attractiveness of youth work in practice. The first section describes the IYNF/Naturefriends' experience in developing and running the Gotcha Campaign; the second presents the in-depth analysis of youth participation and youth work in the



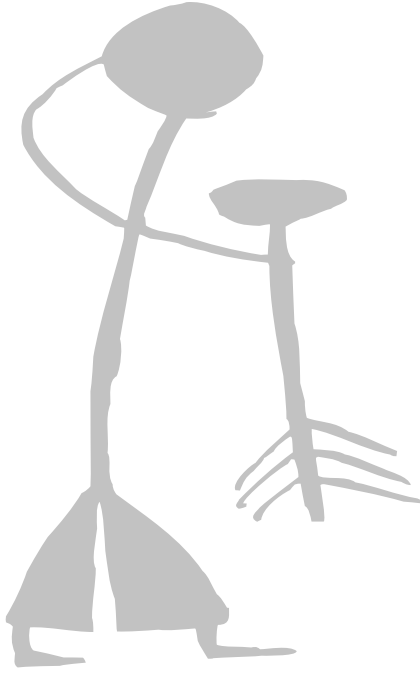
Naturefriends' movement based on the survey and interviews throughout 2004 as part of the research of the Gotcha Campaign; and the third presenting some other Gotcha initiatives that came about as a result of the campaign.

The last chapter (5) puts together basic training and other resources for Naturefriends youth workers. First of all there is an explanation of the process undertaken to develop 'method sheets' to aid the sharing of educational methods. Second, a small collection of good practices developed by youth workers from other organisations is offered. Lastly a selection of relevant web-based resources is presented.

¹ IYNF website <http://www.iynf.org>

² Gotcha website <http://www.gotchacampaign.org>





1

**Understanding
Attractive
Youth Work**

Introduction

Ditta Dolejšiová

'In its very essence youth work should be attractive for young people.' This seemingly simple statement with which no one could really disagree prompts a number of questions. First of all, who are the young people that should be attracted to youth work?

Is their understanding of attractiveness considered when developing the activities? Who decides about that? Are they the same young people?

When thinking of youth work in idealistic terms, as it 'should be', is it really necessary to use the word 'attractive'? If yes, why?

This chapter explores 'youth work' through the lenses of 'attractiveness' for young people that are involved in youth work in an active way and/or as the target audience.

As youth workers, some of you may have asked similar questions already, as they address the fundamental nature of your work. What does youth work mean to me? What made me join my organisation? What makes me stay or want to leave an activity? Why am I (still) involved in youth work?

Some of you may only be starting to reflect on these issues. Some of you may have to ask the questions again and again – having gained a diversity of experiences within your youth work.

This chapter is the most philosophical of this handbook and is here to raise questions. It attempts to facilitate your thinking and contribute to your understanding of your involvement in youth work, as well as that of those, you are and/or want to be working with. This chapter's purpose is twofold: on the one hand it is to provide you with a better understanding of youth work and its attractiveness, on the other hand, in a more implicit way, it is to stimulate your thinking on your personal involvement and your role in youth work.

Furthermore, this chapter sets out a framework for working with the concept of 'Attractive Youth Work' as it has been developed by those involved in the Gotcha Campaign, in particular the Steering Group, IYNF presidium and participants of the Gotcha Campaign activities.



So, what is 'Attractive Youth Work'? The first part of this chapter explores 'attractive youth work' and the way it has been understood and worked with (in this publication, and in the context of the Gotcha Campaign and Naturefriends youth work.)

Building on that, the second part of this chapter attempts to develop a better understanding of the contexts in which this 'attractive youth work' is taking place. Based on existing research in the youth field, it raises questions with regard to the life situation and concerns of young people today. It looks at the changing patterns in youth participation and how it impacts on the work of youth organisations and the activities these provide to their constituencies.

The third section contextualises this understanding and raises questions with regard to the particular situation of youth work and youth participation in the Naturefriends movement and IYNF.



1.1 What is Attractive Youth Work?

Ditta Dolejšiová & Arjen Bos

“More fun than football; more tempting than table tennis; sexier than soccer...”

... a slogan of an (ex) youth worker, when thinking back to his days in the youth sector. He added – “This slogan unfortunately worked only for the first few years!”

‘Attractive Youth Work’? – When I first heard this combination of words as a title for the IYNF Gotcha Campaign, I was very amused, as the language of ‘attractiveness’ evoked in me a ‘cheap’ marketing tool, which attempts to sell young people more of the cool things they supposedly need according to some extensively detailed market research.

But when asking the question; ‘what do I consider ‘good youth work’?’, I found myself realising that many of the issues addressed, which are to me an integral part of youth work, are still somehow attractive to me. Even after my 12 year-long experience...

Youth work and the rationale of its ‘attractiveness’ certainly covers a range of different factors depending on the experience, background and interests of the person in question. For instance, someone who just participated in her/his first youth work summer camp surely has different reasons to consider youth work attractive, than someone who is participating for the sixth time, or someone who is involved in the activity as a youth leader or a member of the team for many years. Furthermore, parents of young people, supporters/ funders of youth work, and all the other stakeholders may again have different reasons on whether to consider youth work attractive or not.

The concept of ‘Attractive Youth Work’ proposed by the IYNF team to guide and lead the Gotcha Campaign has a mission to promote attractive youth work specifically among the youth workers and youth leaders and their target groups – the young people that they are working with. That involves very specifically YOU, as someone who is involved in the Naturefriends movement, with a certain amount of experience of working with young people at the very local, regional, national or international level.

As a youth worker, having had some experience with work with young people, you probably have the capacity to reflect on what is attractive about youth work. At least once in your life you must have been in a situation when you were asked to explain to



someone who had ‘never really heard’ of youth work what it is and what you do. What did you say? Was it something that referred to your first experience? Or was it rather something that would reflect your present thinking on youth work?

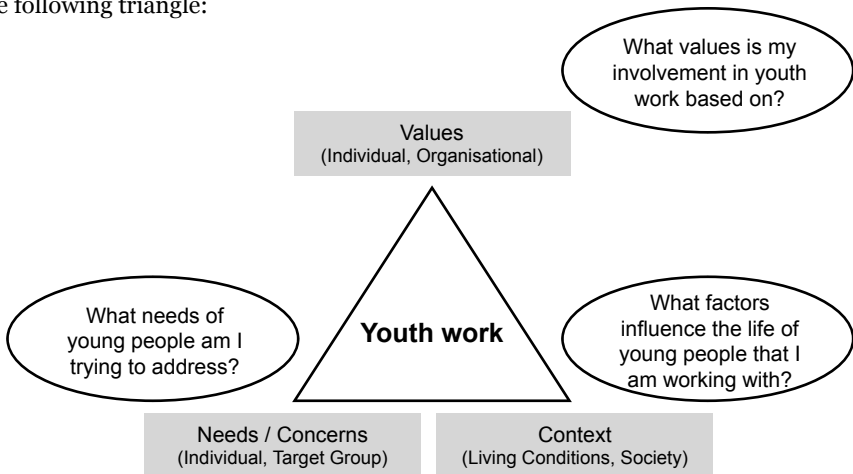
Considering that on average only around 10% of young people in Europe are involved in community life or youth work and around 15% interested in it¹, whether what we do in our youth work is really attractive to young people is a subject to debate.

But, what do we, as youth leaders and youth workers, understand by ‘attractive youth work’? What is youth work in your experience? Do you consider it attractive? Why?

In order to look more closely at the attractiveness of youth work, I found it helpful to first look at what could be understood by ‘good’ or ‘quality’ youth work.

For the purpose of this examination, I chose to define ‘good’ youth work from the point of view of an ‘experienced’ youth worker, as: ‘value-based initiatives and activities developed for and by young people that address their specific needs and facilitate their understanding of the complexities of the world they live in.’

This particular definition implies three aspects of youth work: VALUES, NEEDS and the CONTEXT in which youth work is taking place, which can be represented in the following triangle:



First of all, youth work refers to a value-based activity, which involves individuals working together within a certain organisational setting, or eventually a network. Values underlie the mission and the vision of the organisation, are shared among its members and promoted within the target groups the organisation is working with.



This general formula would not make sense if it was not applied to a specific youth organisation. Let me then ask you: Can you recognise yourself in this? **Are you aware of the values of your organisation? Are these in harmony with your personal values?** Do you respect them and promote them throughout your youth activities? Do you initiate a dialogue over these values and are eventually able to defend them, when questioned?

Secondly, 'good' youth work should address specific needs and/or concerns of a particular group of young people it focuses on. These needs can be an abstraction of the individual needs if these are shared within a specific group of young people that youth work is addressing. Ideally, the needs of the target group should be identified and analysed on the basis of dialogue with the young people concerned. This can be done through a discussion group with young people, or a survey, interviews, specifically targeted research or a more general policy.

Once again, in order to bring this closer to your reality: **What are the needs of the young people you work with?** What are their concerns? Do you address these needs and concerns in your youth work?

Thirdly, youth work is not taking place in a vacuum, young people are part of a society, which can be described as part of a particular socio-political-historical-cultural-environmental context. Young people live in conditions that determine their life style, priorities, interests but also opportunities, access (or lack of it) to e.g. health, education, information, social welfare, and so on.

Are you aware of the conditions the young people you work with live in? What is their social, economic reality? Do you know how the context of the society you live in impacts on the lives of young people you work with? What are the social, political, and other issues that affect young people?

Although most of the questions related to the values, needs and context could be answered by a simple and quick 'yes I am aware' 'yes I know', I am afraid the point of asking these questions lies in a much deeper reflection, which need to involve research, analysis, interpretation and evaluation.

If you as a youth worker are able to find answers to these questions, taking into consideration the context of the organisation you work within, I believe your youth work is at its very basis attractive, because you (and your organisation) provide a space for reflection, self-expression and development of young people within a framework that is value-based, needs oriented and takes place within a particular context that you know and understand.

Do you think these three elements are reflected in your organisational and youth work practice? **Do the activities that you develop fulfil the mission of your organisation?** Are the values, needs and contexts reflected in your organisational priorities?



All this may seem much too complicated when you think of your own youth activities, especially when you work at the local grass root level and practice daily youth work in your youth clubs or communities.

However, I argue that these questions should be discussed at every level, whether you are involved at the very local, or regional, national or international level. Knowing what you do and why you do it is part of the leadership that we as youth workers take a responsibility for.

If you did not stop reading at this point, congratulations! Because here we come to the question of attractiveness. I believe most of you did not find the previous two pages very attractive – no pictures, just one graphic representation, too much text to read, too much theory, too abstract...

You may agree that the three elements can be considered as the basis for 'good' youth work, but are they **attractive**? All these questions demand from us more work, more reflection, more analysis and strategic thinking – is this what youth work is really about?

Where is the fun, creativity, friendships involved and the spirit of adventure? Where are the great games and unusual methods we facilitate that bind us together? What is it really that I consider attractive in my youth work?

When searching in the UK dictionary, I found that 'attractive' refers to something '*appealing, charming, pleasant, pleasing, delightful, fascinating, charismatic, desirable BUT also good-looking, gorgeous, eye-catching, striking, smart, pretty*'.

However, when I thought of youth work, I was not particularly happy with this list, and I decided to make my own, related to youth work. I came up with the following:

'motivating, challenging, with a learning potential, fun, meaningful, educational, creative, inventive; in relation to young peoples life styles also cool, trendy, fashionable, 'anti' – something else or 'avant-garde'.

What would your list look like? What would you add? What would you take out?

If 'youth work' is about the WHY and WHAT, then is the attractiveness about the HOW? If I know what my values are, what the needs of my target groups are, the question is HOW do I address these needs?

This unfolds a number of other questions related to values but also attitudes and skills that youth workers use in their work²:

- How do I/we communicate with young people?
- How do I/we decide about the activities?
- How do I/we create ownership?
- How is it presented?
- Why does it appeal to young people? Why not?
- Is it also fun?

Moving swiftly from attractiveness, lets explore 'Attractive Youth Work' as a whole.



Attractive Youth Work

In the recent issue of 'Variety'³, dedicated to 'Attractive Youth Work' as a theme, Arturas Deltuva, a former Gotcha campaign Steering group member, looked at the question 'What is attractive youth work?' from two perspectives.

From a negative one, which he refers to as a state of 'being in trouble; losing track of what he was doing; losing the joy in his youth work'. He explains that asking this question is useless when everything is functioning as it should. The question occurs when something is wrong.

From the positive perspective, the need to ask this question refers to the 'willingness to progress, to move on, to improve'. Here he refers to the changing ways of youth work, as well as to the changing ways young people live and experience their lives.

From Arturas' perspectives we can take two main things. Firstly, that attractive youth work is a changeable category, which needs to be (re-)defined specifically in relation to WHY and WHAT youth work is about for an individual or an organisation. Secondly, that it refers to a process of improvement, progress or transformation, which necessitates reflection, evaluation and based on that building new or adapted ways of working.

When talking about attractive youth work as a changeable and progressing category, we simultaneously articulate concerns or factors that influence youth work.

These factors can be 'internal' within oneself, within the organisation, e.g.:

- Growing feeling of insecurity, loss of motivation, belief – 'is my youth work still attractive?' 'is what I/we do in my organisation still attractive to young people?';
- Observed changing patterns within youth work (organisational structure, changing flows of youth participation in the activities, decrease in the member base);
- Growing need for reflection – review of the purpose of youth work and why do we do it;

Or 'external' at the level of society, e.g.:

- Observed changing patterns in the lifestyles of young people;
- Observed changing patterns in the conditions of young people's lives.

All these different changing processes take place at the level of the individual youth worker, her/his organisation, as well as at the level of the target group of young people, the different stakeholders involved in youth work and the wider society.

In the middle of all these different processes, **what is your role as a youth worker?** What kind of responsibilities do you gain when developing and contributing to attractive youth work?

To begin with, all the issues and processes mentioned previously need to be reflected upon and taken into consideration when developing strategies and activities that respond to your target groups' needs.



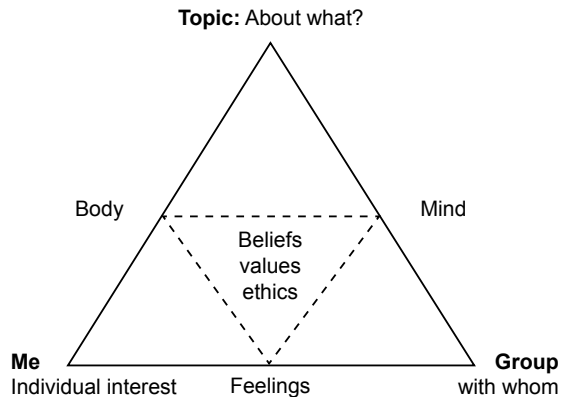
I believe the role of a youth worker is, on the one hand, to facilitate the search for harmony between her/his individual interests and the ones of her/his organisation. On the other hand, it is to find a balance between these interests and the needs and concerns of the target audience of young people.

As Arjen Bos described in his article ‘An invitation to Attractive Youth Work’⁴, this implies that both the youth educational practice and the organisational practice should be in harmony. This means that the leadership and the running of the youth organisation should be in line with its activities, in particular, with its educational dimension.

When planning the activities as part of the overall strategy of the organisation⁵, one way to bring all these different elements together is to develop a holistic approach to youth work, which strives for harmony in conditions which are constantly changing. This holistic approach attempts to balance the ‘what we do’ and ‘how we do it’ based on shared values, beliefs and ethics (see picture). The WHAT involves the ‘I’ – the individual interests; the ‘topic’ – the issues we want to address; and the ‘WE’ – the group with whom we want to engage, their interests and needs. The HOW should appeal to the feelings involved, the body’s action during the activities and the exercise of the mind.

Finally, attractive youth work is not only about the methods and techniques, it is not about whether the games and exercises we use are fun or whether you knew them before or not. Attractive youth work should reflect on the WHY we do WHAT we do with young people in a particular context of youth work in the society we live in.

Attractive youth work is not an individual act, it should be done within an attractive youth organisation, who knows the needs and interests of its members and its overall target group.



¹ Eurobarometer 2000, Final Reports on the Youth Opinions in European Countries, International Comparative Research.

² The focus on the skills, attitudes, values will be addressed in other chapters.

³ International Young Naturefriends’ magazine Variety, Issue no. 3, 2004, page 13.

⁴ International Young Naturefriends’ magazine Variety, Issue no. 3, 2004, page 12.

⁵ For more on organisational management see Chapter 3.



1.2 Understanding the Context of Youth Work

Ditta Dolejšiová

“The experience of participation is an important foundation for young people to become active resourceful people not only for their own personal development but also for that of their local communities. ...Young people expect that in this process they will become citizens of a wider community – that of Europe as whole and be involved in its development.”

The other day, I came back from a training course on conflict transformation for young leaders, which gave me lots of trust in and hope for the activities organised by participants of this training course and their further developments. On the way back home I was wondering about the influence they will have on the young people they work with.

This morning, I witnessed a tragic traffic accident, during which the driver and another young person lost their lives and two survived – one seriously injured and one with little scratches... – what kind of impact will this have on the young people that grew up here and live in this neighbourhood?

Yesterday, a new pope Benedict XVI was elected by the council of cardinals, how will this impact on young people?

Youth organisations are part of civil society; young people associated with youth organisations are part of a larger society. By taking part in youth organisations, young people have the opportunity to express themselves, to explore their interests and to voice their concerns about the issues affecting their lives. What is the society young people live in? What are the issues that influence our everyday life?

This section looks a little more closely at the context in which youth work is taking place and more specifically it looks at the trends participants of the first seminar in the Gotcha Campaign² worked with as part of an exercise that aimed to explore the concerns of young people in their local communities and in a wider European context.

So what are the socio-political, cultural, environmental and other issues that influence the lives of young people in your community, city or country? Can you name them?



Do you consider them to be simply obvious, such as youth unemployment and different access to education due to the place you live or your social background? Or can they also be more hidden – such as marginalisation of young people because of skin colour, sexual orientation, or because they are young women?

What is the context in which the young people you work with in your organisation, grow up, experience and live? What kind of social conditions do they face? How does it reflect on your activities? Do you address these issues as part of your work with these young people?

During the seminar, participants working in the Naturefriends' movement in different European countries observed that young people today have no time to work in youth organisations. As they have very little money or no money at all, they cannot afford to do youth work. Only very low fees allow them to 'join in'. On the other hand, some others observed that young people rely more and more on their parents and that they actually need more of the 'attractive' educational and social support youth organisations can offer.

Opinions differed with regard to the search for jobs depending on the specific context of a country. While participants considered it comparably easy to find seasonal jobs in the South of Europe, in other regions young people are working mainly on part-time contracts. Some participants observed that young people can be excluded because of their social background.

How do you think these different factors influence the involvement of young people in youth organisations? What other factors can you identify? What are the needs of these young people? How can you find out? Do you think you could address some of these issues in your youth work? How?

These questions are not easy to answer. However, they are crucial if you want to better understand the reasons behind the involvement of your target group in your activities, and allow them to fully participate in your activities.

Furthermore, we have been trying to apply some parts of what we have been 'preaching' to the overall concept of the Gotcha Campaign. As you will read in Chapter 4, the Steering group, with the help of the Secretariat has carried out research on the young people that participate in Naturefriends activities by conducting a survey and a number of interviews.

Once again, this is not about giving simple answers. It is rather about raising questions based on your experience in youth work, that we in the Gotcha Steering Group have identified as necessary to bring about changes in order to strengthen the participation of young people in your activities.

Some participants of the Gotcha seminar noticed that there is a widening gap between being a participant and being a leader in the Naturefriends' movement. They



agreed that it is less common for young people to gradually move from a more passive role as a member to a more active role in the leadership. Some thought it was due to the fact that young people stay single for longer (without starting a family) and enjoy a 'carefree lifestyle'. As a result of these dynamics, young people are reluctant to take on responsibilities even in the realm of a youth organisation.

Is this example also significant in your experience? What do you think are the factors that influence the move towards a more active participation and taking on certain responsibilities that belong to leadership in a youth organisation? Do you remember how it went in your experience? How did you become involved in more active way? What motivated and stimulated you? How did your motivation change over time?

These are all questions to be addressed and answered: first at the individual level for yourself, among your peers and teams in your youth organisations.

In order to facilitate your orientation a little, let me highlight some of the general trends in youth participation in Europe today. These are to some extent based on the outcomes of a seminar for young researchers on 'Youth Political Participation' that took place in November 2003 in Strasbourg, France.

Something about... citizenship (very un-attractive? ;-)

Citizenship? Why talk about that? What is really meant by citizenship? Traditionally, citizenship was mainly related to a legal or civil status and the exercise of social and political rights within national boundaries. It was understood as a state, rather than an active practise.

Today, we speak about different types of citizenship – local, European, communal, cultural, and so on. These include other ways of practicing citizenship than voting; for instance – voluntary work, informal community work, informal political action, awareness raising, lobbying and other caring work through which young people 'participate in their communities and influence policies and practices in the world around them'³.

What does it mean to take actively part in the society?

This year (2005) is the Council of Europe's year for Education for Democratic Citizenship⁴, which includes all practices and activities that facilitate young people's (as well as adults') participation in society. The aim of this is to launch a campaign to multiply the practices of education for democratic citizenship, policies and programmes developed within the Council of Europe.

In May 2005, the Council of Europe will hold a Summit of Heads of State and Government. In parallel to this a Youth Summit will take place and through this, representatives of youth organisations will be able to participate in debates regarding the key issues of democracy, human rights and the rule of law. As part of the Programme there will be educational and awareness-raising activities and debates on the issue of European citizenship (amongst others⁵).



Why is all this relevant to you? What does citizenships mean to you? Would you consider yourself an active citizen? Why? Does the notion of European citizenship appeal to you?

Would you find the Campaign for Education for Democratic citizenship relevant for your organisation? Would you consider joining the campaign? Why?

You may be wondering now, how this relates to the trends of youth participation in Europe today. Why talk about citizenship?

First of all, not all young people have the same rights and opportunities, although they should have the same access to them. For instance, young migrants, who live in a host country and actively participate in and contribute to the local community, do not have the same rights as other young people living in the community. Can you think of other examples from your experience of youth work?

Secondly, young people in Europe have to face this relatively new notion of European citizenship, as some rights and responsibilities are shifting to the European level. Do all young people feel European? Why do you think so?

Lastly⁶, citizenship refers to a process; one is not only born as a citizen, one becomes citizen by exercising her/his rights and responsibilities. This process calls for constant negotiation and debate on what we understand by it, depending on the city or even country in which we reside (Is it the place we were born or somewhere different?), and the socio-political environment we experience in our everyday life. Therefore, it is relevant for young people in our youth organisations, communities and society we live in.

What does this say to you in relation to the young people you work with? Do you think they can actively practice citizenship and take part in society? What are the barriers and challenges 'your' young people face?

Some people say that today we live in a 'consumer' society. In particular young people in Europe are offered many choices in relation to how to spend their free time: from a prescription of television entertainment and computer games, to the practice of sports and hobbies, to what we could call associative youth work. In the competition to meet young people's interests, tastes and wishes, one needs to be new, cool, fashionable and attractive. What was exciting today is already old-fashioned tomorrow... – this well-placed exaggeration illustrates the amorphousness of youth with its wish to experiment and try out the unknown as quickly as possible (before they turn old and boring).

Is this the kind of attractiveness we were talking about in relation to your 'attractive youth work'? How do you think consumerism impacts on what young people expect from your organisation?

Some other people say that young people are becoming more and more individualistic and have less and less time. Furthermore, that when encountering problems, young people prefer to act on their own rather than searching for collective solutions, or showing solidarity with others. Young people seek possibilities for self-expression, young people want fun. And fun is being offered in many ways that suit



personal or at least the general public's tastes. Whether through the mass-media, in the form of a successful T.V. singing competition called 'Idols' in the Netherlands and 'Superstar' in Slovakia, or through a number of video-game centres, 'auto-car lines', cinemas and fan clubs. With the opening up of societies, especially in the post-communist countries, young people have become immersed in the possibilities of leisure-time entertainment.

What does this say for participation in youth activities? Do you think your organisation is doing well in attracting the attention of your target group? Why?

Are there any specific problems you have encountered in relation to your youth activities? If yes, what are the reasons for them?

According to some, young people are resistant to engaging in formal youth structures, which have proper membership and weekly routine activities. It could be that young people prefer to join an event or participate in a summer camp, but when it comes to the daily youth work, they simply do not have time. Often they have to combine studies with paid work and also wish to explore other ways of expressing themselves in a more individual way. Some of them wish to improve their skills and gain experience or be able to afford cool possessions that their parents cannot provide (such as trade-marked clothes or the latest electronics).

Is this also true of the young people you work with? In your experience, what factors influence young people's choices? How do you think the process of individualisation influences the willingness of young people to take part in your activities and to volunteer for them?

According to research, young people now experience longer and more complex transitions to adult life. They are expected to be more flexible, more highly educated, more mobile, speak more languages and so on. Rather than following the usual path towards employment and building a family, young people stay in full-time education and training longer, and even post-compulsory schooling and other higher education and training is on the rise.

It seems that young people take longer to establish independent households and families on their own. Marriage rates have fallen whilst the age at which people get married has risen. Fertility rates have fallen, the average age at the birth of the first child has risen, and higher proportions young people remain single and childless.

In order to be able to afford a particular life-style, young people in Europe stay longer in their parental home, usually until they marry (mainly in Central and Eastern Europe). In Northern Europe young people often share flats and lead single lifestyles.

Do you recognise some of these trends in the place you work or live in? How do you think they impact on your youth work? What challenges and opportunities do they pose to the functioning of your organisation? How can your activities benefit from the awareness of these trends?

The increase in international opportunities has presented new challenges for young people. On the one hand, young people have more opportunity to travel, visit



different places and experience different ways of living. On the other hand, this demands of young people increasing flexibility and a greater openness and adaptability to new environments, especially if work or study require mobility. Young people are also required to master language skills as a basis for international communication.

International opportunities create new opportunities for young people, but can also create new barriers to communication, integration and active participation in society.

What do you think the relationship is between international opportunities and young people's needs? In what ways do you think youth work can respond to these needs in relation to the international opportunities?

Understanding the context in which the young people we work with live, the challenges they face, the barriers they perceive in taking an active part in society, do not only help us to address young peoples needs but can also facilitate a process of making our youth work more attractive. In this part, I have touched on some general observations in relation to the functioning of society with a focus on young people. However, these were only very general and therefore limited observations. I would like to invite you to take the time to think on your own, without necessarily repeating what has been written on the previous few pages and think for yourself about issues, processes and maybe even trends that you think influence the functioning of your society.

... But maybe you have difficulties to sit with a blank sheet of paper staring at you. Maybe you will also have difficulties to look at your own situation from an analytical and objective view-point. But maybe you will have the courage to look some things up concerning young people and their situation on the internet, where you may discover that your country has a youth policy on issues that concern young people, and that this particular policy is (often) based on research into young people – their values, their interests and life-styles. This may certainly be one of the clues to help you to understand the context in which you live. So, good luck!

¹ Siyka Kovacheva, Keys to Youth Participation in Eastern Europe, Council of Europe Publishing, Directorate of Youth and Sport, 2000, p.88.

² This exercise was used during the Seminar on Attractive Youth Work that took place on 24 – 30 May 2004 in Almere, The Netherlands.

³ Roker and Eden, 2002, page 7.

⁴ For more information – www.coe.int/T/E/cultural_co-operation/education/E.D.C./

⁵ For more information on the Youth Summit – www.coe.int/t/drc/summit/Youth_intro_en.asp

⁶ This debate could be obviously continuing for a much longer, however the purpose of this article is only to highlight some dilemmas around the subject. For more you may want to refer to the www.trining-youth.net and the T-KITS on 'Under Construction... Citizenship, Youth and Europe' and 'Social Inclusion'.



1.3 Challenges and Perspectives of Attractive Youth Work in the Naturefriends' movement

Ditta Dolejšiová

Why talk about the challenges and perspective of attractive youth work at the beginning of the book and not at the end? Well, good question. The Steering group of the Gotcha Campaign and the authors of this guide decided to first offer you a glance at some of the overall challenges when talking about attractive youth work that are also relevant in the Naturefriends movement. This should also consolidate the understanding of the concept of the guide, which in the coming chapters will deal with some of the specific aspects of these challenges in more detail.

The previous parts of this chapter looked at the concept of attractive youth work and what it should involve; and explored more closely the context in which attractive youth work takes place. Having examined these issues, the key question to address in this last part of Chapter 1, is the following: What does attractive youth work mean in the framework of IYNF?

Taking into consideration the previous two parts, this section looks specifically at challenges in relation to youth work in the Naturefriends movement and in the context of IYNF. At the same time, it serves as a kind of summary to the debates in this Chapter.

One of the key challenges of attractive youth work within the Naturefriends movement and IYNF is to conduct a proper needs analysis of the target group this diverse movement attempts to address.

The broad definition of the target group of young people that traditionally come from this family-based movement is insufficient today, and although a fresh process of re-identification of the target group has begun, better communication with this target group in relation to its needs and interests is necessary. This is not an easy process, as it seems that these people are relatively young and therefore not very experienced in youth work. Furthermore, they are to a large extent unaware of their own needs.

This suggests another necessity complementary to the needs analysis: a better understanding of the situation young Naturefriends live in. This requires a more qualitative research and possibilities to talk to young people about their social and economic backgrounds, their education, their dreams and visions and their understanding of the world they live in.



Once this understanding is shared among the national member organisations, regional and local organisations within IYNF, it can also be reinforced. This can be done by youth workers and youth leaders responsible for the development and running of the educational activities. As a result, coherence and consistency at the level of the organisation can be strengthened.

The third challenge therefore remains in finding a proper balance between the organisations' mission, the different concrete activities in relation to this mission; and between the needs of young people. Are the needs of the target group fulfilled through the activities? Do the activities fulfil the mission of the organisation?

A more realistic overview on the opinion of young people involved in the movement both as leaders and participants of activities will be presented in Chapter 4.

In relation to the context in which the activity is taking place, it may be helpful to ask oneself about the specific reasons for young people to choose your activity at a particular time. Why did they choose this activity over another? Is it because the activity addressed their needs? Is it possible that the organisation offers activities in places where there are only a few opportunities to access other interesting pastimes for young people (e.g. rural areas of Hungary)? And then, do these particular activities fulfil the IYNF mission to promote social and environmental justice? How?

During the IYNF Gotcha Campaign seminar on Attractive Youth Work, participants silently expressed how they see themselves and their role as a youth worker in society only by the use of their markers¹. Some of the following issues came out: (see next page)

This overview is not exhaustive, however it offers a perspective on what is considered to be the role of a youth worker. What did you learn from this? Do you agree with the issues mentioned? What did you miss and think should be included?

Do you think it is the role of your local or national member organisation (MO), IYNF, and your responsibility to address all of the issues mentioned above? What kind of role can you responsibly take on?

It is probably obvious that not all of you can be engaged in everything. However, even a small youth organisation or youth club has an important role in society if it contributes to young people's development and widens their horizons of thought and action. You may think of issues that you cannot feasibly tackle within your organisation due to time and/or human resources. Is there anything the international structures, such as IYNF could be specifically responsible for? What kind of needs do you have in relation to the secretariat? What can they facilitate for you and the young people you are working with? How can they help you to make your youth work more attractive?



<p>Engage and make others engaged in wider society</p> <ul style="list-style-type: none"> • push forward and support youth participation in every day policies • make politics more understandable, encourage young people to think about the different issues that concern them • reflect critically on the situation in society 	<p>Promote Youth Work</p> <ul style="list-style-type: none"> • promote youth work towards the outside world • inform also other local groups and 'non-associated' young people • make the benefits of being involved in Naturefriends more visible
<p>Facilitate learning</p> <ul style="list-style-type: none"> • help people to learn about themselves • challenge prejudices and stereotypes • share optimism, motivate • encourage diversity, so that we can enrich one another • develop trust and offer support 	<p>Offer services</p> <ul style="list-style-type: none"> • offer other ways to spend leisure time • find new ways to attract young people from my own group to engage in international activities • provide services for international cooperation, training and seminars • help new volunteers • provide a safe and sustainable space for activities
<p>Contribute to personal development</p> <ul style="list-style-type: none"> • develop self esteem and confidence in each of us • develop awareness of the possibilities open to young people • empower young people to develop their own activities and projects, support new ideas • facilitate skills development 	<p>Know your youth</p> <ul style="list-style-type: none"> • make Naturefriends more aware of the needs of young people • take the responsibility to find out what young people want
<p>Be aware of your possibilities and limitations</p> <ul style="list-style-type: none"> • to get from 'me' to 'we', benefits of working within a community • be clear on at each moment of what I am doing and where I stand in relation to my youth work • not to be afraid to change 	

What do you think is the role of an international youth organisation? What kind of services should it provide?

I believe the thinking process involved in finding answers to these questions represents the fourth challenge.

To be able to fulfil the role you set for yourself, your youth work and your organisation, and take on the responsibilities that go with it, you need to be well-equipped with all sorts of skills and competencies. I think the fifth challenge for the



Naturefriends movement lies in the individual and organisational resource and capacity development. How can your organisation or IYNF contribute to the development and strengthening of human resources? How can my organisation at the local, national and international level contribute to the capacity development of their youth leaders and youth workers so that they can do attractive youth work?

And on a more personal level, what skills and competencies do I need as an individual and what is necessary on an organisation level in order to do attractive youth work? What do I think I still need to work on?

The question of resources prompts two further challenges: the educational and organisational practice. Both of these represent an immense part in youth work and therefore will be addressed separately in chapters 2 and 3. But let me comment on them briefly.

In order to respond to all the challenges previously mentioned, the Naturefriends' movement needs to strengthen their competence and capacity to develop the educational dimension of their activities and therefore reinforce its educational youth work practice. In my modest experience of the different MO's activities, I have seen lots of amazing outdoor activities, games and wonderful camp experiences, but I haven't seen much of the educational dimension in them (other than to learn how to climb rocks, or row properly – but isn't that the purpose of sports clubs?). I believe the Naturefriends' movement needs to reflect and analyse the educational potential of its activities and develop a strategy to progress their specific Naturefriends educational approach and practice that would allow leaders to address the needs of young people and issues that concern them in fun, interactive and engaging ways.

In order to facilitate the educational process, one also has to look at the processes involved on the organisational level. IYNF and its member organisations have a complex sets of relationships and structures, which reflect the history and struggle of youth emancipation within the Naturefriends movement. How to combine the 'old' and the 'new'? How to bridge gaps of past experiences, new ambitions and challenging possibilities? Chapter 3 will introduce the issues of organisational management, organisational culture and leadership in more detail.

Last but not least, the 8th challenge, the challenge of coordination, partnership and networking. I think in a well-functioning organisation, these three are the key to innovation and development.

Who does what? Who is responsible for what? Who takes the lead in what area? Who are the different stakeholders? What relationships exist among these different stakeholders? Who takes the lead among them? Is it a two-way relationship?

These questions are probably easy to answer at the level of your organisation. But how does it work when you consider the whole IYNF structure? What are the



relationships between the adult and youth Naturefriends structures? How does it reflect on the youth work I do? Who coordinates the activities I run? What is the role of IYNF as an international youth organisation?

Generally speaking youth organisations are stronger when working together based on common needs, interests and the themes they address. Partnership and networking have the potential to stimulate local action by increasing the motivation and creativity of youth workers to do things differently based on the exchange of experiences.

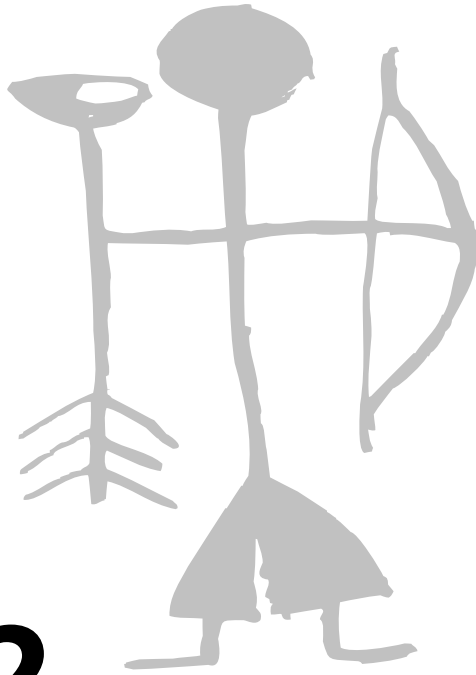
I believe that developing partnerships within the Naturefriends MOs in joint activities, as well as opening up and developing some activities with other youth organisations, would be very beneficial for both individual youth work practice and the organisation as a whole. However, these kind of initiatives, need to come from within, again based on the reflection and needs analysis of your organisation.

Finally, I would like to encourage you to simply make Gotcha live in you, in your youth organisations and your youth work. And remember, if you want to change and improve something, you need to start from yourself.

¹ Silent Floor Exercise, see Participants' Report from the IYNF Gotcha Campaign Seminar on Attractive Youth Work that took place on 24–30 May 2004 in Almere, The Netherlands, Appendix 2.







2

Educational Approaches Towards Attractive Youth Work

2.1 Attractive Youth Work as an Educational Practice

Wilfried Meulenbergs

IYNF (the youth branch of the Naturefriends movement) stands for ideals with international relevance such as peace, solidarity & tolerance, environmental protection and the right of participation of young people in the decision-making processes, which affect them. These ideals are visible throughout IYNF's history (see chapter 2.2 'How it all started') and have remained very much the focus of its international work. The values are stated in IYNF's 'mission statement':

"IYNF is an international youth NGO, which together with its members promotes the ideals of sustainable development, a socialist democratic society and the personal development of young people. We work to achieve these ideals through the promotion of integrative tourism, active youth participation and non-formal education, specifically offering young people an environmental experience and the opportunity for intercultural and experiential learning"

Young Naturefriends do not just organise activities as such, but organise them with clear aims. We could call it 'value-orientated youth work': when organising an activity, regardless if it is a game, sport or camp, Young Naturefriends will always first think about these aims and then see how this activity can be organised. Activities are not just organised for fun or for the sake of being together: they serve the aim, the ideals of Naturefriends, by having a clear educational dimension. It is this educational approach we will explore in chapter 2.

Most of the work of IYNF though is done in the MO's, the member organisations in different countries that bring young people together to take part in activities. The activities reflect these ideas, and trainers will always fall back on the ideology of IYNF while planning programmes and organising. The challenge for (I)YNF is to attract young people to their activities and thus get them interested in the ideas that are behind them. Activities (even the so-called 'pure sportive' ones) are never an aim in themselves, but serve the general aim of 'building a better world'.



In this chapter we will address some of the most active working fields within the work of the member organisations (and therefore IYNF):

- Outdoor sports education
- Intercultural learning
- Sustainable development/environmental education
- Social and political education.

We also include a chapter on 'learning styles' and 'experiential learning' since these are crucial to understand the way these working-fields are been tackled in IYNF.

We will describe how these working fields, that are clearly practiced in quite some MO's, have a very specific methodology within IYNF and its MO's. We will try to make clear how we can work with them in practice, why we do it this way and focus very much on the educational approach, which makes it specific within IYNF.



2.2 Outdoor Sports Education

Wilfried Meulenbergs

In this paragraph I will outline:

- Why (Young) Naturefriends practice outdoor-sports in their activities
- Why and how they use them for educational purposes and don't simply practice them a sports
- How outdoor-sports are a tool 'par excellence' for education of social and 'green' values.

Many youth organisations practice sports, and more specifically outdoor sports in their activities. Young people love the outdoors, they love sports, and they love the fun of hiking, skiing, caving, and climbing. It is 'attractive' youth work as such, for sure.

Yet, (Young) Naturefriends do more. More than just using these activities for having fun, they use them as an educational tool. This has consequences not only for the organisation of these sports, but especially for the education of the trainers. It all starts with the aims, the goals we want to reach: why does IYNF use outdoor sports for education?

How it all started

One could give an easy answer to this: because it has always been the case in Naturefriends. Indeed, dating back to its foundation in Vienna in 1895, from the womb of the labour movement, the Naturefriends' aims were:

'...neben die alpinen Vereine des Bürgertums zu treten und durch geringe Mitgliedsbeiträgedem Arbeiter die organisierte Teilnahme am Bergsport möglich zu machen...'¹

'...Wir wollen vor allem die Arbeiter losreisen van den Stätten des Alkohols, vom Würfel- und Kartenspiel. Wir wollen sie aus der Enge der Wohnungen, aus dem Dunst der Fabriken und Wirtshäuser hinausleiten in unsere herrliche Natur, sie der Schönheit und Freude entgegenführen...'²

The founders of the so-called 'Touristenverrein der Naturfreunde' wanted to give working-class people the opportunity to enjoy outdoor-life as way to escape from their unhealthy living and working conditions. The organisation's activities were not only



aimed at getting people to beautiful natural settings, but also at awakening their love for nature and imparting knowledge about nature and culture to them. So, it is clear that from the beginning 'outdoor sports' were central to the work of Naturefriends, and that they were not the aim as such, but tools for education. From the beginning, Friends of Nature wanted to work in a specific way, different from the common, so called 'bourgeois' way.

I will try to explain something about that way and more specifically: how the Friends of Nature today see Outdoor Sports Education (OSE). Let's first go very briefly into the history and evolution of NF, just to see the perspective of our point of view today.

'Berg Frei!'

The method of Friends of Nature from the beginning was to gather people in local groups and offer them 'sports & culture' in their leisure time. In an era where working class people had working days of more than 10 hours, at least 6 days a week and no paid holiday, this was something new. From the beginning they also started building shelters, the so-called 'Friends of Nature - Houses', as an alternative to the inaccessible (elitist, expensive) mountain-huts of the Alpine-Clubs. This building of their own huts was at the same time a social activity, promoting and putting into practise solidarity (all the work was done by volunteers), and a political statement. They were a very concrete expression of their slogan: Berg Frei! (Mountains Free!), that they used in opposition to the 'Berg Heil!' ('Mountains Be Greeted!') used in the bourgeois clubs.

Outdoor activities (in the nature around their houses) were their main activities. But at the same time, Friends of Nature were politically active. Being convinced internationalists they were in the frontline of the anti-war movements when Europe was set on fire in the beginning of the 20th century, and even more when the fascists took over the lead in the 30s in Germany and later in Austria. They paid for their resistance against the Nazis with a ban, confiscation of goods and houses, and many of their leaders were sentenced to concentration camps.

After the war the work continued, local groups were re-founded, houses were re-erected and new houses were built. Friends of Nature, still strongly connected with the social democratic parties in western countries, were again in the frontline of a political struggle: this time for the 8-hour working day, 5-day working week and more paid holidays. Growing wealth in the west made all this possible, and the outdoor activities NF offered attracted more and more people.

At the same time, the movement and the houses in the east were 'nationalised' by the communist regimes. Only after the fall of the wall, the houses were slowly given back to the newly re-founded local groups. Thus starting in these countries a process that took place in the west in the 60's.

'Friends of Nature' is now a large international organisation. With the growing wealth of the population (and also the 'working class'), many of the original politi-



cal and social aims of the organisation seem to be achieved: so called ‘working-class’ people have paid holidays and can go to spend time outside. But now new groups (such as deprived youth, immigrants, ...) are the target-groups for the Friends of Nature in organising a ‘natural’ leisure-time. And the major interest for Friends of Nature now is the environment: once they tried to get people to the ‘unspoiled nature’, but now that people have discovered nature, Friends of Nature continue working on the protection and sustainable use of this nature. Thus, Friends of Nature gradually became less ‘red’ and more ‘green’. Local groups continue organising outdoor-activities (although today no longer only in their NF-Houses), but the political action has become more ecologically focussed. NFI, the international umbrella organisation, is very active in this field. It has even obtained an advisory status in the Directorate General for Environment of the European Commission.

Today Friends of Nature have about 700.000 members – young and old –, mainly organised in about 3500 local groups, spread over more than 25 countries, mostly in Europe. There are more than 1000 Friends of Nature - houses situated in the most beautiful natural areas in Europe and overseas.

So far then a history-lesson’ that has hopefully made clear that there was always an ‘E’ to the ‘OS’ in Naturefriends, both in the adult organisation and in the youth organisation. But, what kind of education? With what aim?

What kind of Outdoor Sports?

To understand this, we can just look at what makes Outdoor Sports so attractive for young people today.

If we look at the advertisements for OS, or ask young people what they like about these outdoors-sports, we always hear the word ‘adventure’. ‘Adventure’ is definitely one of the key words in modern outdoor-sports. Magazines, commerce and alpine-organisations, don’t sell us muscle-pain, sweat nor tiredness or danger, no, they sell us ‘adventure’. And we love to bite into it.

But what does this have to do with ‘OSE and Friends of Nature’? Everything. Since the notion of ‘adventure’ is so central in the modern OS-field, it is the definition of it, which gives us a tool to understand the ‘educational’ perspective of I(Y)NF.

What is adventure ? What makes OS adventurous?

Though the feeling of ‘adventure’ is strictly individual – what one person may find very adventurous, someone else may find quite normal or even boring – there are three elements essential in the notion of it.

The first element is ‘**risk**’, and the challenge to take the risk. The challenge exists in the fact, that we never know 100% for sure, whether what we undertake, will really succeed: that is the risk (and thus it has nothing to do with the notion of ‘danger’).

When I go to find my way with a map and compass over hills and through forest, or even more remote areas like the mountains there is always the risk that I won’t find the



way. If I start a long climbing-route – like 15 pitches – I am never 100% sure if I will find the route, find the cracks to belay, have enough physical power to the last pitch. Both hikers and climbers will always go in search for that kind risk, find a challenge in it. The conquering of it gives satisfaction, for some it is even a drug. To me, there is nothing more thrilling, than finding a route on a mountain where there are no marks, no trace, no certitude in the beginning that there is a way through.

The next element is **'commitment'**. Only a few outdoor-activities have this element to a high level: climbing and alpinism share this quality with 'adventures' like cave-exploring and high-sea sailing. It means simply: once you are 'in', there is no easy way 'out'. Maybe it is easiest to explain the opposite : a football player of course runs like hell and fights like a devil to get the ball in the goal, to make his team win, so he shows – in the classical meaning of the word – a great deal of commitment. But: if something goes wrong, for example he twists his ankle, the game is stopped, until he is taken from the field to a doctor. And no real harm is done. If on the other side, a hiker on his way deep in the hills, twists his ankle, he may be in deep shit. Or even worse, imagine a climber being surprised by a storm during a tough mountain-climb...

A lot of 'commitment' is lost with the use of technical support like lifts, helicopters, red marks, bolds, use of mobiles, ... All these enhance the security, but slowly destroy the possibility for commitment, and so at last real adventure.

The third element is **'self reliance'**: whether or not your action will be successful does not depend on what others (or methods of technical assistance) do, but what you do yourself (and your own physical effort). Today , anyone can get to the top of Mt. Blanc (if needed by helicopter), raft down Grand Canyon, drive with a land rover through the Taklamakan-dessert. With (a lot of) money you can buy any mountain (even Everest is for sale these days), any 'adventure'. But nothing gives more satisfaction than walking on foot, than finding the way yourself, carrying your own backpack and tent, cooking your own meal, tracking your own path in the snow. Self-reliance is a main feature in the character of 'adventure'.

These three elements together: **risk, commitment and self-reliance**, and most importantly: the level of their presence in your activity, decides on whether the action is really adventurous or not.

With this definition, we can easily unmask a lot of (mainly commercial) activities that use the name 'adventure' in their advertisement, but are merely fake, or even a pure rip-off. 'Dakar' (a prototype of commercialised 'adventure') has nothing to do with adventure, since there is no risk or commitment, since there is full satellite-navigation (no risk of losing the way) and full-time heli-support (at any time there is 'a way out'). But closer to our activities: lets be honest, what is the self-reliability of a client walking up Mt. Blanc on the rope of a mountain-guide? None: the guide will take him where he wants to be and search for the safe way through the crevasses. And one may feel like a great adventurer rushing through the remote planes of Lapland in a queue of powerful snowmobiles, ending the day in the ultimate 'adventure-hotel',



completely erected in ice. But is this real adventure as we see it? Not at all: because you are merely a consumer of what others prepared for you (igloo, trace, ...), you hardly have any personal input, apart from the full dose of adrenaline.

The same goes for the super trendy sport heli-skiing. Again, the adrenaline level in this so-called 'adventure' will be exuberant, but this is far from a real adventure as we see it while the risk (of losing your way) is fully excluded by the mountain-guide leading you downhill, the commitment is excluded since these adrenaline-freaks are in constant contact with the helicopter waiting to take them to next mountain top, and 'self reliance' (which would include some personal effort to reach your goal, i.e. getting on top of that mountain you want to ski down) is bought off with a credit-card.

'Nature' in the core of the concept of 'adventure'

And most of all: what is the point of rushing through nature with howling machines? Or speeding down the snow-covered slopes, rushing to get to the next one? Difficult to really enjoy what we came for: nature. Because this is the 4th element, which covers the three previous: **nature**. Real adventure – the way we see it – is connected with nature. Which means also, that adventure can only survive, if there is respect for nature. Even if we look at the three first elements closely, we see that 'nature' – and respect for it – is the binding element.

The more we perform our activities in a more natural environment, the more there is **risk**. The wilder, more unspoiled nature is, the harder it is to find your way and the higher is the risk you won't find it. Just compare the risk you run by doing an alpine-tour on tour ski or snowshoes with the perfect certainty of finding your way when following the tracks when you do cross country skiing.

It is the same with commitment. The less we use technical help, the more the commitment is needed. For western alpinists like me, spoiled by the over-exploited Alps, it is a relief, a re-discovery, to go climbing in areas like the Caucasus, where there is no network, no heli to call if you are in need, no huts to buy a meal or find a warm bed...

And of course, pure self-reliance is at its strongest in a purely natural environment. If there is no trace or mark, you have to find your own way. If there is no lift, you have to go on foot. If there is no hut, you have to carry your own tent and food.

So it is clear, if we want to live real adventure, we need real nature. If we destroy nature, we will be doomed to live our 'adventure' in artificial environments.

If you look at the great alp-resorts like Chamonix, Kitzbühel or Zermat you can see where this. Nature is as far as possible 'domesticated', so 'risk' is excluded (every single path is marked to the extreme), the 'commitment' is excluded (heli-rescue is as common as calling a taxi there) and 'self reliability' means only having to show your credit card. It is a pain to see that in these cradles of alpinism, the soul of mountaineering itself has been murdered. Nature, the beautiful mountains, slaughtered for the sake of profit.



Learning to live (in) nature

In this sense (Young) Friends of Nature in their activities, in their outdoor sports, will always try to be as 'adventurous' as possible. The core element in our programmes will always be to teach people to be 'self reliant' (courses in using compasses & maps, navigating over glaciers, surviving in the snow, weather observation...) We will never 'guide' people, but educate them to find their way. We will stimulate people, and teach them, to go beyond the 'beaten track', where there is a greater commitment, a greater risk (not danger!), a greater satisfaction, and a greater connection with nature.

It is clear that within (Young) Naturefriends OSE is value-orientated. We still believe, like the founders of Friends of Nature about 100 years ago, that we can contribute to create a better world. Or at least keep this world enjoyable.

But this does not mean we always explicitly name these values. On the contrary, we prefer to organise our activities in a way that the participants feel these values. By making the outdoor-activities as 'adventurous' as possible, we don't talk about commitment, or self-reliance, nor love for nature: we make participants feel it, live it. It is by letting them live this 'nature'-feeling, that participants/members get the feeling for nature. We believe, and see it reflected in evaluations we run in our activities, that people in this way get more respect for nature

Some examples from our daily practice in OSE

When organising an outdoor-camp we will always try to organise it in a place that participants can get to by public transport or we organise a bus-service. We talk about the real cost of transport (ecological cost) and charge real prices for transport. Participants tell us at the end that they were surprised thinking at the beginning they would 'lose time' by using public transport, but now realised this is a nice way of travelling too.

The campsites and NF-houses we use, are run in an ecological way. By definition they are small-scale, trying to reduce the impact on nature as much as possible. During a camp, participants are not just running from one activity to another, but are also busy cleaning, cooking, sorting rubbish... Participants that come from other organisations like regular alpine-clubs tell us they like our way of working where sports-sports is not the only goal of an activity, but that they enjoy the relaxed and nature-focussed way of organising activities.

Even 'lessons' in ecology don't need to be boring or school-ish. A quote from a participant of a summer camp makes this clear:

"There was a marmot crossing our path. We wanted to run after it to see it better. But then Stefan stopped us and invited us to sit down, wait and watch. It took quite some time: we had an overwhelming view over the glaciers on the other side of the valley (didn't really notice it before!), and then the little fellow came peeping out of a hole and stood on a boulder, looking around and apparently also looking at us. It was so wonderful, so amazing to see this animal observing us, us observing him..."



Stefan then explained us a lot about how these animals survive in the wintertime and how they breed... Never, ever before I had such an interesting lesson in biology before! And he is not even a real teacher, but our climbing-trainer!" (Silke, 16)

Or this girl, not so much in favour of geography:

"I think I got it. I never understood how this orienteering worked, nor did I like to read maps. In a way, it always went too fast for me, and others were better... This afternoon I finally got it and I could point out the mountains on the map, and find the exact path to go to the hut. Tomorrow I want to climb with Shana and Marissa, and I wanna lead the tour this time!" (Lisa, 15)

And this boy, who did not like his French-classes:

"I hate French, I really do. At school the teacher makes us read those dull texts and learn grammar. But what for? But now we had to prepare our route for the next day. I was so pissed off when they gave me and Joren this little route-description-book completely in French! Godverdoeme! Luckily we got a dictionary for it, so we kind of translated it word for word. But then there were those two local guys watching us all the time already: they helped us a lot, showing us on the map how to go best and telling us (in French...) when to get up. But anyway, I should learn some French if I am to go into the mountains by myself one day." (Lars, 14)

Reports of camps and trainings are full of these quotes by participants who – sometimes for the first time in their life – discover ‘nature’. Many time quite unexpectedly, because in reality they came for a sportive activity like climbing or canoeing. But what they lived was an intense nature feeling.

Although it is evident that this way of organising Outdoor Sports Education in the first place has an educational effect in the sense of increasing ecological awareness, I can even see how this approach can have political consequences. In the member organisation where I am active (Belgian Naturefriends) we radically work according this idea of letting participants taking responsibility, even in difficult situations such as mountaineering: instead of us trainers taking the lead in finding the way, climbing first, we teach the participants to do it themselves and let them go first. We help them in not getting completely lost, and of course we prevent accidents. During every camp or course again I can see participants grow from shy, insecure people, into self-confident, proud young people, after only one week in the mountains with us.

I will not claim that (Young) Naturefriends ‘change the world’, but I do believe that throughout our OSE we contribute to a better world and do make (young) people live better in it.

Berg Vrij!



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About Naturefriends :

- Organisation and programme today: www.nfi.at (adults/umbrella)
www.iynf.org (youth)

¹... to stand in opposition the bourgeois alpine clubs and by asking low memberships fees, give the opportunity to working people to practice mountaineering ...' (K. Renner, An der Wende zweier Zeiten, Wien, 1946)

² ... We want to bring the working-class people out of the places of alcohol, gambling and playing cards. We want to get them out of their small houses, the smoke of the factories and the pubs, to lead them into the wonderful countryside, to let them discover beauty and happiness...' (K. Volkert, General Assemple of Friends of Nature Austria, Vienna, 1925)



2.3 Learning Styles and Experiential Learning

Tamsin Pearce

Introduction

When considering the attractiveness of youth work and associated activities, it is important that we assess not only the level of fun but also the quality of the learning experience for the target group. The Naturefriends movement, has from its outset, been built on a set of clear values promoting sustainable development and social justice. These values are what cement the organisation together, attempting to build generations of socially aware and responsible young people. Activities should aim to educate young people about global as well as local issues, using educational methods and avoiding indoctrination. A wide variety of methods can be used to achieve this, drawing on the different competencies and preferences of each group.

In this section, I will consider learning in its various forms and the value of learning in a non-formal setting. I will also address the use of different learning styles with groups and the practical application of 'learning by doing' or experiential learning as a concept.

Education

A number of phrases are frequently used with regard to education and learning and are often confused with one another. They define different types of education and it is important that we understand the distinction when addressing learning.

Formal Education takes place in school, college or university and more often than not follows the pattern of one teacher in a classroom working with a group of twenty or more pupils. Formal Education is usually compulsory up to a certain age.

Non-Formal Education takes place in a peer group setting which could be a youth group or an interest group and like formal education is usually planned by a trainer or group leader. Non-formal education focuses on the individual learner but makes use of the group as a resource rather than relying on the trainer to 'teach' the group.

Informal Education in contrast is un-planned. This is the type of learning that takes place between friends or amongst peers in a social setting.

Learning

Throughout life we are confronted with different types of learning. Some learning experiences are very much in our consciousness while others are sub-conscious. As



I previously described, formal and non-formal education are usually conscious while informal education is sub-conscious.

Learning is defined using a wide range of terminology, describing the acquisition of skills, knowledge and competencies. Traditionally, this is characterised in terms of a narrow understanding of intellectual activity. Formal schooling relies heavily on the use of teaching methods that focus primarily on linguistic and mathematical skills. Learning however, encompasses a much broader spectrum.

In formal education, the focus is often the teacher ‘giving knowledge’ to pupils. Non-formal education in contrast, is learner-centred, focusing on the individual’s needs and abilities, making use of the whole person: their intellect, body, emotions and ability to work with others. This is sometimes described as the 4H approach, using the Head, Heart, Hands and Health.

Learning Styles

It is important to address learners in this wider sense when designing activities in the Naturefriends context. Different people and different situations require different learning styles so it is important to remain flexible and open to alternative methods of learning. While it is clear that you cannot use methods that suit all individuals all of the time, you will be able to ‘please most of the people most of the time’.

Learning Styles Theories

A number of different theories have been developed relating to learning styles. Perhaps the most widely known are Honey and Mumford’s Learning Styles theory and Gardner’s Multiple Intelligences. As these two offer quite different perspectives on the issue, I will address them both.

Honey and Mumford

Peter Honey and Alan Mumford have identified different learning styles. They have put forward a theory that individuals learn best from certain situations and that by being able to apply different learning styles they will be able to learn from a variety of situations and experiences, maximising their opportunities for learning. Honey and Mumford have devised a learning styles questionnaire to help individuals focus their behaviour and become more aware of their preferred learning style. It comprises a set of eighty statements to which individuals respond, concluding with an explanation of their four learning styles groups.

Each of the four groups learns best from a specific type of activity where they can use their strengths and are not required to rely too heavily on their weaknesses. The groupings are somewhat simple and crude, giving only part of the picture but nonetheless provide us with a useful model. All-round learners (those with no clear preference) are best equipped to learn from all situations and although very few people are exclusively suited to one type of learning, most have a clear strength, assisting in



Activist strengths: <ul style="list-style-type: none"> • Flexible and open minded • Happy to have a go • Happy to be exposed to new situations • Optimistic about anything new and therefore • unlikely to resist change 	weaknesses: <ul style="list-style-type: none"> • Tendency to take the immediately obvious • action without thinking • Often take unnecessary risks • Tendency to do too much themselves and hog • the limelight • Rush into action without sufficient preparation • Get bored with implementation/ consolidation 	Learns best when: <ul style="list-style-type: none"> • There are new experiences, problems, and opportunities from which to learn. • They can engross themselves in short “here and now” activities such as business games, competitive tasks, role playing exercises. • They have a lot of the limelight, high visibility. • They are thrown in at the deep end with a task they think is difficult.
Reflector strengths: <ul style="list-style-type: none"> • Careful • Thorough and methodical • Thoughtful • Good at listening to others and assimilating • information • Rarely jump to conclusions 	weaknesses: <ul style="list-style-type: none"> • Tendency to hold back from direct participation • Slow to make up their minds and reach a decision • Tendency to be too cautious and not take • enough risks • Not assertive – they are not particularly forthcoming • and have no “small talk” 	Learns best when: <ul style="list-style-type: none"> • They are encouraged to watch, think, and chew over activities. • They are allowed to think before acting, to assimilate before commenting. • They have the opportunity to review what has happened, what they have learned. • They can reach a decision in their own time without pressure and tight deadlines

some situations and hindering them in others. It is important that youth leaders and trainers are aware that they will tend to favour using their own preferred learning style when working with groups and in order to avoid an imbalanced programme, they should consciously plan activities making use of the other learning styles.

Gardner's Multiple Intelligences

Howard Gardner's theory focuses on the contention that traditional IQ tests are too limited and like formal education, tend to focus only on one type of intelligence, overlooking a large percentage of the many and varied talents individuals possess. He



Theorist strengths:	weaknesses:	Learns best when:
<ul style="list-style-type: none"> • Logical “vertical” thinkers • Rational and objective • Good at asking probing questions • Disciplined approach 	<ul style="list-style-type: none"> • Restricted in lateral thinking • Low tolerance for uncertainty, disorder and ambiguity • Intolerant of anything subjective or intuitive • Full of “should, ought and must” 	<ul style="list-style-type: none"> • They have time to explore methodically the associations and relationships between ideas, events and situations. • They are in structured situations with clear purposes. • They have the chance to question and probe the basic methodology, assumptions or logic behind something. • They are intellectually stretched.
Pragmatist Strengths:	weaknesses:	Learns best when:
<ul style="list-style-type: none"> • Keen to test things out in practice • Practical, down to earth, realistic • Businesslike – get straight to the point • Technique oriented 	<ul style="list-style-type: none"> • Tendency to reject anything without an obvious application • Not very interested in theory or basic principles • Tendency to seize on the first expedient solution • to a problem • Impatient with waffle • On balance, task oriented not people oriented. 	<ul style="list-style-type: none"> • There is an obvious link between the subject matter and a problem or opportunity on the job. • They are shown techniques for doing things with obvious practical advantages currently applicable to their own job. • They have the chance to try out and practice techniques with coaching, feedback from a credible expert. • They can concentrate on practical issues.

Source: Honey, Peter and Mumford, Alan (1992) *The Manual of Learning Styles*, p. 47-48, ISBN 0-9508444-7-0. Printed in ‘Organisational Management’ T-kit published by the Council of Europe Directorate of Youth and Sport

maintains that by concentrating on linguistic and logical/mathematical intelligence, other equally important faculties can be missed.

Gardner has divided intelligence into eight distinct groupings and claims that everything can be taught eight different ways in order to suit the learning needs of all individuals.



Intelligences

- Linguistic intelligence („word smart“):
- Logical-mathematical intelligence („number/reasoning smart“)
- Spatial intelligence („picture smart“)
- Bodily-Kinesthetic intelligence („body smart“)
- Musical intelligence („music smart“)
- Interpersonal intelligence („people smart“)
- Intrapersonal intelligence („self smart“)
- Naturalist intelligence („nature smart“)

An example used to illustrate Gardner's theory is learning about supply and demand economics. Those who learn best linguistically can read about supply and demand. Studying mathematical formulae will work well for those with good logical-mathematical intelligence, while examining graphical charts will be a good learning method for those with high spatial intelligence. Continuing the theory, naturalist intelligence could be addressed by observing the law in the natural world and interpersonal by studying the human world of commerce. Thinking creatively we can also find ways to teach supply and demand economics making use of body-kinesthetic and intra-personal intelligence by examining the law in terms of the human body: (When you supply your body with food the demand decreases, when there is little supply the demand increases leading to hunger). Finally the law can be learned using musical-rhythmical intelligence by finding or writing a song that illustrates it (perhaps Bob Dylan's 'Too much of nothing').

It is of course, not necessary to teach everything in eight different ways, but important to know that it can be. Gardner's theory goes on to explain that individuals are not restricted to learning in one way even if they have a clear preference for one intelligence. Learners are a complicated mixture of intelligences that can also respond well to a variety of learning styles.

Learning Styles in the Naturefriends context

So what does all this have to do with being a leader in the Naturefriends movement? As I mentioned earlier in the section, IYNF have a clear set of values and leaders in the Naturefriends movement work with young people in non-formal education settings on those values. A great deal of the learning that goes on during activities is unconscious; by working together to prepare a meal for the group, young people are learning co-operation skills and by sharing both resources and tasks they are developing an understanding of equality. However, not all the values of the Naturefriends can be so easily cultivated in participants, in many cases it is important to consciously work with them on an issue, assisting them in the learning process.

Usually, the most successful approach combines both conscious and background learning. As mentioned in the section on sustainable development education, there



are many things you can do to ensure your events are as sustainable as possible. By carefully choosing a campsite, thinking about the ways participants reach that site, opting for locally grown produce not cheap imports and giving something back to the local environment or community; you can help participants understand one aspect of sustainable development. However, in order that they really begin to grasp the wider concept of sustainability (in terms of human as well as environmental sustainability), a level of education needs to be undertaken. Sustainable development can be understood by people of any age to a greater or lesser extent, but in order to aid this learning process we as leaders should consider what learning styles we use.

When working with a group, it is important to vary the methods used. It is not necessary to stick rigidly to the definitions of learning presented by either Honey and Mumford or Gardner, but to recognise that there are different ways of learning. When working on the issue of sustainable development there are many various methods we could pick to suit a variety of learning needs.

Below are just a few examples:

1) The footprint game: This exercise works well with both children and adults. Taking consumption statistics from the global north, you create a physical cardboard 'footprint' of your impact on the world. On average a European footprint is three times the size of a normal footprint, illustrating clearly how our lifestyle is unsustainable. The footprints are then attached to the participants' feet and a simple running game is organised, showing participants how impossible it is to continue at this level of consumption. This activity works well for activists, reflectors and pragmatists and uses body-kinesthetic, spatial and logical-mathematical intelligences.

2) Organise a mock UN conference where young people represent fictional countries and present strategies for sustainable development on a global level. This activity gives space to all four of Honey and Mumford's styles as well as applying inter-personal and linguistic skills.

3) Use theatre games on different sustainability issues – poverty, war, environmental degradation. Depending on the exact exercise, these can work for activists and pragmatists and use inter-personal, body-kinesthetic and musical-rhythmical intelligences

4) Observe pollution in nature (by testing the water in a stream) to cater for all learning styles at different stages of the process (collection, analysis, theorising) and naturalist intelligence.

5) Study the statistics associated with third-world debt and develop a campaign strategy to educate other young people about it. This addresses logical-mathematical and inter-personal intelligence and suits theorists and pragmatists.

As you can see, many activities will suit people with a variety of learning styles preferences or can be adapted to utilise different intelligences.

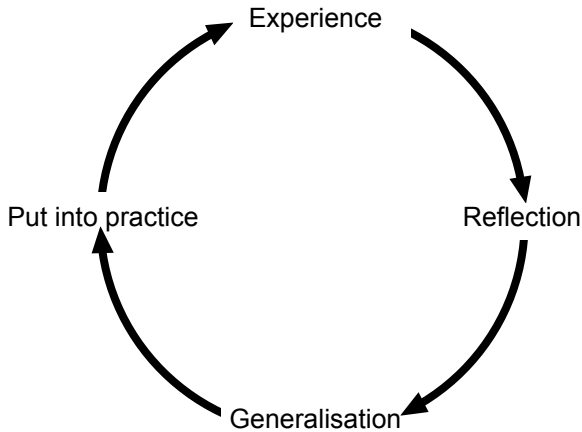


Experiential Learning

Experiential learning, or 'learning by doing' is used a great deal in the Naturefriends movement. As mentioned in the Outdoor Sports education chapter, many member organisations practice outdoor sports not simply for their sporting value but more importantly as an educational tool. However, experiential learning is not exclusively about the experience itself, in order to really learn from an experience more conscious direction is necessary.

Honey and Mumford's theory continues to assert that learning styles are inextricably linked to experiential learning. They developed Kolb's experiential learning circle and linked it with the four learning styles they had identified.

Kolb's Experiential Learning Circle



Following this theory, it is not what happens to you that matters but what you do with what happened to you. It is a four stage process:

- Stage One: Experiencing: This can be part of every-day life but it can also be an arranged activity.
- Stage Two: Reflecting on what has happened, naming the feelings and the events themselves
- Stage Three: Generalising and making conclusions about the experience for the future
- Stage Four: Applying the new knowledge to another experience

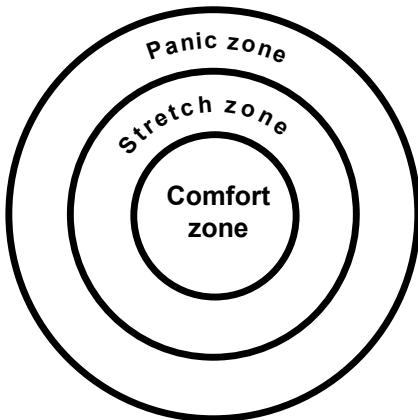
Honey and Mumford have linked each learning style with a stage in the experiential learning circle, theorising: That a preference for the activist style equips you best for stage one, reflectors are best suited to stage two, theorists perform best in stage three and that pragmatists will be well suited to stage four.



Experiential learning in practice

When planning an experiential learning exercise for a group it is important to consciously consider the stages of the learning circle in your planning. It may seem over-the-top to do this and it is easy to imagine that once the group has experienced something, it is a logical and natural jump through the reflecting and generalising stages to application. However, for some, if not most people, this process needs to be carefully managed and guided.

It is equally important to ensure that the exercise you plan is at the right level for the group you are working with. Learning through experience is only effective if the level of experience is right for the group. This can be illustrated using the zones of learning model:



The comfort zone is the place where people feel comfortable and familiar. When undertaking activities they have done a number of times, people are in their comfort zone and whilst they feel happy and relaxed it is unlikely that an experience of this kind will have any significant learning benefits.

The stretch zone is where we should aim to be when undertaking an experiential learning exercise. This is where the individual or group are challenged by the task or activity and are usually attempting something new either for the individual or

at least for a significant proportion of the group. When an experience stretches people, they are capable of completing the task but it is a challenge. The stretch zone is where valuable learning can take place.

The panic zone in contrast is reached when an activity is beyond the individual or group and it has caused anxiety and even panic. Participants are no longer in a position to learn from the experience and it may cause a negative reaction, resulting in people pulling right back into the comfort zone.

To illustrate experiential learning in practice I will take as an example the simple team-building exercise 'spider-web'. This group-based task consists of a 'web' of rope or string, forming a number of gaps between two trees. The group must work out a way to get all their number to the other side of the web by passing through the holes without touching the string.

In relation to the experiential learning cycle the spider web can be executed in such a way that each of the stages are clearly visible:

1. Experiencing – Planning and doing the exercise as a group, deciding what strategy to use, trying things out and achieving a level of success.



2. Reflecting – Bringing the group together to think about what happened – how did the group work? How did everyone feel? What exactly happened? Which strategies worked best?

3. Generalising – Moving the group on in their analysis concluding about what the exercise has shown about the team work of the group. It might be that some people dominated, while others stayed quiet and the therefore the conclusion might be that as a group they need to be more conscious about giving space to quieter people.

4. Applying – Having thought about the more general patterns in terms of their work as a team, the group will now need to apply their newly acquired competencies in another situation, perhaps during another exercise or when they are working together planning a project.

Zones of learning

Spider web is also a good illustrative example of how to ensure the right level of challenge is reached. The holes in the web are all different sizes and heights which challenges even the most acrobatic into their stretch zone. The lower and bigger holes also mean that those who feel less confident about this kind of activity can achieve success. Having said that however, it is important to observe the group carefully ensuring that they are aware of the limitations of individuals and that peer pressure doesn't push anyone into the panic zone in order to guarantee group success.

Conclusion

To ensure the maximum learning experience in the activities organised in the context of the Naturefriends movement, it is important to think creatively in designing and planning what to do with a group. Learning does not make the activity less attractive, in fact it is often more satisfying for a participant to reflect on something they enjoyed and realise they also learned from the experience. The key is balance; creating a learning environment without the feeling of a classroom and keeping the values of Naturefriends at the heart of what you do.

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2.4 Intercultural Learning

Martin Krajcik



“X-ray Crowd” is from artist Eric Drooker: www.drooker.com

An anthropologist brought a television to an indigenous community that had never seen broadcast media before. The town was enraptured and night after night people gathered before the television, ignoring the storyteller. Two weeks later everyone was back listening to the storyteller. The anthropologist asked one of the villagers, “Don’t you think the television knows more stories than your old man?” “Yes,” the villager said, “the TV knows more stories – but the storyteller knows me.”

As retold by Chris Cavanagh

Introduction

Thinking about the anthropologist from the story above and his TV brought somewhere maybe in Africa might seem funny. But this story can actually make us think about the differences and similarities we might have with various cultures in the youth groups we are coming from, different organisations and different countries too and the ways we deal with Intercultural learning.

The aim of this part of the handbook is to raise your awareness as youth workers and young Naturefriends about Intercultural learning and to motivate you to reflect upon the relevance of this concept in relation to your work. Remember that these are guidelines and will not fit every person.



Why do we talk about Intercultural learning?

In order for society to become intercultural, it requires that every social group is able to exist in conditions of equality regardless of their culture, origin or lifestyle. This also means reconsidering not only how we interact with young people from cultures which seem strange to our own, but also how to interact with minorities such as gay people or people with disabilities who face many forms of discrimination and intolerance.

In your case as youth workers, you spend time in youth centres or clubs, in youth organisations, in after school free time activities, during international youth exchanges, camps or on the streets. You spend your time with young people coming from various cultural and social backgrounds. All these places and situations provide possibilities for applying Intercultural learning.

When we talk about Intercultural learning and youth work, we talk about working with young people and influencing their life. The ways of promoting Intercultural learning should be based on young people's reality. Intercultural learning can bring about difficult situations therefore they should be discussed openly and be open for potentially honest intercultural dialogue.

Intercultural education is one of the main tools we have today to help us take advantage of the opportunities offered by multicultural societies.

Let's start with culture...

Can we do Intercultural learning without discussing what we mean by culture?

Imagine that you are sailing in icy seas and out of the blue you see icebergs ahead. You would know that what you saw above the water was only the 10% of the iceberg and 90% would lie below the surface. The same case is true of culture – it consists of two levels too. One is the invisible level of values, which we are unaware of, and the other is a visible level above the surface that we are aware of. The lack of awareness we have causes us to do and say things that may seem very normal for our own culture, but may be strange or amusing to those from other cultures.

The multilevel nature of culture is important for several reasons: It identifies a visible area as well as an area that is not immediately visible, but that can be derived by careful attention to the visible elements of the cultural system, as we understand it.

Looking at culture, we do not mean only the great artistic achievements of people – even though the misconception that culture is related just to art or folk is quite common. Culture includes all the different ways in which any community strives to satisfy its fundamental needs (physical and psycho-social needs) such as affection, understanding, creativity and its values. Culture is not static. It changes as the situation in the community, youth group or youth organisation changes. It is affected by technology, politics, urbanisation, changes in organisation, wealth or poverty and contact with other cultures. Even within the same culture people can experience their culture in different ways depending on their age, gender or education. Culture reflects



values. Our values shape our culture and our culture shapes our values. Culture is also deeply connected with our sense of identity.

This view of culture is embodied in the iceberg concept of culture:

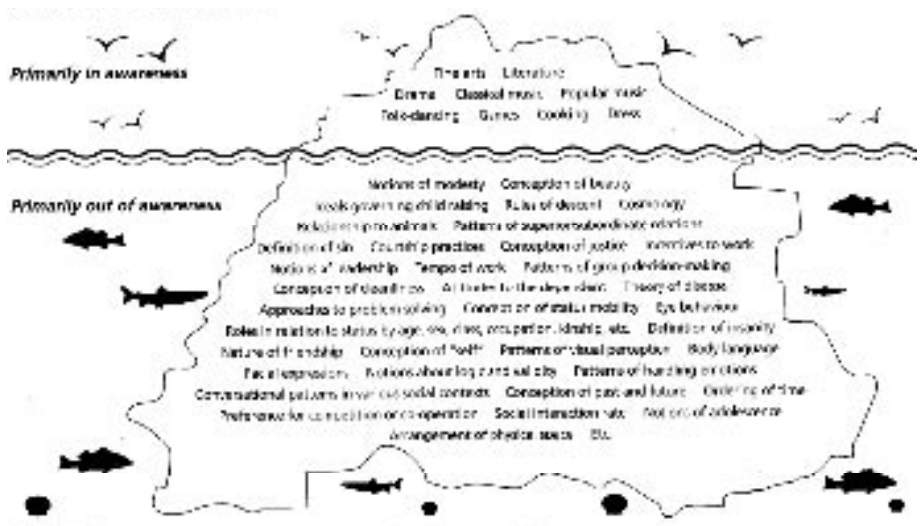


Image taken from Intercultural Learning T-Kit, CoE, 2000

Culture provides us with a sense of who we are, of our identity and of belonging. It also indicates how we should behave and how to look at the reality around us. Culture gives us a set of values and beliefs. It gives us certain view of the world around us and it influences how we view reality and judge what is right and wrong. Culture evolves from the way in which a society orders its political, economic, social, religious and ideological life.

Intercultural Learning

There are many definitions of Intercultural learning in this world. The European Federation for Intercultural Learning has its own definition: “Intercultural learning is a process that moves human beings (minds, hearts and bodies) to a deeper awareness of their own culture (norms, behaviours, relationship and visions) through a qualitative immersion in another culture.”

We can also look at Intercultural learning as the way of understanding how and why people do things differently, how they react to events differently and plan their lives according to different values. It would also mean to be able to use what you have learned in appropriate cultural situations and even back home. Intercultural learning enables the discovery of mutual relationships and the removal of barriers.



Intercultural learning is about learning about other people's values, and therefore not being afraid of them anymore. It is about learning to respect that it is perfectly acceptable for other people to have different priorities and to look at things differently. Intercultural learning is also about enjoying cultural diversity and difference.

Intercultural learning has very close links to other educational approaches such as: human rights education, anti-racist education and non-formal education.

There are two major ways that Intercultural learning works:

- a. Intercultural learning helps people to gain the capacity to recognise injustice, inequality, racism, stereotypes and prejudices and
- b. It provides people with the knowledge and skills that will help to challenge and eventually change the mechanisms mentioned above.

Intercultural learning has to enable young people to discover the mechanisms and origins of intolerance, racism, xenophobia and anti-Semitism. Once a young person personally discovers what Intercultural learning is, it is up to youth worker to facilitate the resulting process.

How to approach Intercultural learning?

Intercultural learning demands that you know who you are and that you know where you come from (culture) in order to understand others. It is a demanding process as it involves very deeply rooted ideas and attitudes about what is good and bad, about how you see and structure your world and your life. In a process of intercultural learning, what we take for granted and feel is essential is put into question. Our identity is challenged by other people's ways of doing and thinking and this doesn't always occur without conflict. Developing intercultural sensitivity is a gradual process from denial to integration of differences.

Here are the steps we might use to approach Intercultural learning:

1) Building confidence and respect – can you see yourself on the other side?

In Intercultural learning it is very important to reflect upon our realities and ourselves. It is necessary to see what we feel is positive and what is negative within our reality. The way we think, our lifestyle and our habits are one possible response to the world, but if we expand our "realities" to the others, this would enable us to gain different perspective on our lives.

Building confidence is important in order to achieve the openness necessary for a mutual learning process. One should feel comfortable to:

- Share different points of view – stereotypes and prejudices, why do those prejudices and stereotypes appear? What about discrimination: why does discrimination take place? What are the forms of discrimination?;
- Share different feelings and perceptions, to arrive at acceptance and understanding. It requires a lot of patience and sensitivity in order to relate a learning



atmosphere that enables us to listen to each other's opinions and feelings as equals and to promote self-confidence and mutual trust. In this sense, it is necessary to:

- Give space to everybody's expression;
- Value all experiences, talents and contributions;
- Discuss our needs and expectations openly.

2) What is our identity and culture?

The starting point for intercultural learning is your own culture. This means also our personal background and experience. It is in them that we will encounter both the opportunities and the obstacles of this learning process. We all have a personal reality which has shaped us, and we will continue to live with that, enriched with new knowledge and experience. Trying to understand ourselves and our own identity, is a prerequisite to encounter others and engage in meaningful exchange.

3) Reality as a construction – do you understand the world you live in?

There are many ways to read and discern reality. In a process of intercultural learning one becomes acutely aware of the way everyone constructs his or her own world. Even such basic dimensions such as time and space can be perceived in a dramatically different way from culture to culture. But still, we all live in one world and that affects our lives and relations with others. Your learning process should be guided by the following principles:

- Respect for personal freedom and decision;
- Acceptance of other views as equal in value;
- Seeking reconciliation of different points of view;
- Being conscious of your personal responsibility in the process (engagement).

The differences in perception will persist but you can use them in a constructive way. The challenge for you is to operate within different worldviews. Can you try to picture yourself as not belonging to any culture and thus being able to mediate between different cultures as an outsider? It is a challenge but maybe an interesting exercise for you to try; just imagine all the different cultural resources and responses that you will be able to use in this case.

4) What do I know about other realities?

Intercultural learning should be understood as a process towards “other” cultures, lives and realities. To see the “other” is the core of understanding. It is a process that challenges you to perceive yourself and the “other” as different but nevertheless complementary. Intercultural learning opens up the possibility for you to identify with the perspective of the “other” (“walking in each other's shoes”), without pretending to live what the “other” lives. It can enable you to experience real solidarity and stimulate real co-operation to happen.



Difference among various cultures is a positive fact:

- How can we learn to avoid making immediate judgments about other cultures and lifestyles that are “strange” to us?
- How can we learn to live with the temporary insecurities that these processes awaken in us?

Every society or culture has something to learn from. Every society offers something to teach other cultures and societies.

5) Continuous change

The experience of intercultural learning is one of continuous change, after all it is process-oriented and does not develop so much in evolutionary stages but more in terms of different individual strategies to deal and cope with cultural difference. In this process, one has to accept that there will not always be an answer, or the right answer, and one needs to be open to remain in constant search and to welcome change. Curiosity is important and new perceptions (creativity) are required. Be prepared to:

- Question your assumptions, ideas and stereotypes;
- Break away from your old beliefs, traditions and ideas.

After all, no learning process is free of ruptures, farewells, discoveries and transformation. We might consider asking ourselves following questions concerning other cultures and lifestyles: Do we have information about other cultures, societies and countries? How did we obtain that information? Looking at the gained knowledge: how much do we need to question information we receive through various types of media? How can we really find out what is it like to “walk in someone’s shoes”?

6) The possibility of conflict

If we take into account the diversity of perceptions different cultures have of time, space, social and personal relations, etc. it appears evident that conflict is sometimes at the heart of intercultural learning. Not every conflict necessarily has a solution but it certainly needs to be expressed. An environment that creates the conditions for self-confidence and mutual trust should also be an environment where people feel comfortable about expressing their:

- Insecurities
- Doubts
- Misunderstandings
- Frustrations and
- Hurt feelings

The various expressions of identity and the effort to valorize differences are both challenging aspects of this process. Diversity can be experienced as helpful and enriching, moving towards new forms of relationships and solutions, consequently, you can try to unlock the constructive elements and opportunities of conflicts.



Intercultural learning competencies necessary for youth workers

In this section, we will be looking at ways of reflecting on ourselves as youth workers working with Intercultural learning – we will look at the concepts of knowledge, skills and attitudes.

One way to think about attitudes, knowledge and skills is to think about what you need to believe and feel (attitudes), what you need to know (knowledge) and what you must be able to do (skills) to successfully undertake Intercultural learning. The text below lists some factors for youth workers working with Intercultural learning to consider and develop. It may prove useful for personal reflection and the content of work you do with young people. We need to remember that these three categories are not discrete categories. There is always some mixing or blending even though one might remain dominant.

Knowledge

The knowledge domain includes definitions, concepts and information. While knowledge can be presented didactically, it is most often learned through doing – experientially.

Examples:

- Awareness of Intercultural learning, its processes and phenomena;
- Understanding of possible stages of intercultural development;
- Being familiar with the key concepts of Intercultural learning

Remember that, although no one individual has to have this complete knowledge base, you do need to know how you can fill any gaps that exist. It is also good to remember that Intercultural learning is a dynamic process, and it is good to be open to new information and understanding.

Skills

Skills will move you from theory and knowledge to action. Skills improve the performance of physical or mental tasks. To be skilled you should be able to undertake a task competently. Skills are learned and repeatable.

Skills and how you use them will change throughout the Intercultural learning process. It is important to be open to using your skills in new ways, developing new skills and recognising the abilities of others.

To build upon your Intercultural learning ability, you must have a clear understanding of the skills, knowledge and attitudes that those leading your process bring to it. The best way to do this is to reflect upon the skills, attitudes and knowledge listed above and determine:

- areas of strength,
- areas that may require a bit of refinement but are basically in place,
- areas where gaps exist that could hamper your community development efforts.



Two sample skills:

- Being able to recognise that the way a person sees things is a selective process and is culturally influenced;
- Being able to withhold judgmental responses to a new situation until more information is available.

Attitudes

Attitude is the preference of an individual or an organisation towards or away from things, events or people. It is the spirit and perspective from which an individual, group or organisation approaches Intercultural learning. Your attitude shapes all your decisions and actions. Attitude is very difficult to define with precision as it consists of qualities and beliefs that are non-tangible.

The following are key qualities and beliefs that, experience tells us, determine whether or not an individual, group or organisation has the attitude needed to successfully implement Intercultural learning:

- respect for the individual, group and society;
- strong sense of responsibility and commitment;
- empathy (understanding where others are coming from);
- openness to look at alternative solutions, new opportunities and ways to improve;
- patience, perseverance and endurance;
- creativity, innovation and intuition;
- trust in others; and
- self-confidence.

It is very easy to look at the list above and say “Of course I have the attitudinal characteristics that are needed for Intercultural learning”; however, consistently demonstrating these in the processes you design and the actions you take can be quite difficult. It is important for both individuals and organisations to take stock from time to time of how well their attitude is reflected in their actions.

Conclusion

Intercultural learning is a constantly open programme that may be repeated without continuous modifications. Intercultural learning also aims at very deep processes and changes of attitudes and behaviors. It requires dealing most of the time with the invisible forces of culture, those which are beneath the surface. Intercultural learning is a process of discovery that implies individual engagement and questioning from both sides. It requires risks and tensions, but also opportunities and solutions. It is a question of finding the right balance between challenging ourselves to move further away from our assumptions and respecting our differences as equal elements of reality.



Resources:

T-Kit # 4 Intercultural Learning

T-Kit # 1 Organisational Management

All different All equal Education pack: ideas, resources, methods and activities for informal intercultural education with young people and adults.

Partners Companion to Training for Transformation by Maureen Sheehy



2.5 Sustainable development and environmental education

Cili Lohász

What is it sustainability?

Using the word “sustain” as part of the definition doesn’t lead us much further...

What is it development?

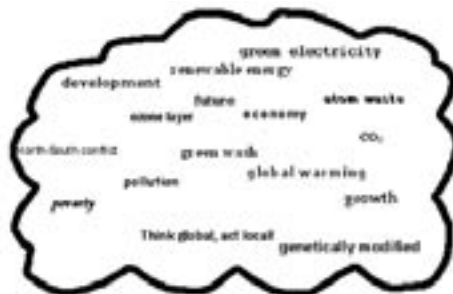
Definitions for this term vary a great deal. Here are a couple of examples:

1) Biological development: the progressive changes in size, shape, and function during the life of an organism by which its genetic potentials (genotype) are translated into functioning mature systems (phenotype). Most modern philosophical outlooks would consider that development of some kind or other characterizes all things, in both the physical and biological worlds.

2) Economic development: the process whereby simple, low-income national economies are transformed into modern industrial economies. Although the term is sometimes used as a synonym for economic growth, generally it is employed to describe a change in a country’s economy involving qualitative as well as quantitative improvements.

What is it sustainable development?

Different people have different ideas about this concept. These ideas came to somebody’s mind:



What comes to your mind as a Young Naturefriend?



Where does the expression “sustainable development” come from, and what does it mean?

Every historical presentation makes some reference to the ancient Greeks. However, it was the Greeks who were responsible for some of the major environmental changes to the Mediterranean area, cutting large tracts of forests for shipbuilding. Most of the deforestation occurred in mountainous regions where erosion removed the topsoil making reforestation very difficult. These days, much of the area is covered in smaller trees and bushes called *macchia* in Italian.

The first major changes in the environment on a global level began around 200 years ago with the spread of industry. Over the years, the increased use of fossil fuels and chemicals, as well as the increased global industrialization has made the situation even worse. The use of chemicals like pesticides (e.g. DDT) and artificial fertilizer in agriculture has expanded enormously, especially after the end of the Second World War. In order to raise awareness of the adverse biological effects of chemicals used in nature, Rachel Carson wrote a book called *Silent Spring* in the early 60's. It described a spring without any animals or plants. The publishing of the book was a very important step in the environmental protection movement in the USA. In 1970 on the 22nd of April, Earth Day was celebrated for the first time. At the end of the 60's, worried by the fact that governments were unable to solve their most serious problems or to engage in a process of long term thinking, an Italian industrialist, Aurelio Peccei, and a Scottish scientist, Alexander King, decided to share their concerns. They looked for solutions to pursue their ideas further. Several scientists, economists, businessmen, international high civil servants, and heads of state joined together under the umbrella of The Club of Rome. Their aim was to tackle problems and future trends at both the local and global level. They wanted to understand what was happening and to mobilize thinking people everywhere to take action to build a saner and more sustainable world. The first report published by them was *The Limits to Growth*, which broke new ground because it was the first time that a global model on the predicament of mankind had been commissioned by an independent body rather than a government or a United Nations agency. More importantly for the future, it was the first publication to make an explicit link between economic growth and consequences for the environment. In the report, they made proposals for what to do in the 21st century to avoid using up all the natural resources, to reduce pollution, and to cope with the difficulties of feeding the world population. The concept they introduced is known as Zero Growth, which would limit the growth of the global economy. Of course many people, interested only in consumption and market growth did not like this idea, but at the very least the report awoke interest in solving the identified problems.

In the 80's, a new concept emerged which was based on the conclusion that no environmental problem can be solved without taking into consideration social and economic aspects as well. The idea was to integrate environmental and economic policy, to link the environment and development. In the 80's the expression “sustainable



development” was introduced. The report, **Our Common Future**, published by a commission of the United Nations, the World Commission of the Environment and Development, frequently referred to as the Brundtland Commission, gave a definition of sustainability.



At the present time, there are a huge number of definitions of sustainability. One of the most widely used was given by the Brundtland Commission:

“..development that meets the needs of the present without compromising the ability of future generations to meet their own needs”

Another one was formulated by the International Union for the Conservation of Nature and Natural Resources (IUCN), the United Nations Environment Programme (UNEP) and the World Wide Fund for Nature (WWF), in their jointly published book called “Caring for the Earth”.

“... improving the quality of human life while living within the carrying capacity of supporting ecosystems.” (Herman Daly)

The definitions are usually very general and therefore they can be interpreted in many ways, but in all interpretation there are commonalities:

- the necessity to save material and energy,
- the use of local and renewable resources,
- the necessity to minimalise trash and waste,
- the necessity to prohibit and reduce of all kind of pollution,
- the necessity to focus on quality instead of quantity,
- the necessity to respect and save nature,
- the necessity to have a humanistic approach, like the support of social equality,

to be aware of gender equality, to fight against poverty, to include minority groups.

In 1992, the United Nations Conference on Environment and Development was held in Rio de Janeiro. At the conference, the Program of Agenda 21 was adopted, which consisted of several points to ensure sustainable development and identified the stakeholders who must have an important role in the implementation – like governments, international and national governmental and non-governmental



organisations, representatives of the business sector and the general population. A follow-up of the Rio de Janeiro conference was held in 2002 in Johannesburg – the United Nations World Summit on Sustainable Development. At that time, it was stated that not much had been done between the two conferences. But in Johannesburg, the social dimension of sustainable development was raised and there was a strong lobby to integrate environmental and social politics.

Sustainable development is based on three main pillars and none of them can be changed without taking into consideration the other two.

Enviromental	Economy	Society
Water Quality	Stockholder Profits	Education
Air Quality	Materials for Production	Health
Natural Resources	Jobs	Powerty
		Crime

Three Pillars of Sustainable Development¹

As previously mentioned, the humanist approach to sustainable development is very important, since the concept doesn't only mean saving and protecting nature but providing good living conditions for people in the present and in the future, too. Therefore, if we talk about a humanist approach we must consider things like lifestyle, quality of life, consciousness, preserving values, traditions, jobs, healthcare, human rights, and the democratic institution system.

All this sounds really plausible, and holds out hope that there is a solution for the problems our society is facing. There is one important thing that lies behind all of it: a holistic approach of looking at the world – to be able to see the world as a whole and not only little pieces of it. With the enormous development of sciences everything has become specialised. There is no overall concept, no scientific overview – the different sectors of life are separated. Can you imagine how much an electron physicist knows about what a geneticist does today and vice versa? Even though they work in the same building and have lunch in the same restaurant, they know hardly anything about the other fields. A professor was once asked at a conference: 'Could you tell us what your field of expertise is?' He answered: 'My specialisation is generalisation.' Although specialisation is an important prerequisite for development, it is nevertheless important to follow a holistic approach and to pay attention to what is going on outside of your own specialisation in order to solve the major problems which do not fit into the typical separation of scientific disciplines.

Without taking into consideration the different pillars of sustainable development, without really looking at the world with a holistic approach, the concept of sustainable



development stays an empty word. Today, everything can be called sustainable, everything can be called eco- and green- just for the sake of selling more of them. If we keep the criteria of sustainability in mind, we can find out if things are really sustainable by ourselves.

In which aspects are Naturefriends contributing to sustainable development?

There are a few main aspects that are strongly connected with the work of Young Naturefriends.

1) Important role of NGOs

As non-governmental organisations, the Naturefriends can contribute greatly in supporting sustainable development.

2) Holistic approach

As IYNF's three main pillars (environment, socialist democracy, and personal development) are quite similar to the three main pillars of sustainable development, we can say that while helping to understand and share the values of the Naturefriends movement we can contribute much towards to develop the holistic approach of youngsters.

3) (Environmental) Education

To raise awareness on environmental and social problems, education is very important. Young people can learn a great deal about the environment outside of a formal school setting. It is believed that the hidden curriculum, or that which is learned outside of school is a very effective way to educate youngsters. A great deal of the hidden curriculum concerning the environment can be delivered by youth leaders in the same way it is by the child's parents, i.e., through a good example. There are several other methods, such as games, the use of case studies, direct explanation and hands-on experiences that can increase the impact of education.

In the next part of the chapter, I would like to give some examples of how to run a camp in a sustainable way so that you as youth worker are really aware of it and able to explain the sense of sustainability to youngsters.

How to be sustainable in practice...

It is very difficult to prove that one is living life in a way that truly sustains the environment since there are so many other influences that can not be controlled by the individual, community, or country. But there are many things we can consider and choose. Our goal should always be to minimise our adverse impact on the environment. Here, we would like to provide you with a few things to consider when you organise or run a camp, an event, or a one-day trip on the international, national, or local level.

In general, if we run a camp for children, we can call it tourism, as the kids are away from home.. There is a lot of literature on sustainable tourism, as this sector is growing and is very important for the economy. Tourism has a lot of stakeholders who are actively involved and hope to benefit from it, like transportation companies, food



suppliers, accommodation vendors, etc. Just think how many people are benefiting from your journey and stay when you travel as a tourist.

When we talk about sustainable tourism, we must take into consideration the capacity of the natural surroundings of the area itself, the lifestyle of the locals, and the economic interests of the local population, etc.. It is obvious that planning a trip or camp in a sustainable way is something very complex, and must take into consideration the interest of nature, the local economic and cultural interests, and the needs of present and future generations. All stakeholders must more intensively involve the local population. While the involvement and interests of the local population is very important in sustainable tourism of course, the way of putting this into practice is quite different depending on whether you organise an activity on the local, national, or international level.

Another type of tourism that differs from the normal is called natural tourism. This type of tourism is based on the natural environment, and includes activities like hiking, mountaineering, climbing, biking, canoeing, visits to national parks and other protected areas, cross country skiing, etc.

Sustainable tourism is more than just the use of nature in a nature-friendly way, causing no damage, because besides this, there must be a motivation to get know and preserve the natural and cultural environment of the target area.

Let's see what to take into consideration while organizing an activity in a sustainable way!

Choosing the venue:

We aim to choose the right place for the venue, a place which will make it possible to implement all the things we would like to do in the camp. Very often, we want to do some sports activities, and we have to try to cause as little damage as possible with them. Other things to consider are whether the venue is accessible by public transport, if the venue measures up to environmental standards, and if it is built with regard to local architecture.

Contact with locals:

I would like to mention a few of the reasons it is good to have contact with local population.

They are knowledgeable about the region. Not only do they know practical things like where to buy the best bread or where the doctor lives, but also the history of the area, especially about the traditions and unique things which are usually not written in any guide books.

Although the local population are not professional guides, they often are the best choice, since they usually show the region from a different point of view. Finally, it is always a good idea to keep the local population informed. The acceptance and the interest in the activity will be much higher if we inform the local population of what is going to happen and why.



Information about the venue:

It is good to get as much information as possible about the region where the activity is taking place. This will help in preparing the program and can be used in advertising the venue with potential participants.

Transportation:

Of course, transportation is not really an issue if we organise an activity at local level, but as distances increase, we have to be more conscious to use the most ecologically harmless transportation possible. Unfortunately, very often we have to make our decision based on financial considerations rather than on ecological ones. With the rapid increase of cheap flights, it is really tempting to use airplanes even for short distances. Of course, the more ecological way to travel is to go by train or public busses. If you cannot avoid traveling by plane (due to economic or other reasons) consider involving your group under the “Atmosfair” programme, where you spend a small amount of money to promote specific projects in developing countries which help to reduce worldwide CO₂ emissions.

Accommodation and food:

When we choose accommodation, we have to consider that ideally the local communities or individuals should benefit from our stay. The same is true with food. We should try to get food that the locals benefit from, e.g., eating in a restaurant which is owned by locals, or cook for ourselves but buy the ingredients from locals. Also consider the ecological standards of the accommodation: how is the water management, where does waste water end up, what is happening with rubbish, etc.

Use of local resources:

If it is possible, we should try to use local resources like bus rental , equipment for sports, etc. for our activities.

Benefit for the locals:

While setting the program elements of the activities in agreement with locals, we can build in activities that help the development of the region. Workcamps are a very good example, for those participants go and contribute to some local initiative, e.g., building or repairing something. It is also desirable to combine sport activities with support for the local community.

These are a few of the things we strive to do to make our camps a success. It is important to explain the reasons behind them to the children involved so they will be conscious about them and better recognise the value of them.

We think that it is important to show that sustainable tourism is not embarrassing or less fun. Not only does it make sense, it also brings a specific benefit for each participant and for the organizer. Wherever you go, you are a guest. Don't expect the



standards you are used at home everywhere. Try to adapt to the local situation. Travel with open eyes and a warm heart. Respect nature and the local culture!

Last, but not least, I would like to give an example of what you could do with your participants that will help them measure how more ecological it is to eat food from the region than to buy food which was transported from somewhere else.

When you/they are preparing the dinner, you can ask a group of local participants to list all the ingredients used for the dinner. The visiting group can make another list of ingredients used if local ingredients were not used. To make them look at things from different points of view, both groups 1. calculate how much the shopping would cost ecologically (so-called 'food-miles'), 2. who would benefit from their shopping, 3. how long would it take to have the food in the shop, 4. what kind of tools were used in the different phases (from the yard to the plate) e.g., for transportation, 5. what ecological damage might be caused through the whole process (from the yard to the plate).

Both groups present their result and then you can facilitate so that together they come to a conclusion about which is more sustainable. Of course, adapting such exercises to specific age groups is needed. You may have to provide participants with certain information, e.g., prices, world map etc..

There are many other ways to raise awareness on sustainability. With this chapter, we would like to help you to understand the idea of sustainability and start you thinking about how to build it into the program of your activities for youngsters.

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¹ Resource: <http://www.sustainablemeasures.com>



2.6 Social and Political Education

Monika Novosádová

When talking about the political aspects of youth work, we should first look at what the generally accepted definitions are. It includes various issues. It would be good to start by looking at the words themselves. Let's see what Webster's Thesaurus says on the two most important words – politics and policy.

Politics

1) The science of government; that part of ethics which has to do with the regulation and government of a nation or state, the preservation of its safety, peace, and prosperity, the defence of its existence and rights against foreign control or conquest, the augmentation of its strength and resources, and the protection of its citizens in their rights, with the preservation and improvement of their morals.

2) The management of a political party; the conduct and contests of parties with reference to political measures or the administration of public affairs; the advancement of candidates to office; in a bad sense, artful or dishonest management to secure the success of political candidates or parties; political trickery.

What does that mean to youth NGOs? One can apply it by saying that politics is a system to achieve certain aims based on specific needs and values in the society it works for. Through political involvement, the organisations can create (or support the creation of) policies, rules or guidelines, which should help the organisation to function and develop. All those aspects work both inside the organisation and when dealing with the outside world.

It is often said that politics is in everything we do. Every decision we take is political. Every action we take is political. Why is it so? Because we say who we are by what we do, what we believe in, and what we want to achieve. Let's look at an example: An organisation runs a two-week summer camp for children in a small village. By this activity they are saying: we want to work with children. We have adult leaders to work with them. We work with children by taking them out of the city. Taking the children out of the city provides them with new experiences. Removing children from their families for two weeks helps them to become independent and learn social skills in a group... We could find many more statements connected with the activity depending on the programme, group of leaders, or the environment where the activity takes place.



As you can see, by a simple activity, you give political statements. You are political by what you do. Nevertheless, there is one other aspect of being “political”, and that is whether or not you are aware of being so.

Policy

1) The settled method by which the government and affairs of a nation are, or may be, administered; a system of public or official administration, as designed to promote the external or internal prosperity of a state.

2) The method by which any institution is administered; system of management; course.

3) Management or administration based on temporal or material interest, rather than on principles of equity or honour; hence, worldly wisdom; dexterity of management; cunning; stratagem.

4) Prudence or wisdom in the management of public and private affairs; wisdom; sagacity; wit.

How are we involved in policy creation? There are many different ways. As explained above, it is a method to achieve certain development. To me, it is a set of ideas to help us work.

To explain further, let's use the same example of the summer camp: The organisation has a policy to work with children and not with adults, for example. The policy of the organisation is to provide an out-of-town experience. The policy of the organisation is to work with groups of children. The policy is to involve children in the decisions about themselves and to help them participate in a group.

Those are the policy issues we can immediately draw from the example. There may be many more of them. The organisation could be working only with socially disadvantaged children. The leaders might be young people only. It might have explicit criteria on how to work with the children. They might also provide training or education to their leaders. By setting all the standards and criteria, the organisation creates its internal policy. By spreading this information or promoting it with other organisations or institutions, it also works on creation of more general youth policy.

There is another aspect of the political life of the organisation. Those are the values or ideals the organisation holds and shares. In many organisations, the values are not clearly stated. That doesn't mean they do not exist. All organisations demonstrate basic values through their activities at least. Those might be basic respect for one another or friendship. We could also say it is a basic social or moral code. It means that everyone who comes to activities of your organisation shall automatically behave in a certain way. It can mean that you will not physically attack anyone, you will not steal from each other, or you will be careful using the equipment that was lent to you. Nevertheless, these are values which are basic foundations of many different organisations.

We could use the example of IYNF for this. The International Young Naturefriends are a part of the whole Naturefriends' movement. The movement was established



to promote workers' rights to leisure time. That means that the principle values of Naturefriends are **human rights** (the rights of workers to leisure time), **equality** (providing the same opportunities to workers as others enjoy) and **respect** (the workers should be recognised). From the historical reasons behind the organisation's foundation, many other values were incorporated or clarified based on changes within society and in the organisation itself.

When IYNF was founded, it changed some goals while keeping the values the Naturefriends' movement stood for. It started to work with young people instead of workers. Instead of equality among social classes, it has concentrated on equality between men and women and among different groups in society. The value of respect to workers was broadened to mean respect towards humans and towards nature. Looking at those values, led to the realisation that there are more values that IYNF stands for and that are, in many cases, inter-linked. Some of the others are: peace, justice, solidarity, democracy, sustainability, responsibility, and critical awareness.

This example brings us to another issue. There are some values represented in the organisation and there are certain activities organised by the organisation. In an ideal case, the values are directly translated into everything the organisation does. Why do I say that? The reason is simple – this is another way of being political, which an organisation can and naturally does.

What could it mean to your activities? To use the summer camp example again, the children will play games when they work together as a group and all of them have to be involved. They will play games to realise that all of them are equal and important. The children participate in regular daily tasks – cleaning, preparation of food, etc. During the whole programme, they are supported to help each other. Parts of the programme are organised by the children themselves. The leaders ask for opinions from the children on different issues. Those are some of the options. Naturally, there are many other and many different ways the values and the “political” aspects of youth work can be translated into various activities. I would call this process ‘raising political awareness’ in the organisation and among its members.

It is necessary to promote what the organisation stands for among its members. Education is very helpful in this respect. Without understanding what equality or respect means, without learning how it can be explained, or even better, experienced, this knowledge cannot be passed on. Each organisation, and even each individual, understands the meaning of the words differently. “Tolerance” and “respect” might be the same words to someone and completely different to another person. “Inclusion” and “equality of opportunity” might mean the same to you but not to your neighbour. “Disadvantaged” and “marginalized” might also seem to be similar, but are they? For this reason, it is also valuable to talk about those words, what they mean the individual, and what they mean to your organisation.

By starting such a debate in your organisation, not only will you reflect on what the values are, but also what the values should be, how they are determined and described,



and how you work with them. Such a process helps an organisation find many answers and raises even more questions. It is important for one specific reason. Once you understand the organisation you chose to be a part of, you can feel proud that you are a part of it.

Remember when you were a small child and there was a group of other children who all had something you wanted as well? Once it was under the Christmas tree, you felt proud. Suddenly, you were a part of the group. It is the same with values. The difference is that they are much more difficult to touch, to describe, and to understand. That also explains why they are not immediately visible very often. For that reason, they are also much more valuable to many people.

This mutual understanding of the organisation and its profile creates a political outline of an organisation. It tells you what it is you want to represent politically. That also means that you know what you wish to fight for, or against. For the Naturefriends organisation, or more specifically for the Young Naturefriends movement, it is the promotion of social and environmental justice. The organisation concentrates on a balance between social issues, environmental issues, and the personal development of young people. At the same time, this means that the Naturefriends are against intolerance, racism, anti-Semitism, nationalism, and inequality. By defining who you are as an organisation, you immediately define who you are not, even though only in a broad way.

Another goal of political youth work is the active promotion of the ideals of the organisation. Once you understand it, you are able to show it to others, not just by speaking about it, but also by the way you act and react. Another way how to promote what the organisation stands for is through specific activities. It can mean short exercises at any activity as well as a weeklong training course. What is very important in this case is the word “active”. It is important that you not only believe in the ideals, but that you are also able to stand up for them. Imagine a person involved in an organisation promoting inclusion of minorities in society. The person walks down the street and sees a Muslim girl surrounded by a group of teenagers. What should that person do? Go and check to see if the girl is okay? Ask the group the time is to gauge their response? Pretend the girl is a friend and take her away? Or just walk by and pretend not to see anything at all? What would members of your organisation do?

There is another option. It is the active creation of the political framework of the organisation. It means the values the organisation stands for create a content framework and are able to present and represent the content politically. It makes a political statement inside and outside of the organisation saying “this is important for us and we want you to understand it”. It means promoting the organisation (including all aspects mentioned earlier) to its own members, to other organisations, and to the outside world using “political” methods. There are many methods – campaigns on issues, lobbying, using PR tools, or representation of the organisation in dealings with others, be it other NGOs or governmental institutions.



Let's return to the example of summer camp. In an organisation that is actively working on its political views, the summer camp could look like this: before departure to the summer camp the children and parents would receive information about the organisation informing them about the organisation, what it stands for, and how these things will be reflected in the summer camp. It would also ask the parents and the children to accept the conditions on the application form. During the summer camp itself, the group would buy food from local vendors, the children would separate rubbish for recycling, and they would be told why it is important at the same time. A representative would come from the organisation to talk with the children about the specific themes the organisation concentrates on.

This was an internal example of political participation. There are also external options. One I already mentioned before – participation on the creation of youth policy. Policy is something we have already discussed. What is youth policy then? Youth policy is a set of laws, regulations, and other binding documents, which should support young people in all aspects of their lives. Each government has its own youth policy just as it has a health policy, an education policy, or an agricultural one. Even a lack of a policy can be considered a policy.

How can you be involved in the creation of a youth policy? There are several possible ways. The first option is to keep oneself informed. Another possibility is to inform others about your policies or your political views or to be involved in consultations, be they meetings with other NGOs or with governmental representatives and institutions. Another way is to be involved directly in the creation of the policy. The system of involvement is very different in different countries.

Here is an illustration of how IYNF is involved in youth policy issues. IYNF creates its own internal policies, which are then promoted. For example, the member organisations adopted guidelines for camps and holiday trips, which should be adopted not only by IYNF but also by its member organisations.

Externally IYNF is a member of a pan-European platform, the European Youth Forum, which represents the interests of its member organisations and, more broadly, of young people in Europe towards European institutions. Representatives of IYNF are actively contributing to the policies of the organisation through commissions or consultation meetings. IYNF also has representatives elected directly to a structure of the Council of Europe, where the representatives directly decide together with others on the policy of the institution.

From the description of political involvement of IYNF, it might still not be clear why it is so important to be involved in policy creation. The reason is that every organisation is different and has different interests and visions. To think that your organisation doesn't need to be involved while other organisations deal with the issues means that what you stand for will not be taken into consideration. If, for example, you are an environmental organisation and all organisations involved in the creation



of youth policy are tourist organisations, your opinions will probably not be reflected in the youth policy.

This raises a question of how your organisation can politically represent itself. One option is to be involved in a platform that represents the interests of more organisations. The same way IYNF is represented in the European Youth Forum, your organisation can be represented on the national, regional, or local level. For this reason, national or regional youth councils have been established in most European countries. Some youth councils have a long history – others are only in the process of being established.

Many governments and ministries responsible for youth issues hold consultation meetings on different issues. In each country, the ministry holds different responsibilities and, in most cases, is responsible not only for youth issues but also for seniors and families. In some countries, such as the Czech Republic, the Ministry responsible for youth questions has created a permanent consultation body for youth issues. It consists of representatives of youth NGO's and other NGO's involved in the youth field, and many issues connected to youth policy are discussed there. In Lithuania, the government created a co-management structure, where both the youth NGOs and the governmental representatives decide together about what will happen with young people in the country. In Spain, the National Youth Council was assigned by the government to decide on youth issues and is given support for it. That is another means of representing your organisation politically, to directly influence the decision-making processes.

Political representation towards the world outside the organisation brings us to another very important fact. As one smart person long ago said, "No man is an island". Neither is any organisation. Our members belong to other groups and to society, not to mention the European continent. Your organisation influences society and the trends and developments in society influence your organisation at the same time. That is also connected to the fact that one of the main purposes of youth organisations is to help young people grow. It should help them take an active role in society. If your organisation thinks and acts as if it is an island, your members will not be able to connect their life outside of the organisation with the life within. The division is mostly visible in the Central and Eastern European countries where many people think of the word "political" as something negative and do not want to be involved in political life in society at all. That is apparent in the youth organisations in the region as well, even though many of the organisations clearly state they are not political or involved in politics.

While talking about interaction between society and youth organisations it should be mentioned that education is another point to take into consideration. During exercises that show how much people learn in formal, non-formal and informal settings, it always turns out that the learning process in non-formal setting produce the best "results". Here, one should realise that non-formal education never ends. One educational principal refers to life-long learning or life-wide learning. As the words



imply, it is a process that should last as long as you live and should include a wide spectrum of interests. This concept is important while talking about political youth work for several reasons.

The first reason mentioned is the fact that the education in the organisation should not only concentrate on the participants, or target group, but the leaders should also be educated and re-educated. For leaders' education, you should have a principal where the political aspects of their work are essential parts of it. The leaders are often the most visible promotion of the organisation. If they are unaware of the ideals of the organisation or do not represent it at activities, it will cause a lot of damage to the whole organisation.

The second reason is that even though the young people will eventually leave the organisation, they will keep on learning. The direction in which they continue the journey is your responsibility to great extent. They can become active, interested, caring citizens or they can just go on with their lives without any meaning or purpose. This is an important responsibility all youth organisations have.

The third and final reason is the fact that the children and young people you work with are future citizens. Some of them will be future politicians as well. Imagine if your organisation needs support from the government and your representatives arrive at a meeting with a ministry. The conversation you would have with a person who never was involved in any organisation, a person involved in your organisation and left soon, or with a person who was or still is a member of your organisation and has a very positive experience with it are all very different.

The connection between active citizenship and youth participation is beneficial to society as well as to your organisation. If you show your members how they can use what they learned in your organisation in their normal life, it will influence the community in your area. If young people realise that what they learn by being involved in your organisation or its activities will stay with them for the rest of their lives, they will become more motivated and interested. That can mean that they will stay involved or they will become more involved. They may even bring their friends with them. Your organisation will benefit from it.

When we talk about active citizenship, it is also worth mentioning that your organisation could and should be an "active citizen". Your organisation is a group within a certain society. As a youth organisation, you are aware that you should be proactive. You should not wait for other groups to change the society. You should go out and do it yourselves. That is the concept of political youth work – standing up for your ideals proudly and vocally together with your members.

Let me briefly summarise what is important while talking about political aspects of youth work. It is the awareness that, as a youth NGO, you are a political platform. Your ideals and values are the basis for your political involvement as well as is your reason for living. It is important to talk about the ideals of your organisation, but more importantly, they should be a natural part of everything you do. As an individual and



as an organisation, you show more by your actions than by words. Education is very important to help everyone understand and experience the ideals of the organisation as well as the way they can be promoted internally and externally. Education will also ensure that everyone involved realises the possible personal development which youth organisations offer.



2.7 The Challenge of Developing and Integrating the Educational Approach in Attractive Youth Work

Nicolle Pfaff and Tamsin Pearce

IYNF boldly states that its youth work is an educational practice promoting social, environmental and community values. It asserts that the starting point of every activity are the ideals upon which Naturefriends were founded. The claim to connect adventure, fun, nature and peer-group experience with a value-oriented educational dimension however, presents youth leaders with a distinct challenge: how to ensure a quality educational experience that is also attractive.

Values, such as peace, solidarity, tolerance, environmental protection, equality and the right to participate are the details behind the big aim “to make the world a little better”. IYNF and its Member Organisations want to achieve this by showing young people how this better world could look and how it would feel. This lofty aim is not easily reached though, an educational dimension to activities is not simply present as a result of the organisation having values on paper. They must be carefully and consciously addressed during activities in order that the young people we work with are offered the potentially unique experience of being part of the Naturefriends movement.

Outdoor Sports Education within Naturefriends has been described as aiming to make youth work adventurous. Intercultural learning has been explained as risky and connected to problems, but also full of opportunities. Youth work within IYNF endeavours to provide encounters with sustainability and democracy, as well as the possibility of feeling environmental, social and democratic values. It also aspires to the goal of living experiences not simply ‘being taught’. ‘Learning by doing’ is a basic approach all educational work in IYNF. The question is; how can we ensure that we live up to these impressive aims?

The society youth work takes place in has changed dramatically. Although some of the fields of work presented in this chapter have a strong tradition within the different national member organisations, it does not necessarily follow that these will automatically continue to be attractive if we carry them out in the same old ways. It is vital that the organisation continuously assesses its practices, maintaining its focus on IYNF’s ever-relevant values but shifting its approach to meet the needs of today’s

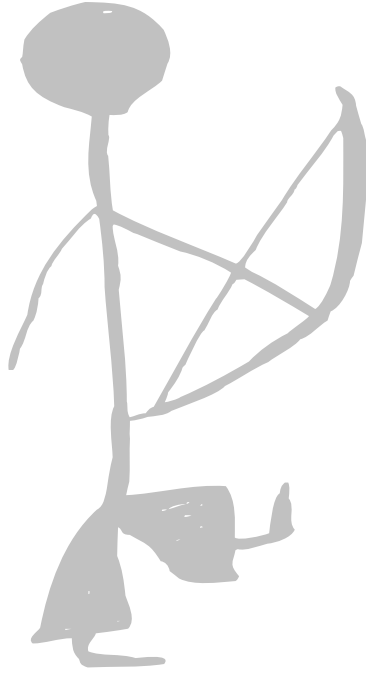


young people. Furthermore, value-oriented youth work at the beginning of the 21st century faces many new problems.

In an era of unprecedented consumerism amongst young people in Europe, the need to offer children a taste of an alternative lifestyle away from cities is as relevant today as it was at the turn of the last century. The need to connect young people with different cultures in times of increasing international conflict is also of special importance. Together, environmental problems and heightened cultural tensions result in the necessity to strengthen sustainability as well as encouraging broadminded and respectful behaviour towards nature and other cultures. Last but not least, the importance of civic education in times of decreasing political interest and action amongst young people is exceptionally high.

As international research, such as the 'Cross National Civic Education Study' run by International Association for the Evaluation of Educational Achievement (IEA) in 2000 show, social, political, and environmental values and the active engagement of young people overall is low – especially in the so-called western democracies in Europe and North America. In this sense values-based youth work remains utterly necessary, meeting the educational needs which schools and other formative institutions cannot fulfil. The Naturefriends movement faces an opportunity to take on this challenge and occupy a position that meets the needs of young people as well as those of society as a whole. By building on the traditions of the movement in the fields of outdoor sports and environmental education and consciously developing the values-based educational dimension, Naturefriends could punch well above their weight in the youth sector, offering a unique experience to young people across Europe.





3

Organisational Approaches to Attractive Youth Work: Survival of the Fittest

introduction

Arjen Bos

Traditionally many youth organisations are inspired and founded on the belief in an ideal, or a set of ideals. The founders of the organisation have most likely been triggered by the conditions of their time and created an organisational community that enabled them to provide a response to those conditions, together with their peers. All of these organisational contexts were most likely composed of a few hard elements and a few soft elements. Hard elements are those components in an organisational environment that we can clearly distinguish, name and manually 'change'. The softer elements might be perceived as more difficult to see, to grasp and thus, to adapt.

A common list of hard components is: **Strategy** (a plan or course of action leading to the allocation of an organisation's scarce resources, over time, to reach identified goals), **Structure** (specific features of the organisational chart and how the separate entities of an organisation are tied together) and **Systems** (proceduralised and routinised processes that take place inside the organisation, such as meetings, elections, recruitment, etc).

The soft elements that one often identifies, are: **Staff** (the demographics and qualities of the people inside the organisation, their personal backgrounds, paid staff and volunteers included), **Style** (a characterisation of how key people in the organisation behave in the achievement of the goal, also the cultural style of the organisation) and **Skills** (tangible and intangible qualities and competencies of people in the organisation as a whole).

At the centre of these six perspectives on an organisation, one can find the Shared Values (the ideal, the significant meaning or guiding concepts that an organisation puts forward as their source, their 'raison-d'être', their purpose).

Earlier in this introduction I put 'change' in quotation marks for a specific reason. At any given point in time, every organisation will be confronted with questions about the legitimacy of their **Shared Values**, the relevancy and adequacy of their 'hard' design and the suitability of their 'soft' components. The big trap for each organisation is to opt for a rough, manual change or adaptation of their 'hard' design in response to changed conditions in the environment of the organisation or a new (fresh) perspective on the Shared Values. The softer components are often neglected or taken for granted



as causalities (i.e. consequences), as opposed to perspectives that we can actually take concrete and measurable responsibility for as well.

I can't count the amount of times that I've encountered an organisational leader who proposed a revised organisational chart, a modification of organisational processes or a change of strategy as the approach to organisational change, without taking a full integral perspective on the conditions that surround the organisation, the relevancy of its goal and its purpose and consequently the conscious behaviour towards the 'soft design' components. The result often being that after such a 'change' effort the organisation is usually even more off-balance or off-track than it was before such an attempt. Hence, the organisation becomes even less attractive and less fit for and with its environment.

Fit(-)ness can be understood in two different ways, and they are both equally relevant and important.

1) **Fit-ness with** the environment: an indicator to what extent an organisation is in harmony with its external environments, mindsets and (life) conditions, is the organisation capable of providing an adequate and relevant response?

2) **Fitness for** the environment: an indicator of the health of the organisation, its internal harmony, its Yin and Yang, the alignment with and between the people and their values, how does the organisation balance between the constant chaos and order in and around it?

In my opinion an 'attractive youth organisation' needs to be fit with and for its environment. Because people tend to be repelled by organisations when its natural chaos shifts into apathy ("nobody really cares or takes responsibility"), when its natural order shifts into control and domination ("they tell me to do this and that, but I don't understand why"), and/or when it hasn't adapted to the needs and conditions of our present time ("this is an old-fashioned hippy organisation" or "I don't really understand what we are trying to do here and why").

In this chapter, we will explore a few concepts and ideas that can help you in consciously and responsibly taking an integral approach towards organisational design for 'fit', and thus attractive organisations, those are the ones that will survive successfully!



3.1 Organisational Design

Arjen Bos

In their beginning the majority of youth organisations were founded on a somehow clear understanding of the world around them, an identified need in this world and in the founders themselves for the organisation to fill a vacuum of values and so, a ‘mission statement’ was developed for the organisation to express those values more clearly.

It is evidently clear that since the foundation of many of these organisations, the world has changed. Values and belief systems and (collective) mindsets have shifted. And we can now ask ourselves the question: have our organisations adapted to these changes adequately and healthily over the past times? What is the state of the art right now and where do we go from here?

The basic assumption at the root of this chapter is that the world changes constantly and so **must** our organisational communities. It is a constant challenge to co-create those mechanisms of co-operation that allow us to do the work that we feel is needed. We should never continue our organisational practice solely on the belief that it is the right thing to do, unconditionally.

In an increasingly complex world and society we have the **responsibility** to critically reflect on the relevancy of our ideals and our goals and to assess if the most appropriate mechanisms are in place to respond to them. It also requires our open-mindedness to say: “there is no need for us anymore, and so we shut down”, because why continue a money – and energy – consuming practice that does not fulfil a clear purpose. But, this **open-mindedness** is also required to sense what is new out there, what is emerging, and what is needed. Let’s not argue with our blinkers on. We need our creativity to dance between the chaos and order that surround us inside and outside our organisation; creativity that enables us to uncover new possibilities and opportunities that were not visible or in sight (below the radar) before. And finally, it requires from us **to step into uncertainty, to face our fears**, that things eventually will change, and we cannot afford to continue the same old practice, just because it feels familiar and comforting. If we do that, familiarity will soon turn into alienation and comfort will turn into discomfort with old patterns of behaviour.

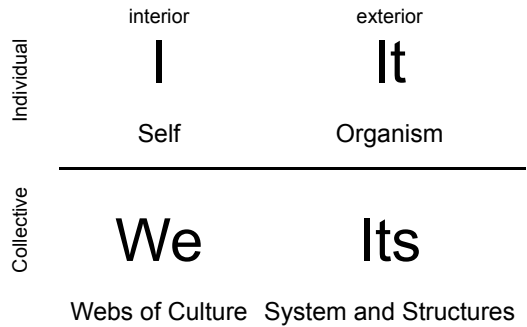
All of this can only work when we take a full-spectrum, integral approach towards the design of our organisation. We should not only look inside, nor only to the outside. Not only to the individual people within, nor only to their collective being.



For all the following steps that I outline, I propose to understand them in the following four quadrants (as developed and described by Ken Wilber, 2001).

What we can notice, is that these four quadrants are always at play. The two columns represent interior and exterior, and the two rows represent the individual and collective. The interior is the invisible, what goes on inside an individual and between individuals, in terms of belief systems, values, morals. We cannot scientifically measure this. We have to talk to people in order to discover it.

The exterior is what we can see and measure. It is for example the brain, as opposed to the mind on the interior. We can put sensors on the brain to measure what happens to it when people go into meditative states. That gives us lots of data about the functioning of the brain, but it does not give us the experience of the mind that the person has. The individual interior is therefore about our personal inner state. That includes for example emotions, cognition, interpersonal capacity, awareness. It is about how we experience the world as it arises around us and the organisations that we are part of. The individual exterior is about our physical organism, including our brain, our nervous system, our muscles, our organs and our behaviour.



The collective interior is about the space that we create between ourselves as we interact, the collective meaning, collective values and expectations about the way we will be together. The collective exterior is about the systems and structures that we create around us. That can be everything from the way we structure our meetings, to the way we organise ourselves internationally to deal with global challenges, including for example architecture, urban planning, education and health systems, governance systems. But also, the systems and processes that are active in our organisations (Peter Merry, 2004).

When we want to design an attractive organisation, we need to consider all these quadrants, in a coherent, authentic and genuine process. We need to ask ourselves the questions that matter and engage ourselves in and commit to strategic conversations that allow us to uncover the new answers.

I propose the following steps and questions accordingly.

Seeing the values of our organisation:

- What are the values that we have shared in the past and currently share?
- What has been our own role in the promotion of these values?
- What is the vacuum of values that we see in the world around us now?
- What is the vacuum of values that we see in our own organisation now?



Attractive organisations are able to critically perceive and assess their own value statements and actions from an outside perspective. It is essential to come to a clear and collective understanding of the values that the organisation aims to promote in the context of constantly shifting life conditions, locally, nationally and globally and how it has done so in the past, collectively and individually. Organisations need to be capable and allow themselves to discover the edge of their past value systems and uncover the itch / friction with the present.

Sensing the need(s) for our organisation:

- What is the need that we sense in the world for our collective and individual values to be further promoted and for our work?
- What is the need that we sense in ourselves for our collective and individual values to be further promoted and for our work?

Attractive organisations should operate from a need that they sense in a greater context, in the whole. With the increasing complexity and density of our global village we can no longer afford to only argue for ‘some of the parts’, we need to stand for the ‘sum of the parts’. Fit-ness with the environment can only be achieved when we consider the life conditions and mindsets of the people that are potentially the target group of the work of our organisation, and those who engage themselves (voluntarily) to put the work into practice.

Discovering the purpose and product of our organisation:

- What is it we jointly want to become and/or achieve?
- What services and products do we want to deliver (to the world), in order to work towards achieving our purpose?
- What services and products do we not want to deliver? What is leakage of our passion, energy and commitment?

Attractive organisations share an unambiguous, clear and commonly understood statement of that which identifies and binds the organisational community together as worthy of pursuit (i.e. core purpose) and delivery (i.e. core product). This can be reflected in a ‘mission statement’, a vision, a strategic goal; it doesn’t matter, as long as it is the result of convergence of the views of the different ‘stakeholders’. Convergence doesn’t mean ‘compromise’ or ‘consensus’. It means clearly elicited **collective intelligence** of the community as a whole, inspired on the history and future ambitions of the organisation and its people.

Discovering the principles of our organisations:

- What is our best experience/practice of the core purpose and product so far?
- What conditions were in place to enable this?
- How are we going to behave in pursuit of our core purpose?
- How are we going to behave when delivering our core product?



Attractive organisations should be able to transcend and include the successful practice of the past into their present and future actions. They need to upload those conditions and principles that enable to work successfully into the conscious practice of the people inside the organisation. At the same time, it means that they need to download those old patterns of behaviour that have proven to be outdated, not relevant or not successful.

At this point in our organisational design process, we have identified the Shared Values that are at the root of the organisation's identity, the **Foundation**. They include a clear understanding of the need for the organisation, an understanding of the **core values** that are collectively shared by the people in the organisational community, a clearly understood and unambiguous statement of **core purpose** and **core product** and a set of **core principles** that guide the organisation in pursuit of this core purpose and the delivery of the core product.

Next, we should turn our attention to the soft design elements: Staff, Style and Skills. Instead of approaching these as 'recipes' for success, I propose to understand these items from an integral perspective (the four quadrants) as well. So we not only focus on the individual (interior and exterior), but also on the individual as being part of a collective (an organisational community) and hence, contributing to the collective intelligence of the community as such. Together, they create the **Path** to the organisation's actual concept and practice.

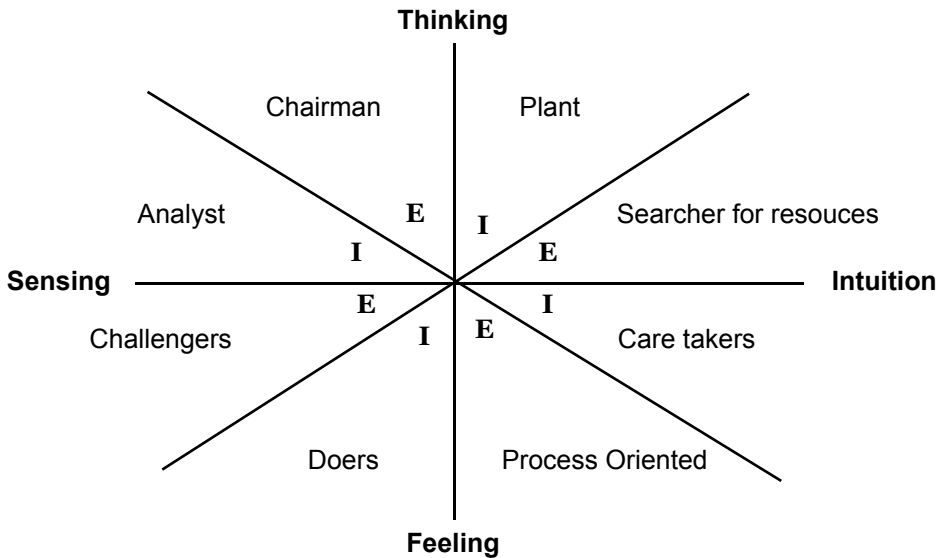
Identifying the people in the organisation:

- Who are the people in our organisation?
- What competencies and qualities do they have?
- What is still missing? What do we still need to create a balance?
- What are the different functions and tasks that need to be carried out?
- What supporters do we have? What larger networks are we part of?

Attractive organisations should first of all allow themselves to review the fitness of the individuals in the organisation. It is essential to consider the physical as well as the mental health of the people. Is there a clear role for them inside the organisation? What space do we have for their unique contributions? What are the working conditions that we provide (such as working hours, holidays, education)? But also, their fit-ness with the organisation as a whole: are the individual's values in harmony with those of the organisation? How much space do we leave for divergence of values and belief systems? What job satisfaction is there to attain from the work in and with the organisation? And what are the sources of dissatisfaction.

In my practice, I've found it useful to allow the individual employees (paid and volunteers) to identify their own contribution along the following 'brain map' of the organisation.





This map can enable you to allocate the individuals inside the organisation according to their contribution(s) to the practice of the organisation. Or even better, it can encourage the individuals themselves to perceive their own contribution in a web of relationships with their peers and colleagues.

This map identifies four axes: Sensing (the use of one’s senses) as opposed to Intuition (working intuitively) and Thinking (the rational approach) as opposed to Feeling (the emotional approach). Each quadrant is then sub-divided in more Introvert contributions and Extravert contributions.

Using such a map can allow you to determine what competencies you already have present and which ones are missing to create more balance. E.g. are we too introvert? Do we need more rational people? Are we too intuitive or do we need to use our senses more?

In the paragraph on Volunteer Management and Motivation (see below) I will outline a few more thoughts around the different functions that need to be fulfilled and carried out in the organisation. Now, we will look at the hard design elements, such as Strategy, Systems and Structure.

Co-creating the concept and structure of the organisation:

- What are the (formal) relationships between the people in the organisation?
- What codification do we need that specifies the rights, obligations and relationships of the people in the organisation?
- How can we best support people with appropriate structures to do what they need to do and to be who they need to be?



- How do we clarify the relationship between our goals and the available (scarce) resources? And how do we allocate these resources? How do we distinguish between strategic (long-term) and operational (short-term) goals?

Attractive organisations should have an organisational concept and ‘constitution’ (i.e. statutes, by-laws, regulations) that are being perceived as just, equitable and effective in achieving the Core Purpose and delivering the Core Product, in accord with the Core Principles. It is also essential that each organisation works as a legal entity that gives proper, relevant and adequate voice to the opinion of the people in the organisational community, also in accord with the Core Principles.

I make a clear distinction between the organisation’s strategic plans and its foundation. Strategy is not and should not be perceived as the Core, the beating heart, of the organisation’s existential reality. It is merely a tool that allows the organisation to allocate resources to the different goals it seeks to achieve. These goals and the priorities accordingly, should all serve only one higher purpose: the Core Purpose of the organisation, the foundation of its existence and identity. In my opinion, what causes confusion and distraction is when the organisational leadership diverges its strategic goals and plans from the original purpose of the organisation, that what it wants to become or to achieve. This can cause serious confusion and unfit-ness of the organisation, wherefore individuals detach themselves from the practice of the organisation. The consequential leakage of human and material resources is a waste of valuable assets of the organisation.

When the leaders of an organisation engage themselves in a strategic planning process they **must** first clearly review and assess the **Foundation** of the organisation, since any strategic (or operational plan) is merely a **Path** to bringing that Foundation to life. And now comes the **Fruition** (the harvest).

Embedding the new organisational practice:

- How do we begin now?
- What activities will we offer through which we pursue our Purpose?

Attractive organisations can trust that this will be the easy phase when all the other steps have been taken consciously, coherently and authentically. Of course it won’t be a matter of ‘sit back and relax’, because we need to fully engage ourselves with the organisational practice, but we can rely on our Foundation and the Path that we’ve identified and created. Now comes upon us the responsibility to constantly reflect on the reality of our practice and to verify that the prototype of our organisation actually proves to be relevant and fully functioning. If no, we need to go back to whatever step is perceived as most relevant and adequate for re-consideration. If yes, wait for the next itch or edge to emerge and we will start all over again...



3.2 Change Conditions

Arjen Bos

As I outlined in the second paragraph (3.1) of this chapter, all organisational change processes will most likely start from seeing an itch or an edge to the current value systems and/or practice of the organisation. I also mentioned that this will be an ongoing, constant repetitive (spiralling) process of seeing the edge or sensing an itch or dissonance, downloading patterns from the past, adapting the organisational design and embodying new practice.

It is essential to highlight a few change conditions that need to be in place before such a process can actually commence. These conditions have been described in more detail in *Spiral Dynamics* by Dr. Don Beck and Chris Cowan.

1. **A Potential** for change must be present. We need the human, individual and collective, capacities to guide us through the process as I outlined above.

2. **Solutions** for current (and previous) existence problems should be identified. We cannot expect to change into new levels of awareness and existence if serious, unresolved problems or threats still exist within our present state. Change can only help us to respond to more complex issues that our current system is unable to handle. Anything else we need to deal within the boundaries of our present being.

3. There should be a **Dissonance** present within the current system. Change does not and cannot occur unless the boat rocks. It requires an awareness of a growing gap between changing conditions and our current means for handling those new emerging problems.

4. Any **Barriers** to change should have been identified and overcome. They must be recognised (no more denial) and identified (name them) and then either eliminated, bypassed, neutralised or reframed. Be aware, barriers may emerge in any of the four quadrants of the organisations, or in interaction between the quadrants.

5. We need **Insight** into probable causes and viable alternatives, meaning an understanding of why the current organisational design is not sufficient anymore and what a new design could potentially offer additionally. As long as we believe that solutions from the past and present can help us to overcome the current obstacles and we do not see a bigger potential picture, any change intervention might be a waste of our time and energy. We need to see and feel that we have grown out of our clothes and need to buy new ones...



6. We need **Consolidation and Support** during the transition period. Let's not be over-demanding or impatient, but allow for new connections and collective wisdom to emerge. It might entail a period of confusion, false starts, long learning curves or lost souls. Don't expect every individual to immediately understand what is going on, although this is your responsibility!

Attractive organisations need the awareness that in the organisation there will usually be three groups of people present who share similar value systems and perspectives of what is needed and required. They are:

- 1) an old perspective that is exiting and usually also represented by the older generation present in the organisation,
- 2) a dominant, majority one, at the centre of gravity of the organisation and
- 3) new emerging perspective, usually represented by a few change agents in the organisation, who are not necessarily in a formal leadership position.

Each next perspective will entail a higher level of complexity (exterior) and compassion (interior). But it is essential to recognise that any perspective spreads its wings across all four quadrants. So if we wish to maintain our attractiveness we need to ensure ourselves that fitness and fit-ness for each group of people (each perspective) is increased and ensured with any change intervention that we undertake.



3.3 Volunteer Management and Motivation

In an earlier paragraph I discussed in some detail how to understand and work with the people in your organisation. I still find it useful to draw your specific attention to a few more detailed issues and analytical questions that can help you to better understand how to manage and motivate the volunteers in your organisation. At the same time it might be obvious that most of this will apply to your paid staff as well.

When I spoke about the people in your organisation before, I said that you should look at their value systems, (collective) mindsets and (life) conditions, in order to better understand where they are coming from, what is driving them, what they need and what their contribution to your organisation might be. All of these questions need to be understood from an integral perspective: the interior and the exterior of the individual, but also his/her relationship(s) to the collective interior (such as culture, the relationships we build between each other, the collective meaning and values that we share) and the collective exterior (the systems and structures that we have created to support us). It is essential to ask yourself these questions when you want to determine how the individual can best support the work of your organisation.

As an attractive organisation, when it comes to managing your human resources, the following two questions will come back again and again:

- What are the different functions that need to be carried out to deliver the Core Product (and the activities) of our organisation?
- What individual with what value system best supports each function?

It might be obvious that for educational work, you need a different type of person, than for marketing work: people with different backgrounds, different understandings, different networks and different approaches. The organisation actually thrives on this diversity, it needs it. If you only work with ‘soul mates’, you are most likely not using the full potential of your organisation. Although at the core of the organisation, the centre of gravity, most likely you’ll be able to identify a large majority which does share similar value systems, otherwise they probably wouldn’t subscribe to the Foundation, the Shared Values, of your organisational community.

One of the tools that I find useful to determine the potential qualities of the individual or of a group of individuals is Ofman’s Core Quadrant. A core quality is an individual’s (or group of individuals’), specific strength, something they are good at, or for which others often praise them. To the person them self it is a matter of course: anyone can do it. It is an inherent quality that can either be suppressed or developed.

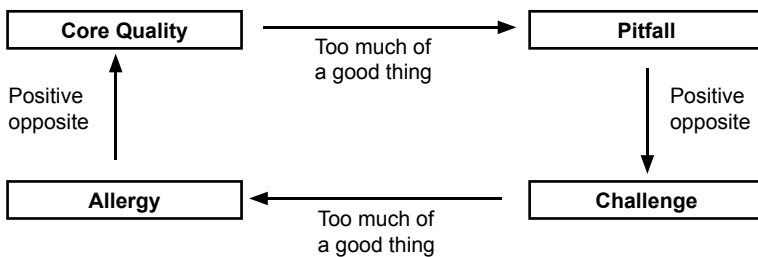


The main distinction between qualities and skills is that qualities come from inside and skills are acquired from outside. Skills can be learned; qualities can be developed.

A pitfall is a transformation of a core quality; not the opposite, but ‘too much of a good thing’. The positive aspect goes too far, turning strength into a weakness. Yet there is a positive quality behind every transformation. The underlying core quality can be found starting from a negative label (pitfall).

A challenge is the positive opposite of a pitfall. Having identified the negative, transformed behaviour, one can start looking for the challenge. The core quality and the challenge are complementary qualities. The objective is to strike a balance between the two. If the challenge is underdeveloped, the core quality must be improved to find the balance.

The core qualities can also be used to identify potential conflicts with the environment. People tend to be allergic to too much of their own challenge in other people. The allergy is ‘too much of a good thing’ of the challenge, as well as the negative opposite of the core quality. The more people are confronted with their own allergy, the greater the risk they run of ending up in their own pitfall.



For example the core quality in an individual could be that they are value-driven and therefore their commitment to fulfilling the organisations’ core purpose will be strong. However, the pitfall in this case could be that the individual becomes too idealistic in their approach, blindly believing everything to be possible without addressing weaknesses. The positive opposite and therefore challenge to those facing this almost utopian position is grounded-ness, basing decisions and developments firmly in the sphere of reality. This in turn can lead to the allergy of lack of passion in the work the person does. The positive opposite to the allergy and therefore the core quality is the value-driven approach.

Obviously, attractive organisations aim to elicit and strengthen the core qualities of the individuals, to avoid the pitfalls, to allow for enough challenge and to transform conflicts with ‘allergic’ environments.

It might be very useful to know that you can start filling out these quadrants at any given ‘corner’ that you have already identified. If you know your allergy, you can start exploring your core quality, etc. Also, one can put different core quadrants together



in a pan-organisational view and explore harmonic and conflicting models inside the organisation, and hopefully respond better to them.

Finally, in paragraph 3.2 about Change Conditions, I mention **Barriers** that need to be overcome before you can engage your organisation and its people in a process of change (interventions). It is important to be aware that one of the most common barriers in volunteer-driven organisations is the **Core Beliefs** of the people. There exists a big difference between an individual's **Value System** and core beliefs. Value systems are a set of meanings that we use to interpret the world around us. They speak to us in terms of 'good' and 'bad', that what we favour or prefer and that what we disagree with or disassociate ourselves from. They are internal judgements of right and wrong that **come from** our own integral background (mind, spirit, brain, cultural background, relationships, systems and structures), values are not something that we choose, as opposed to Core Beliefs. Core Beliefs are sole expressions of the inner-self, of our mind: they are the things we tell ourselves, a self-created truth that we often use as an 'excuse' or 'apology' to do something or to not do or ignore something.

A few examples of negative Core Beliefs are:

- "I don't think this will work"
- "I am not able to do this type of work"
- "They don't understand what I am doing"

But also positive Core Beliefs can be perceived as Barriers:

- "Everything is fine, why do we worry"
- "We are the best organisation in the world"
- "I feel at home here, with what I am doing now"

As an attractive organisation it is important to work with the Core Beliefs of your people and to assess to what extent they form a Barrier for the change process that you are about to embark on, or for a smooth implementation of your organisation's practice.

Core Beliefs can (and need to) be challenged by three principles:

The Principle of Creative Thought

What we think about and believe we can actually create in our life. The conditions and circumstances of our life at this moment in time are directly a result of what we presently believe. If we want to change any part of our present life that we don't desire, we must first change those beliefs that created it. If we want to create anything new in our life, we must first mentally create the new belief. To change the undesired conditions of our life and create new conditions, we must thoughtfully examine the contents of our belief system.



The Principle of Mental Clearing

In order to create the new we must first clear out the old. We can't effectively manifest a new belief if we are simultaneously holding an old belief that opposes this new idea. We must clear our mind of self limiting beliefs. What manifests is what we really believe, not what we would like to believe.

The Principle of Vision

To create anything you must have a vision of what you want to manifest. The more definite and clear the vision, the more definite and clear the manifestation. Creating a vision for what you want your life to look like, requires a willingness to explore and discover what's important to you.

So what techniques can we use to manifest our new beliefs? First of all, we need **an affirmation**: a statement of what we want to create, that should be stated in the positive and as it already exists, specific, magnetic, include yourself in it, about changes for yourself and not others and kept on the growing edge. Next, we need **a visualisation**: a mental picture or image of what you want to create in your life, it should evoke feeling, be a single image, include yourself in it, be literal or metaphoric and can be physically recorded or drawn. And finally, we need **an energising process**: you create whatever you confidently expect. If you have this expectation, your affirmation and visualisation will begin to manifest. If you do not have this expectation, it can be developed through daily repetition, mental clearing to keep it on the growing edge and alignment with your own higher purpose and value systems.

(inspired on the Empowerment Workshops by David Gershon and Gail Straub)

Consciously working with Core Beliefs, through creative thought, mental clearing and vision is for me one of the key successful processes that help determining and enhancing the attractiveness of an organisation. It can be done and addressed in specific (empowerment) training sessions, in coaching conversations but also informally in regular meetings or at the coffee machine on the corridor.

Any attractive organisation thrives on the Core Beliefs of its people, or is seriously halted in its development by them.



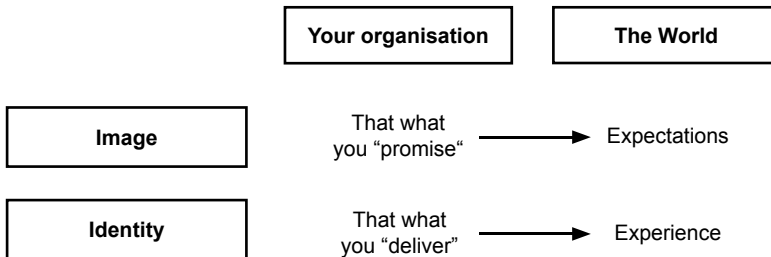
3.4 Identity and Image

In closing of this chapter I would like to highlight the importance of the image of your organisation, in relation to its attractiveness.

So far, all the steps that I have described about organisational design (Foundation, Path and Fruition, 'hard' and 'soft' design elements), all the concepts that I outlined (Integral Perspective, Fit-ness and Fitness, change and change conditions) and all the management tools that I listed (Quality Quadrant, Brain Map, Manifestation of Core Beliefs i.e. Empowerment) are variables that co-determine and co-create the **Identity** of your organisation.

But, the attractiveness of your organisation is in the end determined by its **Image**, how it is being perceived by others.

So I wish to conclude this chapter by sharing the following model with you...



The attractiveness of your organisation and its practice as it will be experienced by the world (the people outside AND inside your organisation) will in the end depend on the ratio between the expectations that you raise and the experience that you provide. That's why we need authentic and genuine tools of communication that help us to design the most adequate, harmonious and fit organisation that we can imagine. These tools can be strategic and meaningful conversations inside the organisation or honest and clear Public Relations and Marketing to the outside world.

We need to the best of our ability to use our creativity, to be open-minded, to take our responsibility, to step into uncertainty and to face our fears so we can design and embody those attractive organisations that will make a difference in our world.

"No problem can be solved from the same level of consciousness that created it".

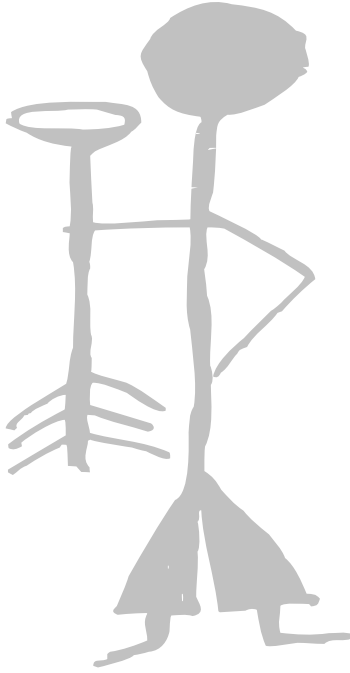
Albert Einstein



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4

**Exploring Attractive
Youth Work:
Gotcha as a case study**

4.1 Gotcha!? The Experience of IYNF

Monika Novosádová

As you have read in the introduction to the handbook, IYNF had many reasons to start the Gotcha campaign. The external factors behind the initiative, such as the situation of young people and their role in today's society and the trends in different NGOs and youth organisations are described in previous chapters. In this part, we will look at the internal reasons for initiating the campaign – the reasons of the young Naturefriends.

IYNF has been struggling for some time with attracting long-term volunteers. Young people are interested in joining our activities. Some have taken responsibility for organising some of them too but rapidly, usually within a couple of years, they lose interest and leave. Although many young people have shown an interest in attending IYNF activities as participants, the number of active volunteers supporting the organisation has been limited.

Member organisations in IYNF are very different in terms of their size, aims, and programme of working with young people. Most of them have undergone internal struggles over time as well. These factors have had an influence on their co-operation with IYNF as the umbrella organisation. The support and co-operation has been inconsistent where even though a member organisation was very active in one period, one year later it almost disappeared from IYNF.

The structure of the whole organisation is a pyramid. The local groups are represented in regional groups, which are represented in a national organisation, which is represented in the international organisation. The link between the international level and a local group is very tenuous. IYNF has been able to reach some of the local groups directly but due to the complicated structure of the organisation, there are very few local groups who know about IYNF and what it does.

Another struggle Young Naturefriends faced was dealing with activities that were run based on current issues or priorities of European institutions, without any strategy or long-term vision. On one hand, this process placed a great variety of issues on the agenda. On the other hand, there was never a clear line that would connect them all and put the pieces of the puzzle into one frame.

Based on this reflection, IYNF decided to start a campaign that would bring fresh air into the organisation and concentrate on looking at what attractive methods of youth work are. When we say “organisation”, we not only mean IYNF but also its



member organisations. That was the basic idea behind the campaign – to start helping the local, regional, and national organisations at the international level and to support their development based on their individual needs and realities.

When submitting the application, we realised that IYNF also has limited resources when it comes to expertise about youth work. For that reason, we asked a number of experts on different issues to join the campaign and become part of the Steering Group, which was formed to co-ordinate the campaign, but mostly to author the concept and content.

After we started with the campaign and began discussions about the exact target group and its needs, how the campaign process will develop, and what the situation in IYNF and its different member organisations is, we gradually came to the realisation that talking about attractive youth methods is not sufficient. It turned out that the experiences of different members vary and their needs for change are also different. The methods which were successful in one group led to different results in another and even failed in yet another group.

Consequently, the campaign moved more in the direction of wider considerations of attractive youth work including all aspects of working with young people. Some leaders used attractive methods, but still didn't achieve the aim of attractiveness as an organisation. The argument was that despite the fact that the methods that are used while working with young people are attractive, they might motivate them to become involved but might not necessarily keep them involved. One of the main reasons for the campaign was to find ways to motivate young people to stay involved in the organisations longer. As a result, we started to look at what is attractive about the organisations, their approaches, how their programme is developed, how they work with volunteers, etc.

When planning the campaign, one concern was raised – how to transfer all the information that will be collected and knowledge obtained through the campaign to the public at large. One way considered was to train the volunteers from local groups or regional groups from within the member organisations in what we developed and let them bring their own experience into the picture. The other approach was to develop a material that could be used by anyone interested in finding out what attractive youth work could be. Out of the many options, we have chosen two ways to share what we have: a handbook, and a set of method sheets, which follow the original idea of the campaign – looking at attractive methods of youth work.¹

During the work on the campaign we have been revising many other things as well. The first thing we realised was the lack of previous education of the participants coming to the training activities. Despite the fact that many of the participants were youth leaders, they had not been provided with any training whilst becoming youth leaders. As a consequence, the concept of the educational activities in the framework of the campaign changed and the trainers concentrated on more basic and practical issues concerning youth work and leadership.



The original target group was meant to change through the course of the campaign. We wanted to start with representatives from the national organisations who would then pass their experience on to the regional and local environment. Instead, the leaders who came to the first seminar of the campaign were mostly from the local level. As a result, the campaign has been directed at local leaders through its first phase (one year) and only later will it concentrate on national and decision-makers within the organisations.

Last, but not least, during the reflections that took place during the educational activities, the participants started to question many things, such as the activities their organisations run, the role of young people in them, and more broadly, in the organisations themselves, the purpose of the activities, and what influence they have on different target groups. This reflection is seen as an important asset to the campaign and therefore was more clearly incorporated into the coming campaign programme.

¹ The method sheets are described in Chapter 5.1, method sheets as such are available on the campaign web site <http://www.gotchacampaign.org>



4.2 Youth Participation and Youth Work in the Naturefriends Movement

Nicolle Pfaff

A key element of the Gotcha project is the reflection on the general quality of youth work done by the Young Naturefriends and its current attractiveness for young people. Gotcha was developed to enable a better understanding the work of IYNF member organisations. When reading this study it is important to remember that many controversial debates have taken place and different positions can be identified concerning the needs of young people in Europe and throughout the world (see also chapter 1 of the Handbook). It is also noteworthy that the data collected in this study is limited to national and regional organisations and therefore no conclusions can be drawn on an international level.

1. Purpose and scope of the Gotcha research

One element of the Gotcha campaign consists of an evaluative study of the youth work undertaken within IYNF member organisations. Its main purposes are:

- 1) To gain an insight into the attractiveness of youth work done by IYNF.

From the research point of view the quality of activities for young people can be measured on the values and aims of those leading them as well as on the evaluation of participants joining them. Through the analysis of participants' surveys consisting of samples from five European member organisations, the study describes participants' satisfaction with the activities they took part in and explains which aspects of carrying out an activity are most important to ensuring its attractiveness.

- 2) To ascertain to what extent IYNF basic values are reflected within activities.

The work of IYNF is based on basic values and principles that are related to the approach and content of the activities themselves and to the group of participants they work with. Therefore the research includes analysis of leaders' values as well as their practical realisation during activities from the participants' point of view. Additionally the study focuses on the social structure of groups within activities of the national member organisations.

- 3) To describe ways to enhance the participation of young people within IYNF.

IYNF as well as many other youth organisations have observed a decline in the number of young people participating and furthermore volunteering in recent years. For that reason another main focus of the Gotcha research is to find out about motives,



social structure and competences of leaders within IYNF as well as any barriers to participation or necessary requirements for leadership such as qualifications. It was also important to identify problems in the organisational and local settings.

2. Research methodology

The purpose of the Gotcha research was to analyse the practices of youth work within IYNF and its Member Organisations (MO's). Therefore all member organisations were contacted and asked to send members to the Gotcha seminars and to complete the leaders' and participants' surveys. Overall, four European Organisations supported the survey and sent between 35 and 90 questionnaires back. The German Young Naturefriends undertook its own survey with 150 cases altogether. During the seminars 12 leaders from 7 countries were interviewed.

Design of the research

The evaluation is based on a multi-methodical approach and combines the participants' and leaders' surveys with interviews of youth leaders. Whilst the main objective of the surveys is to explore the perspectives of leaders and participants within the activities of IYNF member organisations, the interviews focussed on those leaders who were involved in international Gotcha Trainings. The interviewees were selected at random by the interviewers, therefore this part of the research should draw a more complete and complex picture than the questionnaires and capture 'peoples stories'. The **survey-results** presented here are based on two samples collected from IYNF-Member Organisations during summer 2004:

- 1) A survey organised by IYNF with results from the organisations PTTK, DUHA, CLIMB and TFSZ
- 2) The 'Freizeiten-Evaluation' ('Leisure-time Evaluation') of the German Young Naturefriends Organisation.

Table 1: STUDY SAMPLE: Youth leaders

	Cases	%	female	male
international Survey	43	55%	50%	50%
german Survey	35	45%	44%	56%
overall	78	100%	47%	53%
CLIMB,BE	5	6%		
Duha, CZ	11	14%		
Duha,CZ/ NFJD,D	16	21%		
NFJD, D*	35	45%		
PTTK,PL**	1	1%		
TFSZ,HU	6	8%		

* Survey of the German Naturefriends

** PTTK will not be analysed seperately



The surveys include the interrogation of leaders and participants of activities in five Member Organisations altogether. The German Survey used questionnaires in German, the international samples are based on English questionnaires.

The organisation of the surveys has been essentially the same for the German and the International sample. In both cases generally speaking most of the leaders and participants attending the selected activities have been asked for their opinion. The questioning itself was undertaken by local members of the member organisations who collected the questionnaires and sent them back to the research team.

The size and structure of the survey samples differs greatly within diverse member organisations. As the following tables show the total of the international samples is larger than the German total. Also the gender proportions are different. Whilst in the German survey more males than females filled in the questionnaires, in the international survey proportions were equal concerning youth leaders, and in relation to participants more females than males filled in the questionnaire.

Table 2: STUDY SAMPLE: Participants

	Cases	%	female	male
international sample	240	67%	61%	38%
german sample	120	33%	45%	55%
overall	360	100%	56%	44%
CLIMB,BE	13	3,6%		
Duha, CZ	78	21,7%		
Duha,CZ/ NFJD,D	39	10,8%		
NFJD D*	120	33,3%		
PTTK,PL	24	6,7%		
TFSZ,HU	85	23,6%		

* Survey of the German Naturefriends

The **interviews** were done by members of the Gotcha research group during international events for youth leaders. They were done with selected participants on three IYNF events for youth leaders in autumn and winter 2004. 12 people have been interviewed overall, among them 6 female and 6 male youth leaders from seven different countries, aged between 17 and 28. In some way they represent the 'elite' of IYNF.

Design of the questionnaires and interviews

The international questionnaire is a short version of the one used by the German Young Naturefriends for their evaluation. It was supplemented with a few additional questions. The main topics of the investigation in both were:



Leaders' questionnaire	Participants' questionnaire
<ul style="list-style-type: none"> • aims of the activity • demographic information • identification with the general aims of IYNF • qualification needs 	<ul style="list-style-type: none"> • general evaluation of the activity • experiences and outcomes of the activity • demographic information • identification with the general aims of IYNF • additional comments

Most questions were asked fully formalised (generally using possible answers based on Likert Scales¹), only the last questions were open for respondents' comments. These have only been integrated in the international questionnaires.

The interviews with very active and interested youth leaders from different member organisations focussed on the following subjects:

- personal information about the interviewee
- motivation
- competences as a youth leader
- reflection on target groups
- awareness of the issues relevant to the Naturefriends.

The interviews lasted between 15 and 30 Minutes and have been taped for further analysis.

Methods of analysis

The analysis depended on the method of inquiry. Results of the leaders' and participants' surveys have been obtained through statistical analysis in a wide range from simple frequencies and factor analysis up to regression analysis. Therefore the data has been compressed and different groups of people have been differentiated. The main focuses of the evaluation have been directed towards gender and organisational differences. Open questions with detailed answers have been categorised and interpreted for selected areas of specialisation only.

Throughout the whole process the two different samples have been analysed separately because of the differences concerning language, questions and the organisation of the survey. Additionally the German sample is much larger than the random contributions of the other member organisations. Neither the international nor the German survey claims to be representative of the respective activities of the member organisations. Our primary aim in analysing the data is not to come up with statements that fit the whole organisation but to present some results that show the diversity of the national organisations within IYNF and their activities, leaders and participants as well as to describe some general principles of their work.

For the interpretation of the interviews we used a multilayered procedure of analysis. First of all we decided on some core topics we wanted to focus on and wrote



short summaries for each topic and interviewee including transcriptions of quotations of the people themselves. Based on that, different comparisons between younger and older leaders, girls and boys and people from different member organisations followed, to produce maximum contrasts and also to show similarities amongst these youth leaders in the environment of IYNF.

3. Youth Leaders: demographic information, motives and aims

As previously stated we collected diverse information about youth leaders within IYNF and some of its member organisations. The survey contains information about gender and age, involvement in member organisations, motivation for youth work, working aims and the aims of their activities. The interviews provide additional information about leaders who have a high level of involvement and also participated in international Gotcha seminars.

The presentation of the results follows three main steps. First you will find some information about the demographic characteristics of youth leaders and about their involvement in IYNF member organisations. Secondly, results concerning aims and motives of leaders are presented and lastly needs and barriers will be analysed.

Who are the youth leaders?

As previously stated, social structure varies very much between the different member organisations. In terms of gender (see chart 1 overleaf), there was equal representation in the international sample. However, in the national samples, significant gender differences can be observed. Whilst in the Belgian sample all leaders were male, the German and Hungarian samples show only moderate over-representation of male leaders. The only female dominated sample is the Czech one, where two thirds of the youth leaders are girls and women.

Also in relation to the age structure (chart 2) there are massive differences between leaders in the different member organisations. Overall, one third of the youth leaders are teenagers, one third is between 20 and 27 and the last third is over 27. The youngest leader was 15, the eldest who completed a questionnaire was 59. In the Czech and German organisations all age groups are present, and their leaders are on average a bit younger than in the overall sample. The youngest team of leaders is in the German organisation. The youth leaders are significantly older in the Belgian and Hungarian organisations.

It is important to note that the samples received are not representative. Anecdotal evidence gained in interviews contradicts some of the statements above.

In addition to the social background of youth leaders, identification with the organisations that run the activities shows interesting results (chart 3). Altogether nearly two thirds of the youth leaders were members of one of the four member organisations included. Almost as many also served other functions within their organisation. Again, the proportion differs between the diverse member organisations.



Chart 1: Gender proportions of youth leaders in the sample male female

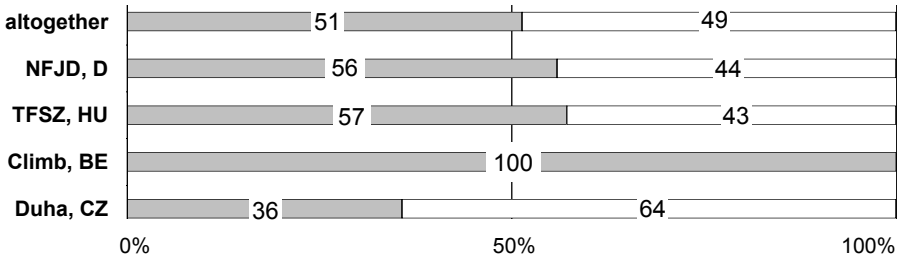


Chart 2: Age of youth leaders in different Member Organisations of IYNF

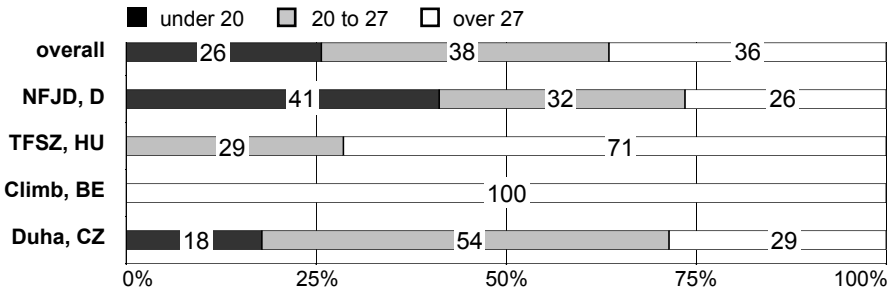


Chart 3: Involvement in IYNF Member Organisations

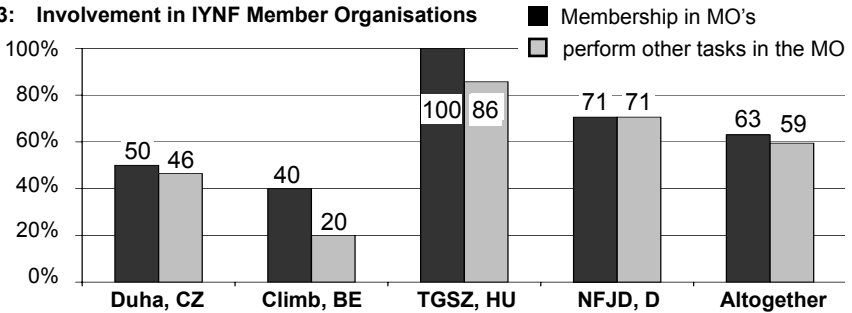
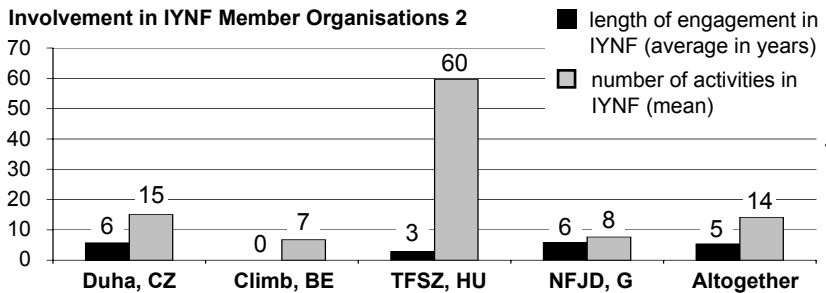


Chart 4: Involvement in IYNF Member Organisations 2



Data: Youth leaders surveys of IYNF and NFJD



While activities run by TFSZ are exclusively and by NFJD predominantly carried out by members, youth work within Duha and Climb is just as often done by non-members.

These results roughly correspond to the outcomes concerning the length of engagement in the organisations (chart 4). The average time of membership varies between zero (Climb is a very young organisation) and six years, such as the traditional organisations in the Czech Republic and Germany.

With one exception experience in youth leadership in IYNF organisations is largely the same everywhere. Leaders from the Hungarian organisation have much more experience in youth work. This corresponds to the high average age amongst them and to the fact that youth work in TFSz is only done by members. In the other organisations the numbers of activities people have been involved in varies from 7 to 15. The low experience of leaders within Climb and NFJD is connected with the young age either of the organisation (Belgium) or of the leaders working for them (Germany).

Aims and motives of youth leaders

Youth leaders within IYNF member organisations mostly work as volunteers and in times of decline in youth participation in general, they have become more and more important. Consequently, one main issue of the Gotcha research was the question of motivation and the personal aims of the people working within IYNF. Related to this, three different aspects will be discussed. Firstly, information about the process of becoming a youth leader will be presented. The second step shows results concerning identification with IYNF and knowledge of and commitment to the basic aims of Young Naturefriends. Finally, we will look at the concrete goals of the activities themselves.

Motivation to become a youth leader

Two kinds of information have been collected about the motivation to become a youth leader in IYNF activities: that obtained through the interviews and through the open questions in the leaders' questionnaire.

The interviews show the perspectives of those people who take part in Gotcha seminars. The interviewees listed many different motives for their own activity within the organisations but these can mostly be summarised as follows:

- their own involvement as a child and participant
- being together with friends
- interest in youth work in general
- human and ecologic values

Personal involvement in a Naturefriends organisation as a child or in early youth seems to be a strong motivation. One quarter of the interviewees started their engagement as a participant. If young people have had a good time with the organisation, they might stay and undertake active work for many different reasons, such as knowing the environment, having a knowledge of structures, to give something back to or simply to support the organisation.



In reference to this, it was observed that male and female leaders put forward different reasons for their active participation. Male youth leaders who had been involved in the organisation as a participant mostly pointed to a “*natural way from being participant to the later responsibility as a youth leader*” (Boy, 21, member of Duha, SK) that first of all seems to be motivated by their own fun and social networks. In contrast to this most of the participating girls spoke about the beginning of their engagement in youth work as a leader in terms of supporting the organisation. “*I joined some activities and then they needed help, and then they asked me to help more.*” (Girl, 21, Duha, CZ). The typical starting point for females to get involved seems to be being asked, whereas male members of youth organisations describe their current engagement as a self-initiated career and a rational consequence of being a participant.

A second motivation that was named by almost every interviewee refers to the social contacts within the organisation: “*first it’s all about friends*” (Boy, 21, member of Duha, SK). People with shared spare time activities, preferences and ideas develop a great working atmosphere where joint aims and values lead to good cooperation: “*I like working with our core group of young people*” (Boy, 19, Climb, BE).

Finally some people stressed their interest in working with children and youngsters. For some their current volunteer work even is connected to personal future plans for a job and career. Some look for practical experience and others for social networks or for the feeling of doing something in addition to studies or work. For instance, an 18year old Boy from the Belgian organisation wants “*to learn about youth work and meeting with people, work in an international context*”.

Additionally, most interviewees also stated that they were engaged for human or ecologic values. As a male German interviewee expressed: “*NFJD gives us the possibility to work with children on current issues in our society.*” Some leaders describe a development of their personal motivation to work. That it started with more personal aims and attitudes (i.e. friends, fun, language) and that through running activities and doing youth work their motives changed in the direction of more organisational and general social values.

“I grew up in Naturefriends since my parents were members too. I had a fantastic time in the organisation and want to organise this for other youngsters now.”

(Girl, 20 years, member of NIVON-Youth, NL)

“Here I discovered that I like working with people and to pass experience.”

(Boy, 22, Duha, CZ)

“First it was more about friends and to learn languages, but my motivation now is to do something for the organisation and the society”

(Girl, 28, TFSZ, HU)



The international survey also provides answers to the question “What made you decide to become a leader/trainer in IYNF activities?”, where 30 people overall made statements. Some more motivations are identified below, ranging from personal disposition up to personal and regional development.

Motives	Examples
<ul style="list-style-type: none"> • to use ones own competences • own development • own disposition • social networking • local development 	<ul style="list-style-type: none"> • “10 years experience in giving workshops, seminars, develop projects” • experiences and outcomes of the activity • “new experience, improve communication skills” • “its my nature probably” • “popularise the tourism of XXX”

Overall, these results show that motivation for civic engagement or participation in an organisation cannot be explained easily. Personal reasons are complex and multilayered. Nevertheless, in relation to IYNF there are some clear patterns.

- Tradition seems to be one important method of recruiting youth leaders within the organisations, personal experience with the organisation as a participant often leads directly to later engagement.
- Another group of motives can be indicated as learning and meeting challenges. People want to learn languages, gain organisational skills, collect experiences and they want to have an effect on young people and on society.
- The last important motives for becoming a youth leader within IYNF are values and visions and changing the world. That is the topic of the next section.

Aims and values – what is IYNF youth work about?

One main issue of the interviews was the basic values of the interviewees’ own work as youth leaders. Of the 12 interviewees all but one named and agreed with some basic social values, most people also spoke about ecological norms and, as shown in the box, about their attempt to have an impact – on the world, on youth and on society.

The most common values given were:

- living in peace with nature
- living an alternative lifestyle
- friendship and solidarity
- democratic and socialist ideas
- anti-racism
- ecological awareness

However, notably some interviewees also connected their description of aims and values either to the local situation of his or her country, community or organisation or to the specific needs of their concrete target group. Most of those interviewed appear



to be reflective about their own work in relation to values. Some others, however, were reluctant to debate values, seeing them as too theoretical: "This is all too complicated to me... I think the most important is meeting people." (Girl, 21, Duha, CZ). However, the idea of a shared community where friendship and solidarity are basic principles ran right through most of the interviews. One of the original aims of the Young Naturefriends movement of developing a shared identity amongst young people to feel part of a big community still seems to be very much alive according to current members.

"My dream is to offer alternative to TV-consume, show alternative lifestyle and to combine fun, being together with friends and learning and education." (Boy, 21, Duha, CZ)

"I would like to change the world a little bit" (Girl, 28 years, Hungary)

"...we show youth how to behave in nature and society" (Girl, 20 years, Germany)

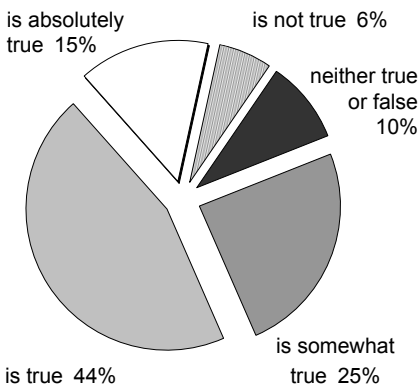
"We want to reach young people to make friends who like to do outdoor-sports in an ecological way." (Girl, 18, NF, CH)

Based on the leaders' survey we can draw conclusions about the self evaluation of youth leaders in terms of their knowledge of the aims of IYNF and also the identification of people with those values.

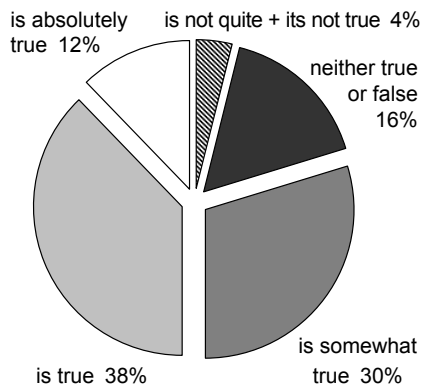
Overall, knowledge of and identification with the general aims of IYNF are high: almost two third of the leaders know and share the main values of IYNF. In this regard there are no significant gender or age differences in knowledge of and identification with the basic aims of IYNF. Length of personal engagement and experience with youth activities also have little effect.

There is very little difference between the member organisations on this point with the exception of the Czech organisation, Duha, where leaders identification with the

Leaders know about IYNF aims



Leaders share the aims of IYNF



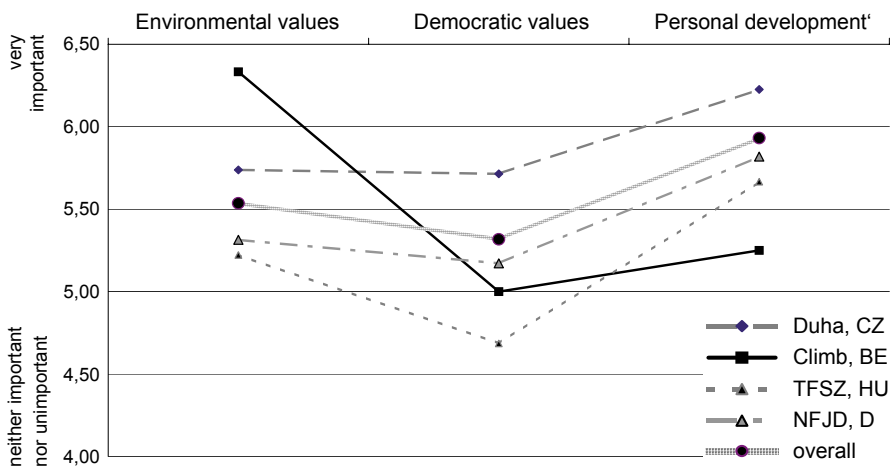
umbrella organisation seems to be relatively low. This is particularly noteworthy given that the international office of IYNF is based in Prague, in the same building as Duha.

Activity goals

Leaders were asked to estimate the importance of 16 activity aims in filling in the questionnaire. These can roughly be divided into three main groups that reflect the ‘mission statement’ of IYNF (see ch. 2):

- *Environmental values*, such as “Participants should learn environmental behaviour.”
- *Democratic values*, like equal gender rights
- *Personal development*, i.e. learning a new skill or gaining life experience

Leaders activity goals for different MO's



Data: Youth leaders surveys of IYNF and NFJD

Overall, all three aspects were very positively evaluated in all the member organisations. All values and goals have some importance for the youth leaders. This leads to the conclusion that education, counselling and support are of central importance. Aims in the area of personal development are the most popular issues in the view of nearly all national organisations. The only exception are the leaders of the Belgian organisation Climb who evaluated environmental values more positively. The national samples only differ slightly even if the general importance of values seems to be a bit higher in Duha CZ than the median values and a bit lower than anywhere else in the Hungarian organisation TFSz. Interestingly, leaders from Duha CZ have very strong values, even though only every second leader knows about and identifies with the aims of IYNF.

Additionally, there are conspicuous differences in the aims of male and female youth leaders. Generally, girls evaluate all aims higher than boys, especially concerning



trustworthy leaders and personal contacts between leaders and participants and within the team that belong to the personal development area of goals.

The least important goals are political and social issues, civic engagement, reflection and participation in the course. The issue of developing identification with IYNF was not evaluated positively either. This might cause some uncertainty about the critical impact of IYNF, but still on average nearly half the people also supported these goals.

Needs and barriers in the work of youth leaders

The interviews with youth leaders attending Gotcha seminars included self-evaluation regarding their competencies as youth leaders. The 12 leaders from seven different member organisations both described personal abilities (i.e. self-confidence or being open minded) and learned competencies, like knowledge of the organisation, leadership and management skills. On the other hand support from the organisation is a big issue in the view of youth leaders regarding their competencies. This again seems to have two dimensions, firstly trainings and qualifications and secondly assistance by adults and seniors within the organisation.

Concerning this information, one has to differentiate between two different kinds of youth leaders' competencies mentioned:

- personal competencies and
- professional competencies.

"I was growing up with my organisation and I was learning all the time since I came. (...) I have fantasy and I am open minded."

(Boy, 21 years, Duha, SK)

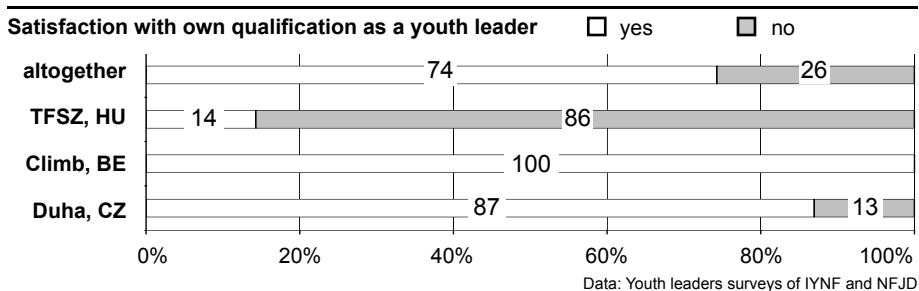
"I did not get enough training, would like to have more for working with people. (...) I learned a lot when doing a traineeship with some senior-trainers."

(Girl, 21, Duha, CZ)

The statement to the left combines both personal and learned competencies. As a member of the organisation since his early childhood this young man states, that he understands **"the rules of the community and the philosophy within the organisation"**. At the same time he describes his sense of fantasy and open mindedness, stressing the importance of personal competencies. Apart from this, many more personal characteristics have been named to be relevant to the leaders' work with young people, as the following statements shows: **"I'm not competent at all. But I'm so-ciable, open minded, love to take initiative (...) I always want to learn about other people. I think this is important for youth work, too."** (Boy, 18 years, Climb, BE). This Belgian Naturefriend also differentiated between professional and personal competences, and evaluated himself as not being competent in a professional sense but to be highly appropriate for youth work because of his personal dispositions. Amongst the 12 interviewees this is a common point of view.



This is the privileged mode of explanation for those youth leaders who complained about not having enough training and qualification. However, these personal abilities, such as being open minded, sociable or interested in learning from other people provide alternative ways of learning and qualification for those youth leaders.



Concerning competencies, some other interviewees, i.e. the young woman from Czech Duha, highlighted the good training and support they got from senior trainers or other adults within and outside their own organisations.

The international leaders survey included one question about qualifications and also asked for additional information when leaders were not satisfied with their qualification for running activities.

Most people feel well qualified, except the leaders from TFSZ, HU where, despite their very extensive experience with youth activities, the vast majority is very unsatisfied with their level of qualification. Whilst usually woman and girls are more critical concerning their own competencies, in our international sample of youth leaders this is not the case.

Asked what qualifications they need to be successful youth workers, eight leaders gave additional specifications, such as language, coordination and organisational skills, sporting qualifications and knowledge about health, culture, history and pedagogics.

Qualification does not seem to be the major barrier to becoming a youth leader in the Young Naturefriends though. During the interviews several other issues were highlighted:

- Lack of financial support (by local and national government and organisations)
- Lack of cooperation (between young and old, within and between member organisations)
- structural problems within the organisation (decision making processes, structural as well as thematic preferences)
- Lack of time

The youth leaders that were interviewed during international Gotcha seminars were very interested in international cooperation. While meeting with other young

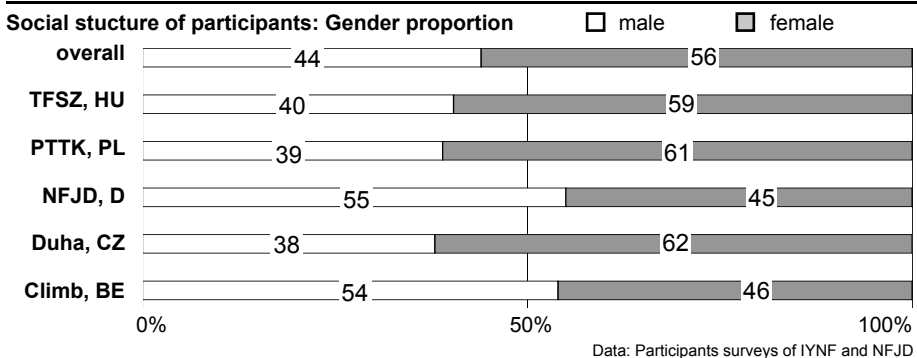


people they have developed a more reflective view of their own organisations because they find out about how others work and personal discussions about how to make youth work attractive lead to comparisons between practices within different member organisations. At the same time, this is also a learning process and might be the starting point for new attempts to cooperate and address problems.

4. Participants: Who are they and how do they evaluate IYNF activities?

The Gotcha research provides information about gender, age and social structure of participants of IYNF youth activities. In addition, the questionnaires contained an evaluation of the concrete activities the participants attended. The following analysis focuses on the demographic background of the participants, comparing groups from different member organisations as well as showing gender differences. It also concentrates on the evaluation of specific activities and their different aspects.

Eventually, some results from the final open questions of the questionnaire will be presented, where the participants could make additional comments and suggestions about this and further activities.



Who are the participants of IYNF activities?

Youth organisations like IYNF not only depend on the work done by their members and volunteers but also deal with a special circle of participants. The success of youth work mostly depends on their benefit, experience and evaluation. It can be assumed that groups of participants vary between activities, local and national contexts and member organisations.

The participants survey allows the description of some main aspects of social structure: gender, age and education. Therefore the main focus will again be the differences between the member organisations.

Gender proportions are much more even than amongst the leaders. Generally, more females than males participate in IYNF activities.

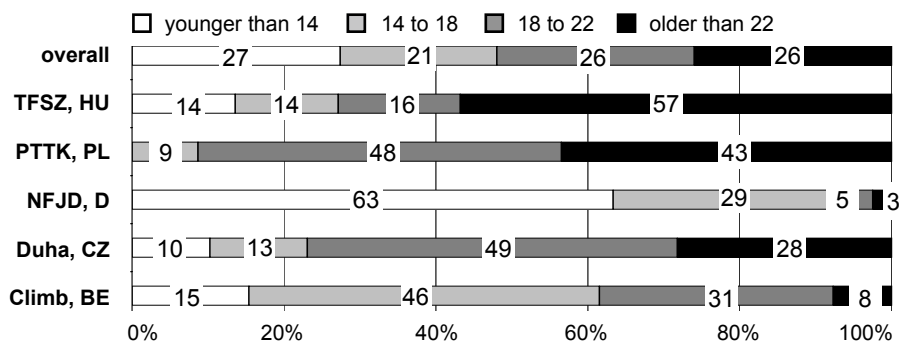


Interestingly, it was only in the western European member organisations that marginally more boys than girls attended activities. In contrast to that, the Eastern-European member organisations had significantly more female than male participants.

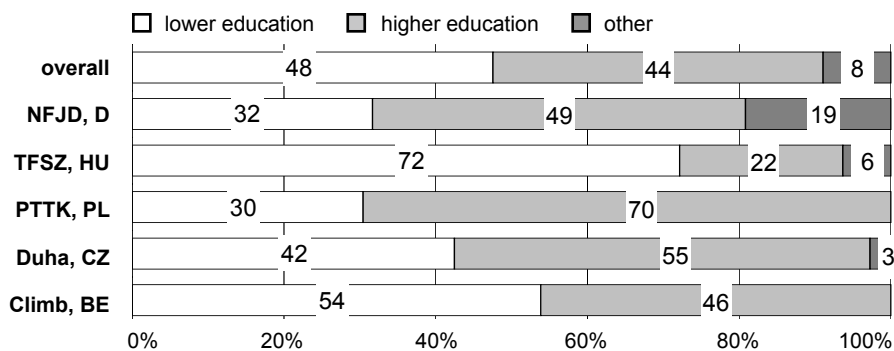
On average participants are divided almost exactly into four even groups. One quarter of participants fit into each age group: under 14, between 14 and 18, between 18 and 22 and older than 22. Every MO differs significantly from this in at least one point however. By far the youngest group of participants were from NFJD (this also has a significant impact on the overall average). Nearly two thirds of the participants were younger than 14, which is also the mean of German participants. NFJD mainly seems to focus on children and teenagers, as does, even if not very strongly, the Belgian organisation Climb where the average age is 17. The other organisations, especially PTTK in Poland and the Hungarian TFSZ have much older participants.

Concerning social classes or milieus the only indicator included in the participants questionnaire was the educational background of participants, and this can be

Age of participants in activities run by different MOs



Educational background of participants in activities run by MOs



Data: Participants surveys of IYNF and NFJD



measured only in a bipolar scale: *higher education* represents young people that either, in the international sample are university students or, in the German Sample attend grammar schools. *Lower education* refers to primary and secondary school as well as working people.

Concerning the whole sample, nearly half of the participants have lower education and another forty percent are either pupils at grammar schools or university students. Again, there are huge differences between the member organisations. A large percentage of university students participate in IYNF activities, particularly in PTTK, Poland. In addition, those with a higher level of education seem to be the majority in Czech Duha and German NFJD. Only the Hungarian organisation TFSz includes a large majority of those with a lower educational background.

Evaluation of IYNF activities

The challenge of attracting new participants to activities very much depends on the evaluation of current participants and their recommendations. Knowledge is needed about single events, evaluated either directly by youth leaders in discussion with participants or, as shown by the NFJD survey, by the member organisations who want to collect more objective information about a range of issues connected to their work.

In the participants survey there was space for individual points of view as well as the evaluation of diverse aspects of activities. The first section comprised questions about the overall and detailed evaluation of the activity. Secondly, participants experiences regarding specific issues such as the social situation created during an event were addressed as well as the outcomes of the event including the readiness of participants to become leaders within IYNF. Finally, participants were asked to give additional comments on the activity they attended and to assess whether or not their friends would participate at an event like this and why.

General evaluation

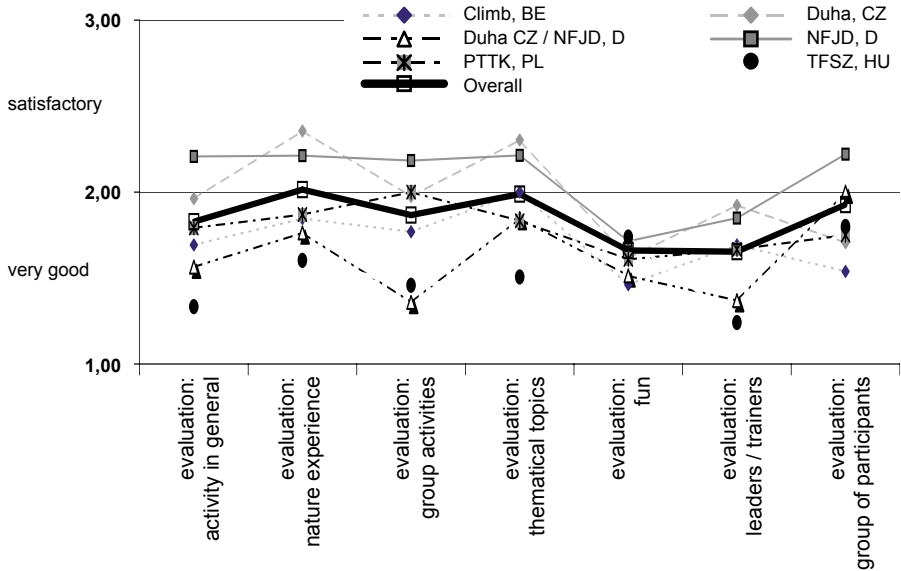
First and foremost, it is important to note that the general evaluation of activities run by IYNF organisations is good. This is a true reflection of both samples, the international and the German one. Furthermore, on average the evaluation of all aspects of activities got positive results.

Despite the fact that there are significant differences between member organisations on most issues, the mean evaluation of diverse aspects of activities are generally within the positive range of the scale. Interestingly, the highest average results overall belong to the activities of Hungarian TSFZ and Belgian Climb. Although it was still a positive evaluation, the lowest average results were from activities run by Duha CZ and NFJD Germany.

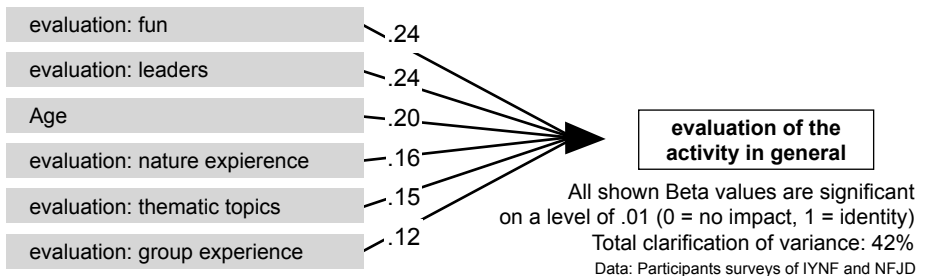
With regards to single aspects of IYNF events, leaders and fun got the best results while nature experience and thematic topics were evaluated more negatively in most member organisations. This general structure of evaluation is similar in all



Participants evaluation of IYNF activities



Results of regression model for the evaluation of the activity in general



organisations. The only exceptions are TFSZ Hungary, where participants gave a much better evaluation of 'leaders' than 'fun' and 'participants' and NFJD Germany where 'fun' got significantly higher results than any other aspect.

Furthermore, there is also a general gender difference, that is the same for all member organisations, most activities and all aspects of evaluation. Female participants evaluate the activity in general as well as all single aspects more positively than males.

A regression model² has been used to find the most important and relevant conditions for the evaluation of an activity in general. The regression model shown above clarifies about 43 percent of the variance of the evaluation of an activity in general.

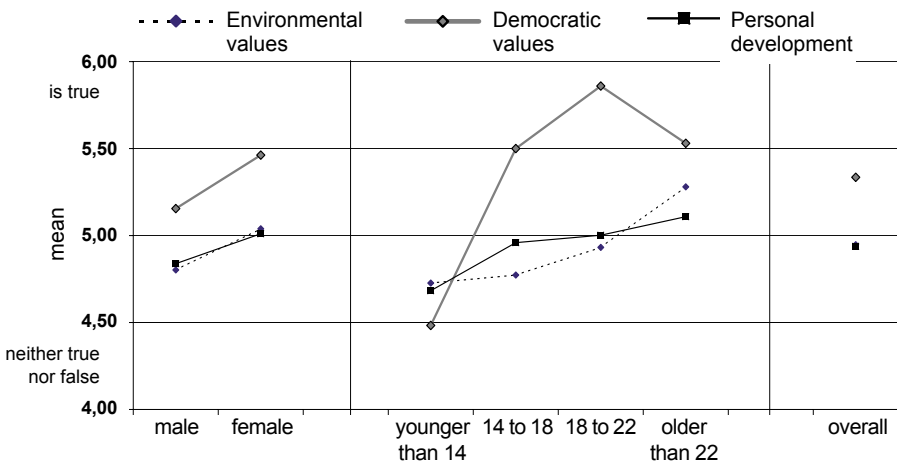


Fun and trustworthy leaders are the most important factors of influence. All single aspects of the evaluation count: the better the evaluation of a single aspect, the better the evaluation of the whole activity. Of particular importance is the influence of the age of participants on the satisfaction with the activity. The older the people the more positive their general evaluation is. In contrast to this, the evaluation of the group of participants as well as the sex of participants has no impact on the general evaluation.

Participants’ experiences and the outcomes of IYNF activities

In relation to personal experiences we differentiated between the three educational dimensions (in line with the activity goals of youth leaders): environmental and democratic values and personal development. In contrast to the leaders’ assessment, on average participants felt that all the values were in some way present. Generally, democratic values got better evaluation than environmental learning and personal development. For instance, while more than 50% of participants agreed that nature and environment had become more important to them, nearly two thirds said they had participated in decisions made about the activity.

Average importance of educational dimensions



The demographic factors of gender and age appear to have had an impact on the evaluation of activities. Again, female participants give more positive estimations, especially concerning new friendships.

The older participants are generally also more positive in their evaluation.

Moreover, the general evaluation of the activity has an impact on the experiences of the values within the activity. The better the general evaluation, the more the participants felt the values to be present and this had a positive effect on their own learning.

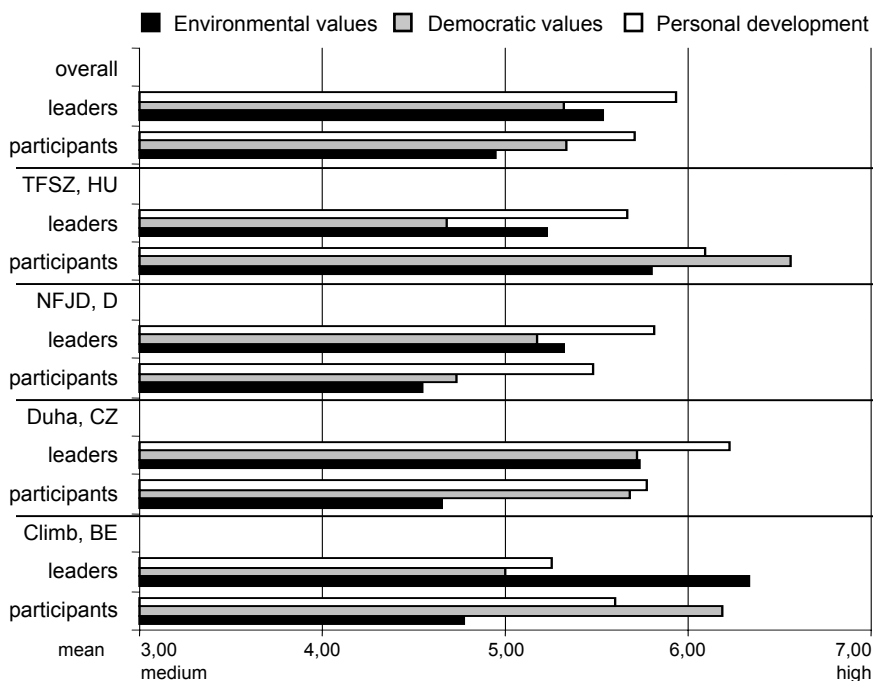


Overall, the personal experience of participants concerning the social and educational dimension of activities is positive. But of course again there are also huge differences between the evaluations of participants from different member organisations.

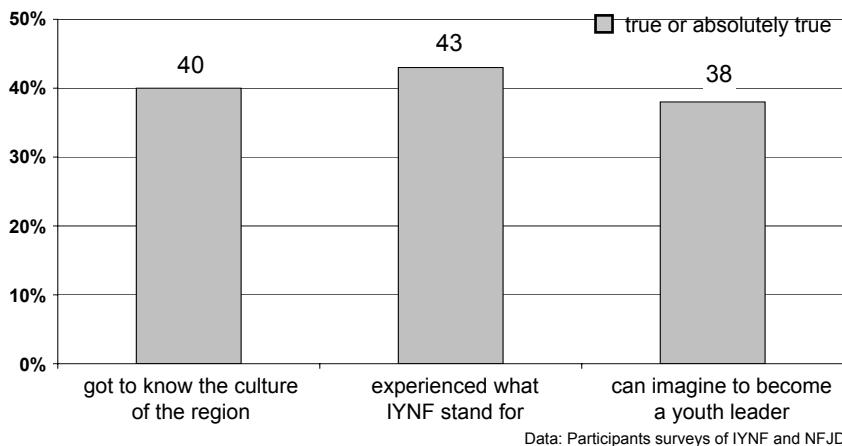
In contrast to the general evaluation, participants attending activities run by TFSZ and NFJD experienced that all educational dimensions were given approximately the same level of importance. Those participants did not appear to have had the same outstanding experience of democracy in the group in comparison to participants of other member organisations. However, the average difference between those two groups is nearly one point on a seven point scale; while the values of TFSZ are above and those of NFJD participants below average. One has to take into account that the age of participants affects the measure of values; TFSZ has the oldest and NFJD the youngest group of participants.

The following figure illustrates a comparison between the results of the activity goals described by the leaders and the experiences of participants concerning these goals. Overall, the analysis shows an interesting difference that is partly related to the general importance of these educational dimensions which generally appears to be different for leaders and for participants.

Comparison of leaders goals and participants experience



Selected outputs of the activity from participants point of view



In most cases leaders' aims were higher than the final result because the participants didn't experience environmental values and personal development as much as leaders wanted them to in the activity. In contrast to this, however, overall participants experienced the activities to be very democratic and in relation to that leaders achieved their goal. In some organisations like TSFZ and Climb the participants evaluated the activity as very democratic even if this was not such an important value for their leaders.

In particular the relatively young participants of NFJD and Duha CZ only experienced low levels of participation in decision-making. Much of this difference can be attributed to the age structure of the participants. Again the Hungarian organisation shows unusual results. Excluding personal development, the experience of the participants seems to be higher than the importance of the educational dimension for the leaders.

Besides the general evaluation and the description of the educational dimension, the participants survey also included questions about the results of activities. Of particular importance for youth organisations are the dissemination of its own values and aims and the recruitment of new members and volunteers. Additionally, the analysis includes knowledge about the culture of the region in which the activity took place.

Nearly half of all participants agreed with all three statements regarding the activities.

Again, significant differences can be found between the member organisations and age groups, but not between male and female participants. Concerning the approach to tourism, between half and two thirds of TFSz, PTTK and Czech Duha participants felt that they had improved their knowledge of the region. With regard to experiencing what IYNF stands for, leaders of Climb, TFSZ and PTTK seem to be the most successful – here at least half the participants agreed with the statement.

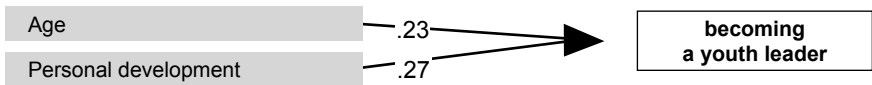


Finally, NFJD and Climb have the highest level of accession to leadership. More than half the participants can imagine doing youth work themselves having taken part in an activity. This evaluation varies a great deal between the member organisations. In contrast to previous comparisons, only 10–15 percent of participants of activities run by Duha or PTTK consider becoming youth leaders themselves.

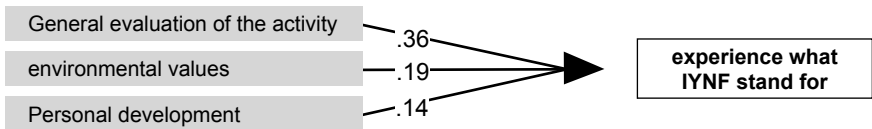
The special importance of community spirit

At the end of this section we will analyse the extent to which a Naturefriends identity is created at activities. This sense of belonging and sharing common values is important to enable IYNF to attract and keep volunteers. Again, regression models are used to identify the conditions that lead to an attribute. The analysis is based on the hypothesis that socio-demographic factors as well the evaluation of activities, have an impact on participants’ desire to become youth leaders.

Results of regression model for “can imagine becoming a youth leader”



Results of regression model for “experiencing what IYNF stands for ”



All shown Beta values (0 = no impact, 1 = identity) are significant on a level of .05.

Total Clarification of Variance: becoming a youth leader: 13%
 experiencing what IYNF stand for: 27%

Data: Participants surveys of IYNF and NFJD

The model showing the extent to which participants can imagine becoming a youth leader is not satisfactory (the clarification of variance is nearly 10 percent) The greatest influences are age and high level of personal development during the activity. The connection between a younger age and participants’ desire to become a youth leader themselves is indicated by the negative Beta-value as shown in the table above. Therefore, the high rate of people who consider doing youth work themselves partly seems to be an identification of younger participants with their youth leaders.

In contrast to this, the experience of IYNF values can be widely explained by three attributes. Furthermore, within this model the experience of personal development is the least important influence. Additionally, the general evaluation of the activity, and the experience of environmental values have a positive impact which means that the experience of IYNF values rises when they are higher.



But what does the importance of “personal development” mean? This theoretically generated factor combines all social aspects; group feeling, making friends and the relationship between leaders and participants and therefore can be interpreted as ‘community spirit’.

Here the results drawn by the interpretation of motivations and the stories of youth leaders have been confirmed. The existence of friendships and peer groups within the organisations seems to be a very important characteristic for IYNF.

How to make the activities more attractive: additional suggestions made by participants

At the end of the participants questionnaire, there were two open questions where people were asked for their personal opinion. One dealt with general comments on improvements and suggestions and the other asked if participants thought their friends would take part in a similar activity and why. Many people gave additional information in this part of the questionnaire. Because these comments give important hints for how to make youth work more attractive they are presented here.

Improvement and suggestions

Most comments made by participants in this section of the questionnaire were positive evaluations of the activities they took part in. Most critical comments were applied to the concrete activity but as some were mentioned by participants in different activities, they can be taken as general suggestions.

general activity specific suggestions

- more meetings with local people
- more stories about culture and politics
- more trips to local landscape
- more spare time
- more community programmes
- more common entertainment
- more cultural exchange between people
- more information about the IYNF
- make it more ecological
- better involvement of leaders into participant groups
- better organisation and information about activities in advance
- more integration of families and kids during the camps

general suggestions

- more advertisement to reach nature loving people
- strengthen international relationships and cooperation
- information about long term outcomes of work camps
- in case of work camps better explanation of the sense of work, have and inform about clear working aims



The list is mostly made up of requests for additional activities in the field individuals liked most, but it also contains expectations like to run activities more ecologically or to give more information about IYNF.

The few general suggestions can be taken as evidence of the personal involvement and interest of single participants within activities. The motivation for better international cooperation and more self-presentation are reasonable aims of the Gotcha campaign. Or, as one participant wrote:

“Just keep organising these kind of camps. It’s a wonderful exchange between the nationalities that has a good impact on everyone.”

The suggestions concerning work camps in general to give more detailed information before and after the camps may be taken into account.

Friends’ participation

Many more suggestions were made by participants concerning the question whether or not and why people think their friends would take part in similar activities.

The answers to this on one hand give an overview about the personal evaluations of participants, and on the other hand they somehow show what youth work of Young Nature Friends is about.

Yes,

- because the programme was rich and various.
They can come to know other countries culture, because of the well / organising,
- good preparation, culture and hiking,
- a good association,
- to discover the surrounding unknown world and its beauty-spots,
- as it is cheap and has an environmental purpose,
- to experience the feeling of a new group and how you get closer,
- because it helps you to grow up ,
- they will be surely enthusiastic as I am, because this camp provides many activities at once: to know foreign country, make friends, work in team... because it is a very good experience and its cheap, meet different people, culture, countries!

The main issue people thought about while answering this question was whether their friends would like it or not.

Therefore, overall most assume their friends would join IYNF activities. Many reasons have been named why people would probably join similar activities, amongst them the most popular ones are having fun and making new friends. Consequently, in the forefront are hedonistic and social dimensions. But in addition reasons concerning the management of activities, the IYNF organisation in general, the educational dimension and the environmental purpose have also been stressed by single participants.

In contrast to this, those people who felt their friends would not participate, mainly gave laziness, not caring about nature, orientation on media, entertainment or



consumerism as reasons. As one participant of a work camp summarised: “This kind of thinking isn’t representative: to work free and a have big responsibility.”

What does this tell us about the youth work run by IYNF organisations? When compared to the leaders aims represented in the second section of this paper, the suggestions given by participants fit very well. The answers mainly point out the importance of creating an alternative lifestyle during IYNF activities including living within a international community close to nature and the regional culture. Although IYNF may not be seen by all kids and young people as a good way to spend their holidays, at the same time it seems to attract those who care about the values but also those who want to have fun and social contacts. At least these two approaches appear to have general importance for young people and might lead them to participate and therefore become sensitised to the main values of IYNF.

5. Summary

Summarising the results of the Gotcha research leads back to the main purposes of the evaluation and investigation. The three main questions to address with this analysis were firstly to state assertions about the attractiveness of youth work done by IYNF, secondly, to find out about the reflection of IYNF basic values within these activities and finally to describe ways to enhance the participation of young people within IYNF. Concerning these topics some final conclusions will be drawn from the presented data. To draw conclusions concerning IYNF as a whole is almost impossible due to the significant differences between them. However, some basic trends can be seen throughout

The attractiveness of youth work done by IYNF

The attractiveness of youth activities run by the IYNF member organisations in this study has been measured by the statistical analysis of participants’ evaluation. Overall this evaluation was very positive. On average, participants gave good results especially to the fun factor of the activity, to their youth leaders and to the group of participants. Some significant differences concerning demographic or organisational aspects were observed. For instance girls give a more positive evaluation than boys, older participants are more satisfied than younger and there are also differences in the evaluation between different member organisations.

In addition, it has been stated that fun, a good evaluation of leaders, nature experience, thematic topics and group experiences as well as a higher age are important factors of influence on the general evaluation of activities made by participants.

The reflection of IYNF basic values within IYNF activities

Youth leaders working at IYNF activities mostly know and identify with the basic aims of IYNF – more than three quarters of all leaders surveyed agreed. Concerning values, overall the leaders describe high ambitions because all three values assessed



in the leaders' questionnaire were evaluated as at least 'somewhat important'. The most important dimension of values from the leaders' point of view was personal development including the social contacts between all participating people. Again, there were differences between youth leaders working for different member organisations.

Measured by the experiences of participants during activities, the youth leaders of IYNF accomplished their high ambitions. All values were present during the activities and can be seen in the general evaluation made by the participants. In contrast to the leaders' intentions, the values felt to be most present from the participants' point of view were democratic and environmental values.

Ways to enhance the participation of young people within IYNF

Youth participation and volunteering within IYNF firstly depends on *tradition* in terms of former participation in activities as a child or teenager, secondly to a motivation to learn and to meet challenges, such as language barriers, international activities or occupational aims, and thirdly values and visions in the sense of 'making the world a little better'. Even if the demographic structure of youth leaders in the diverse member organisations is very different, these ways of becoming active for Young Nature Friends somehow seem to be universal. From the participants point of view the community spirit

IYNF is a very diverse but also very value-oriented NGO. Although the different member organisations have different social structures of membership, different organisational structures, various approaches and differential target groups the basic values, such as respect for nature, community and democracy are common to all. The variety of member organisations provides possibilities of learning by benchmarking within one organisation, inasmuch as IYNF bundles experiences with different settings, activities, structures and approaches. In addition to international training sessions run by IYNF and its member organisations and exchanges between leaders from different contexts, a better knowledge and understanding of the organisation as a whole and of its single parts would be needed. Therefore IYNF should continue to collect data from member organisations for periodical statistical analysis, i.e. the number of activities, active leaders and participants as well as demographic information about them. This could also help in the future to strengthen IYNF core activities and better to understand the variety of IYNF youth work.

¹ The Likert technique presents a set of attitude statements. Subjects are asked to express agreement or disagreement on a five-point scale. Each degree of agreement is given a numerical value from one to five. Thus a total numerical value can be calculated from all the responses.

² Regression is a statistical feature for the examination of relationships between different attributes. Thereby usually one attribute is cleared up by others. For example, in this case the method is used to explain the circumstances that lead participants to a good evaluation of the activity.



4.3 Other Gotcha!? Initiatives

Monika Novosádová

While working on the campaign on attractive youth work, we were more and more forced to acknowledge the fact that we were not sure in which direction the whole organisation was moving. The Presidium started discussing and re-collecting the values that had been the core of the organisation. During this process, people realised that when asked about values, they would give similar answers, but their understanding would be different. The “collection” of values was so broad that we decided to put them into different groups to establish on what corner stones IYNF is built. The result was not very surprising although it was enriching. There were three cornerstones– a green corner representing values and ideals connected with environmental issues, nature and the outdoors; a red corner consisting of socialist democracy and more general issues of the social environment. The values delineated included justice, peace, respect, equality and solidarity. The third corner was coloured blue, and not just because it goes well with green and red! It represented personal development, education and training, and values of self-confidence, critical awareness and participation. While the development of these cornerstones was a result of the campaign initiative, it influenced the campaign going forward.

Each of the people involved in IYNF work at the top level had some idea about the values of the organisation for him or herself, but we didn't have one common understanding. Where the organisation should go and what it should achieve was an even more difficult question. Therefore, one of the results of working on the campaign was the recognition of the need to develop more long-term goals and visions. We also started to question the *raison d'être* of the organisation. At the beginning of the journey, which should eventually bring us to a clear strategy of the organisation, we found that we needed to clearly say what the organisation stands for and what it wants to achieve. It led to the creation of a mission statement, which has been presented to various groups among the membership.

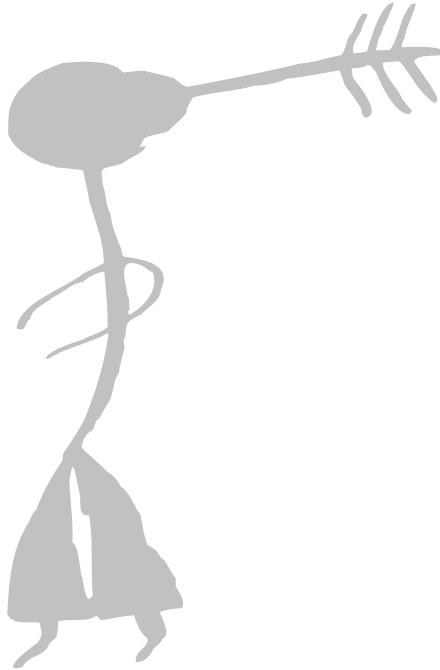
The campaign influenced the whole organisation in raising critical thinking in the volunteers involved. They were introduced to a new world, a world where the barriers they believed existed could be removed, where problems were solvable, and where different ideas were worth a try. They started to question things - themselves, their



organisations, and many other things. They became more critically aware and stopped taking things for granted. This learning process helped the volunteers to question what had been happening around them. A new space opened up to them. The borders, which had been limiting them, were slowly removed. The process continues to this day. For some of the volunteers, it is a struggle to set aside or change the environment they had been working in.



5



**Improving Youth Work
Practice – Resources on
Attractive Youth Work**

5.1 Attractive Methods – Method Sheets developed by Young Naturefriends

Tamsin Pearce

Sharing activities within the Naturefriends movement

An important aim of the Gotcha campaign was to share the attractive activities member organisations already do at home. One way the Steering Group chose to do this was by providing space for participants to share activities directly at the two seminars held in 2004; 'Attractive Youth Work' and 'Gotcha Gets Local'. At the first seminar in Almere, the Netherlands, a significant amount of time was devoted to the open sharing of activities both in terms of short presentations and demonstrating the activities with the group. This was followed up by an 'Open Space' session, giving participants the space to develop new attractive activities together. During the second seminar, 'Gotcha Gets Local' in Oberhof, Germany, participants shared stories about the activities they have used or developed and looked at possible ways of adapting them to different environments and situations. Throughout the week they also worked in small 'Development groups', working through the process of designing attractive methods. Starting with the needs of the target group, they took into account the values of Naturefriends, the working environment and the competencies of the youth leaders before designing the activity itself.

Directly sharing methods is a very effective way of increasing the knowledge of participants, however, in order to make the activities as widely accessible as possible, a 'Method Sheet' was designed so that youth leaders could access a database full of 'stories' to inspire their own work. The method sheets were an idea developed by the Gotcha Steering Group to disseminate methods widely within IYNF and the wider youth sector. The concept was a very fluid one, evolving alongside the campaign and adapting to its changing needs. The finalised design was a 'mask' for youth leaders to use to structure their stories about running activities. Below is one example but you can find more methods from Naturefriends youth leaders on the campaign website: www.gothacampaign.com under resources and activity sheets.



Method Sheet

Purpose

The purpose of the “method sheets” is to collect stories of methods that have worked for you during the activities that you organise for the Naturefriends on a local level. We are looking for your personal experience with the method, not just a general outline. Please share your story with your colleagues and us, so together we can better learn and understand what makes youth work attractive

Summary:

Please give a very short summary of the method that you will describe in this story... The method I would like to describe is a game to get to know each other. It is important to do it within the first two days of an activity. The name of this game is: ”Zip, Zap”

Your name: Catherina Thiel (Biene)

Organisation: Young Naturefriends Thuringia

Place & Country: Erfurt, Germany

Target Group & Activity: “Listen....”

During which activity and with what target group did you use the method?

I used this method at the beginning of a seminar for youngsters aged 14-17 years. The age isn't that important-they just have to understand the game. Participants should get to know each other in a very simple way. Also, it brings the group together and the method promotes the teambuilding process. Fears of the others will be destroyed after the game. It is really easy to understand, so that the youngsters want to play this game quite often. That's an advantage.

Place & Time: “Once upon a time...”

When and where did you this method? I did “Zip, Zap” on a climbing seminar in October 2004. We were in a village (Tambach-Dietharz) near thuringian forest and we lived for this time in a youth hostel. It was very useful.

Preparation: “It all started when...”

How did you prepare for running this method? For this method you don't need much preparation. Before you start playing the game, you have to explain it clearly. Otherwise the people who want to play are confused. You need a minimum of about 12 people. All participants have to sit on chairs in a circle.

Facilitation: “One day...”

What happened during the running and facilitation of the method? (please be as detailed and specific as possible)



When all members of the game are sitting in a circle, then it can start. The principle is easy. The person sitting on your left side is “Zip” and the person on your right side is “Zap”. Now, each person has to know the names of their left and their right neighbours or he/she has to ask for it before the round starts. One participant stays in the middle of the circle. He/She leads the game.

The goal for him/her is to get a seat in the circle. So, this person looks in the eyes of the people in the circle, no matter who, and asks “Zip” or “Zap”. When he/she asks “Zip”, you have to say the name of your left neighbour and when he/she asks “Zap”, you have to say the name of your right neighbour.

It sounds easy, but the person can do it in the order he/she wants, as fast as he/she wants. And if somebody doesn't know the name of their neighbour or the name is wrong or the answer too slow, then this person has to go from his seat to the middle of the circle.

It's quite funny.

But that's not all, otherwise the game would be monotone. Also the participant in the middle has the possibility to say: ”ZipZap!” Than all members have to change seats, but they are not allowed to take the seat next to them. Also the participant who stays in the middle has to run for a seat.

There is one person extra, of course.

So it is the same procedure like in the beginning. You have new neighbours and you have to know their names. The game goes on...

Learning Experience: “And now we know that..”

What did the participants in this method learn from their participation in it?

The participants got to know each other and, of course, they learned many names. So they can address each person with a name and not with: “Ah, you, I mean you...!” That is more personal.

Another important point is, that fears and inhibitions got lost and destroyed.

Also the method promoted the teambuilding process.

It was interesting to see, that the participants started to talk and to laugh. The atmosphere became relaxed.

Evaluation: “And they lived long & happily ever after..”

If you would use this method again, what would you do differently?

I would look more on the development of the group. It is really interesting and important, how the group is at the beginning and after it.

Contact: “Would you like to know more...?”

How can people contact you if they want to know more about your story?

biene.thiel@web.de

5.2 Attractive Youth Work in Other Organisations

Tamsin Pearce

Introduction

Many membership-based organisations throughout Europe are facing the same problems as the Naturefriends in terms of recruiting new members. As we have already explored, there are many reasons for this trend and we can address the problem in a number of ways:

- 1) By understanding the situation of young people better and adapting our ways of working to more effectively meet their needs.
- 2) By making our activities and our organisations more attractive
- 3) By basing our educational work firmly on our values
- 4) By reaching out to those not already involved in our organisations.

It is this forth point that I would like to address in this section, focusing on organisations that have successfully developed ways of working with non-members to increase awareness of their organisations and also to reach those young people who are not attracted to the idea of being a member of an organisation.

Parkbetreuung

'Parkbetreuung', or 'Play in the parks' is a concept developed by 'Kinderfreunde Österreich' (the Austrian Childfriends). Realising that as an organisation they were mainly working with white, privileged sections of society despite a firm belief in working with all, Kinderfreunde decided to consciously adapt their ways of working to meet the needs of other communities. They recognised that many young people 'hang out' in parks and other open spaces with nothing to do, sometimes resulting in destructive behaviour such as 'tagging'. Before starting to work in the parks, Kinderfreunde ensured that they trained youth workers from different communities to assist them in assimilating into the areas. In pre-dominantly Turkish areas, they trained youth workers of Turkish origin, to ensure effective communication particularly with parents who didn't always speak German. In this way, Kinderfreunde have become an integral part of the different communities within Vienna and Linz, they are trusted and provide quality alternative activities for young people. The scheme is run throughout the year in the



different parks, and is open for young people to 'drop in' and try the different activities on offer. Offers range from arts and drama to all kinds of games and cater for the different age groups in the areas. <http://wien.kinderfreunde.at>

Parkbetreuung has now spread to the Woodcraft Folk in the UK and is called 'Play Out'. Two pilot schemes are running in South London and Birkenhead near Liverpool which work mainly in the school holidays. Focusing on co-operation and healthy living, the scheme works with very deprived young people helping them to learn about healthy eating through making fruit juice cocktails and about world issues such the bombing of Hiroshima by making paper cranes for the anniversary. In addition, the schemes organise co-operative games, arts and craft activities.

Bästa Barnskommun

Unga Örnar or the Swedish Young Eagles, are a large national children's and youth organisation with approximately 24,000 members. Following an initiative in 2000 by a local group in the north, Unga Örnar started a nation-wide community project called 'Bästa Barnskommun' or 'Best Children's community'. The aim was to work with a wider section of young people and to raise awareness among the general public about issues affecting children and young people. The basis of the project is article 12 of the UN Convention on the Rights of the Child ;

'12. The Right to Express Opinions: The child has the right to state his or her opinion about everything that affects it. The views of the child shall be given due weight in accordance with the age and maturity of the child,' 'Kommuner' or communities in Sweden are annually assessed by panels of young judges on their adherence to the convention and the measures they have put into place to ensure that children's voices are heard on the issues that affect them. Although run by Unga Örnar, the campaign works with all young people in Sweden, educating them about their rights and asking their opinions on a wide range of issues. In this way they are empowering young people with the knowledge they need to have a positive impact on their communities. The campaign works in schools as well as youth clubs and due to effective publicity has had a significant impact on the lives of young people. Politicians, not wishing to be seen to be missing the wave of public enthusiasm have joined the campaign and worked hard to ensure their communities are not judged to be 'bad for children'.

Days of Hope Street Festivals

The Days of Hope Street Festivals were run by the Woodcraft Folk in Britain in 2000. This year long project saw festivals running throughout the country to raise awareness of the organisation and provide attractive activities for children and young people. The activities included circus skills, face painting, crafts, live bands, games and children's conferences, attracting thousands of families and young people. As well as providing



a fun day out, they also introduced people to the values of Woodcraft folk by running activities on Fair-trade, sustainable development and co-operative games.

Children's Rights parades

Rote Falken (Red Falcons) Austria regularly organise street parades to entertain children and young people whilst also raising awareness of Children's rights. Activities are run during the morning including educational games, performances on stage, circus skills, fairground rides, face painting and decorating lorries for the parade. During the afternoon a line of lorries parade through the town giving out sweets and information to passers-by about children's rights and Rote Falken. Live bands play and there is a lot of colour and excitement. By providing completely open and attractive activities, Rote Falken are able to work with a much higher number of young people than normally attend their groups.

There are many different ways of opening activities to a wider audience and reaching a greater proportion of young people. These don't need to be large-scale festivals but need to be attractive and welcoming if we are to get our message across to the wider community.



5.3 Resources Available Online

Tamsin Pearce

Many organisations offer online access to educational methods and games, it would be impossible to include them all but below are a few good English-speaking websites for you to start with:

<http://eycb.coe.int/compass>

This is the website of the European Youth Centre in Budapest. Run by the Council of Europe Directorate of Youth and Sport, the EYCB is one of two European Youth Centres, the other being in Strasbourg. On this site you can find and download 'Compass', a manual on Human Rights Education, and the 'Education Pack' a set of activities for young people surrounding the issue of intercultural learning. You can also find a whole range of anti-racist educational materials including 'Domino' and 'Alien 93'. Many of the methods you can find on this website can be adapted to fit your environment and situation.

www.training-youth.net/publications

This site is a joint venture between the Council of Europe and SALTO-YOUTH (Support and Advanced Learning and Training Opportunities within the European YOUTH programme).

Here you can find:

1) Training Kits on:

- Organisational Management
- Methodology in Language Learning
- Project Management
- Intercultural Learning
- International Voluntary Service
- Training Essentials
- Citizenship, Youth and Europe
- Social Inclusion
- Funding and Financial Management

2) The SALTO-YOUTH Toolbox for training (An online Toolbox full of training methods, simulation games, background texts, presentations and course reports)

3) Compass (mentioned above)



www.savethechildren.org.uk

Save the Children is an international organisation working to protect children's rights and deal with the vast problems that children face all over the world. Their resources are excellent and are used by lots of schools and youth organisations.

They cover the themes of:

- Poverty
- Education
- Health
- Protection from Injustice
- Protection from violence
- The UN convention on the rights of the Child
- Gender and HIV/AIDS
- The Tsunami

2005 is the year of the 'Make Poverty History' campaign. All over the world people are wearing white arm bands to show their support for the campaign and Save the Children are actively campaigning to 'Make Child Poverty History'. You can find information about the campaign on the website.

www.woodcraft.org.uk

The Woodcraft Folk is a national children's' and youth organisation, based in the UK. Their website contains a wide variety of educational exercises and games to do with children and young people of various ages.

Their activity packs are themed including:

- Peace
- Environmental sustainability
- Craft/Drama
- Refugees, asylum, racism, Human Rights
- Development
- Just for fun
- Citizenship
- Co-operation

The Woodcraft Folk also have a separate website focusing on sustainable development www.sustnable.org.uk This contains information on the key sustainability issues, diary reports of the representation at UN summits and themed resources based on the declaration produced by young people.

These themes are:

- Water
- Food
- Refugees



- Energy
- Commercialism
- Rights
- Debt
- Conflict
- Participation

www.youth-work-training.org

This is the training website of ECYC (European Confederation of Youth Clubs). The resources section contains a wide selection of activities and methods that are easily downloaded as PDF files and can be used and adapted for local needs. The website contains Human Rights educational materials as well as a large number of general training exercises.

www.bananalink.org/recources

This website has activities to download directly as well as the possibility to order activity packs online and links to other organisations' websites. Bananalink is an organisation that deals mainly with the issue of Fair-trade, giving producers in the developing world a fair price for their products. The banana game is a great exercise for children and adults too – it educates about the issue of fair-trade and profit without preaching, allowing young people to role-play and design a fairer system.

www.babymilkaction.org/spin/index

Baby milk action has some excellent information and exercises on Nestles' Human Rights violations and activities on the wider issue of corporate sponsorship of public services. The website clearly explains to young people the issues surrounding the milk powder industry and the effects on people in developing countries

www.foe.org.uk/learning/educator

The Friends of the Earth is an environmental organisation based in the UK. They provide resources for schools and youth groups on a wide variety of environmental issues.





Notes on the Contributors

Arjen Bos is a change facilitator, working with Engage! InterAct (www.engage.nu/interact), based in Utrecht, The Netherlands. Engage! InterAct facilitates creative space for connection, learning and development with passion, vision and integrity. His expertise is with organisational development, project management, intercultural learning, training for trainers, and the development and application of (new) interactive and experiential educational approaches.

Ditta Dolejšiová is of Slovak origin but lives in Lisbon working for the North-South Centre. In addition she is a freelance trainer working mainly at the European level. Her main interests lie with youth work, non-formal education and research, and more specifically with global issues, intercultural learning, inter-religious dialogue and conflict transformation.

Martin Krajčík is a youth worker with a diverse range of experience. Currently living in Canada, he is working as a fundraiser for an independent theatre in Toronto. In addition, he maintains his contact with Europe, working as a trainer in the youth sector for the Council of Europe and the European Youth Forum. Having studied social work at the University of Bratislava, Martin went on to work as a youth and social worker both in Slovakia and the UK.

Cecília Lohasz is Vice President of IYNF and is a member of the national board of the Hungarian Young Naturefriends (TFSz). Cecilia graduated university as a secondary level biology and chemistry teacher and her specialist scientific interest lies in the effect of climate change on vegetation and animal species. As joint co-ordinator of the Environmental Working Group of IYNF, she devotes time and energy to promoting sustainable practices within IYNF.

Wilfried Meulenbergs is a Technical Leader of the Mountaineering Section of the International Friends of Nature (NFI) and of the Flemisch Friends of Nature (NVSF). In this function he has gained many years' experience in training young people in the skills of mountaineering. He is a Director of Sports education in the Flemish National Sport Council (VTS-BLOSO), responsible for the training and certification of



all the recognised trainers in (rock-) climbing and mountaineering in Flanders (B). He is the project leader for 'Special Youth care' at the Brussels University and uses outdoor sports as a therapy tool for young criminals.

Monika Novosádová is Secretary General of the International Young Naturefriends and spear-headed the Gotcha campaign from the outset. She has many years' international youth work experience, both as a volunteer and a staff member of IYNF. Monika is an experienced youth work trainer and represents young people towards the Council of Europe as a member of the Advisory Council of the Directorate of Youth and Sport.

Tamsin Pearce is the Gotcha Campaign Co-ordinator. Originally from the UK, she now lives and works in Prague for IYNF. Tamsin has seven years experience in the international youth field as a volunteer for the International Falcon Movement – Socialist Educational International (IFM-SEI). Currently Vice President of IFM-SEI, she is responsible for training and European affairs, including representing the movement at the European Youth Forum.

Nicolle Pfaff joined the campaign Steering Group in autumn 2004 as part of the research team. She has recently completed her PHD on Educational Counselling and Social Research and works at the University of Halle specialising in extremism and youth culture. Nicolle collated and summarised the Gotcha research, analysing the trends amongst Young Naturefriends and drawing conclusions from the findings.



IYNF Gotcha Campaign

Attractive Youth Work – A Guide to Making Things Happen!

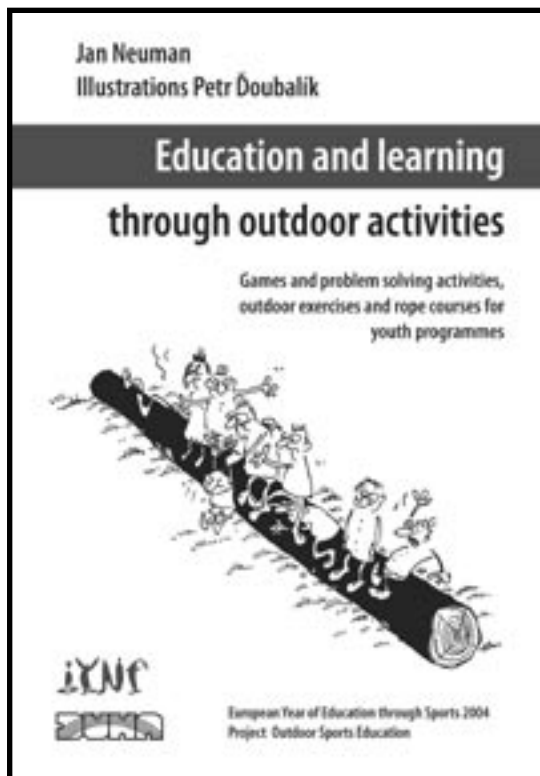
Published by Duha, Senovažne nam. 24, 116 47 Czech Republic.

Issues may be ordered at the address of the International Young Naturefriends, Senovazne nam. 24, 116 47, Czech Republic, preferably by email at iynf@iynf.org or fax +420 234 621 574

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Language proof-reading by Tamsin Pearce and Conor O'Neil
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Also from IYNF



Order in the IYNF office for only 10 EUR (not including the shipment). You will receive extraordinarily usefull resource and will support the outdoor projects of IYNF in the same time.

For examples of the published games and excercises look at www.iynf.org
International Young Naturefriends, Senovážné nám. 24, CZ-116 47,
Praha. iynf@iynf.org fax +420 234 621 574

Do you know that feeling? When you have been doing something for some time, trying to do it as good as possible, sometimes trying to explain what and why you are doing it, and then you hear someone explaining what you have been doing, how an why you did it that way, and all that in a more precise way than you were ever able to do... And then you say: 'Yes! That's it, that's exactly what I meant!' Psychologists call it the 'AHA!-Experience', referring to the common expression 'AHA!' we many times use in these situations.

And I must say that was exactly my experience when I first lay my eyes on the texts by Dr. Jan Neuman. As Friends of Nature, we have been using Outdoor Sports for educational purpose for decades already, and yet, we hardly achieved writing down this experience, never found the right words, nor made the time for it. We just kept on doing, playing, climbing...

When we met Jan Neuman, in his faculty at the Prague Charles University, and he talked with us about his vision on education in outdoor-sports, and I could only say: 'AHA! Yes, that's it, that's exactly what we meant to say'.

That's why it was an honour and a pleasure, for us Friends of Nature, young and old, to co-operate with Jan Neuman and his team in this project of Outdoor Sports Education. And it is an honour – and a pleasure – for me, as a person, to get to know this nature-rooted academic and write an introduction to his book. This handbook tells about activities we, Friends of Nature, do in our local groups and explains us how we can perform them even better.

I'm sure many trainers in Friends of Nature, and other organisation will find great inspiration in it.

Wilfried Meulenbergs