

## Report of the Peer Group Workshops May 2015

### Basic data to Peer Leader Workshops

Country	Organisation	Dates	Number of Participants	Age profile	Social profile
<b>Malta</b>	Agenzija Zghazagh	15/05/2015	10	17-21	Young people with low academic achievement/last year of compulsory school
		15/05/2015	7	15-16	
<b>Spain</b>	ADESEMA	25/05/2015	11	16-24	Young people at risk, NEETs, in disadvantaged conditions and job-seekers
		25/05/2015	10		
<b>Austria</b>	Lebenshilfe	27/05/2015	9	16-21	Youth at risk, NEET's, learning disabilities, pupils, in the youth coaching program
		28/05/2015	10	16-19	
<b>Poland</b>	Spoleczna Akademia Nauk	08/05/2015	8	15-27	Pupils at risk, learning difficulties, social exclusion
		16/05/2015			
		23/05/2015			
		30/05/2015			
<b>Germany</b>	Stephansstift	08/05/2015	9	17-25	Young people at risk, drop outs, learning disabilities, psychological disabilities in vocational training/ from a special secondary school
		29/05/2015	4 (6)	14-17	

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### Peer Leaders

The peer leaders vary between youth at risk currently unemployed or apprentices with psychological and learning disabilities and university students, some already with a degree. They all have in common, that they are not in a safe employment position and experienced or still live through a critical phase in their educational career.

Most of the peer leaders participated in the preparing Peer Education Seminar in Hannover. But as some of the peer leaders found a job in the meantime, not all trained peer leaders were available for the workshops. Those who participated felt prepared for conducting these workshops. Most of the peer leaders ran the workshops together with their partners, who also participated in the seminar in Hannover.

Despite some difficulties in certain groups regarding motivation and taking part actively almost all the peer leaders would like to conduct such workshops again, because they enjoyed it and find it useful to help other people in difficult situations.

### Duration

The duration of the workshops ranged from one hour to three hours.

This project has been funded with support from the European Commission.

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## Content of Workshops

The peer leader orientated more or less on the curriculum for the peer leader workshops. Due to different groups and their needs, the content was adapted, some topics were dropped, others added. In all cases the workshops were successful and the target group reached and satisfied.

### Introduction

All workshops started with some general information about the project and introductions of the peer leaders, also introduction into the subject by showing a role play, telling about own experience or handing out questionnaires for the participants to fill out and reflect on their own priorities and decisions. This worked out fine and gave the group comprehension of the subject and goal of the workshop. Some also followed up with icebreaker games for group building, to get to know each other better and induce some starting energy (for example with the game of Zip-Zap-Zoom).

### Stories of Life

In many workshops the method of the life-river was implemented. The participants had to paint their previous (educational and vocational) life in form of a river and present it to the group or share it in smaller groups. Throughout this task they identified positive and negative experiences that influenced their situation and choices today. Relevant aspects were relationships, conflicts with peers, new friendships, loss of family members, life decisions like if to continue school or seek employment, career aspirations, attending help programs and also fun activities. Throughout the sharing the participants could understand, that how difficult their life might have been, there are others who experience the same difficulties and frustration, though the outcomes and coping with difficulties differ from person to person. To know about other peoples strategies was of big help and a good indication for own solutions.

### Importance of Decision-making

The time-line was used to initiate reflection on the future. The participants thought about what they expect from the future, jobwise but also in private life. Starting in the past with a successful event and remembering their resources to achieve success made them more confident that they will also achieve their future goals. Goals were to start and finish an apprenticeship, move out of their parents home, find work, improve life quality, getting married, building a family, retiring, becoming a grandparent.

With Powerpoint-presentations, photos and videos it was shown, what education and work means to other people, fortunately employed and unfortunately unemployed people as examples and how they achieved their objectives.

In open class talks the groups discussed the importance of education, advantages and disadvantages of (un)employment, difficulties in applying for a job, discrimination. Everyone could express their own opinion and experiences and learn about new aspects from the others.

### Motivation

The topic of motivation was realized differently in the partner countries. There was open brainstorming on motivational reasons and summing them up or given strategies of motivational

aspects and the participants had to decide how much they match them or sort them if they increase or decrease their motivation.

## Help and Support

Either in an informational class talk or brainstorming with the group, help and support opportunities were listed and discussed.

## Feedback and Evaluation

<b>Summed up comments</b>	
<b>Participants</b>	Good experience to reflect on own's life and to understand that everyone has to overcome similar obstacles
	Enjoyed to participate in a workshop run by peers, interested to be such a peer leader themselves.
	Information about support services was helpful.
	Imagining your future was fun a good approach to motivate yourself to reach your goals.
	Being already in a support program some participants found they didn't hear much new information.
	Interesting to hear about life-path of other (older) people to identify your own wishes and job aspiration and see more possibilities.
<b>Peer Leaders</b>	Nervous in the beginning, but proud in the end.
	Workshop felt like a real success. They would like to implement it on a regular basis.
	Due to younger age, a group didn't participate as actively as the other and were hard to motivate.
	Achieved group building and active participation.
	Feeling to do something important, to help other young people.
	Opportunity to getting to know new people and perspectives.
	The second workshop was good to improve you own performance and feel more secure.
	Smaller groups would be better to better bond with participants and the group shouldn't be to heterogeneous.
Happy about some participants being really interested, but didn't bother too much about the ones who weren't as interested.	
<b>Project managers</b>	Development of peer leaders in their new task of running a workshop was remarkable: higher self-esteem, show more responsibility for their own situation and goals.
	Though activation and motivation of the group was sometimes difficult for the peer leaders, they always managed to encourage the participants and implement their program.
	The Peer Education Seminar in Hannover was a good introduction and coaching for personal development, but the workshops itself couldn't be prepared at that time. It needed more preparing sessions beforehand to do the workshops (to find topics, suitable methods and rehearsing).