



ACTION

GUIDE

for YOUTH

PROMOTING SOCIO-ECONOMIC RIGHTS OF YOUNG PEOPLE



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GUIDE
for **YOUth**
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Foreword

Dear friend,

The publication that is in front of you is the result of the work of a young team of volunteers who decided enthusiastically to inform their peers about socio-economic rights of youth in the Republic of Moldova, within the project “Decent Work for YOUth - improving the social economic situation of young people in Moldova by empowering Moldovan youth and Moldovan civil society”

Who is this guide for?

This guide is intended to serve as a reference for people (young people, teachers, psychologists, class masters, etc.) who are motivated and want to inform the society about the socio-economic rights of youth. It provides information on how the team operates and provides examples of activities carried out by the members of the mobile team.

How is the guide organised?

Chapter 1 of this guide is a description of the mobile team concept and tries to answer the question why it is necessary to promote socio-economic rights.

Chapter 2 gives short information about the Decent Work concept and about the socio-economic rights of young people.

Chapter 3 contains useful tips for those who wish to organize and facilitate meetings with young people, either an information session or another educational activity. Here you can find suggestions for organizing such activities, basic knowledge on working with groups, recommendations on the advantages and disadvantages of different methods of information.

Just in the end of the guide there is a list of annexes (tools) needed for carrying out educational activities.

The mobile team and promotion of socio-economic rights of young people

1.1 What is a mobile team?

Within the context of this guide and of the project „Decent Work for YOUth“ the mobile team is a group of motivated young people involved in carrying out informative non-formal educational activities with their peers (people who are similar in terms of age, education or interests) in a certain period of time in order to transmit knowledge, develop their attitudes, opinions and abilities and encourage them to take responsibility for their own decisions.

Informative-educational activities can be carried out in small groups or through individual discussions in a variety of places: schools and universities, clubs of interests, workplace, in the street or any other place where young people gather and spend time together.

Examples of informative educational activities organized by the mobile team:

- Trainings organized with young people / graduating students by applying interactive techniques, such as contests, role plays and case studies;
- Organizing theatre performances in youth clubs, followed by group discussions;
- Non-formal discussions with young people on socio-economic rights as well as places where they could get more information or practical help in case of violation of these rights.
- Educational-informative activities organized by the members of the mobile team can be applied to different categories of population and age with a broad range of objectives.

Who are the members of the mobile team?

The members of the mobile team are 24 young people aged 16-28 years old from the 4 pilot districts - Ungheni, Falesti, Calarasi, Causeni and the town of Bender, motivated to be involved in implementing voluntary educational activities for their peers.

The process of becoming a member of the mobile team is quite complex, with the following steps:

- Participation in the competition - submitting of the CV and of the motivation letter stating the reason why he wants to become a member of the mobile team;
- Completing the list - analysis of application files submitted and finalizing the list of future mobile team members;
- Training - participation in a training course in which young people are trained on socio-economic rights, decent work, social dialogue, international labour standards, the rights of employees and employers, equal opportunities in employment, etc. Young people are also taught how to plan, how to organize and how to successfully evaluate various informative and educational activities for their peers.
- Continuous Training Program - with the aim of maintaining the awareness level of the mobile team members and continuous development of information skills of young people, mobile team members participate in various trainings organised quarterly within the Continuous Training Programme.
- Monitoring Sheet - in order to monitor the activities of the mobile team members, the number of beneficiaries, obtained results etc.

Mission, values and abilities of the mobile team members

The mission of the mobile team is to inform young people from the Republic of Moldova about their socio-economic rights, promote new models for addressing the subject “Decent Work” and knowledge that will provide safety to the young person, as a future employee.

Mobile team members promote and support the volunteering activity and civic activism, which provides personal development, increases the self-confidence and leadership skills of young people. Certainly, the volunteering activity is creating human and social capital.

This is a way towards integration and employment and a key factor for improving social cohesion. Above all, volunteering puts into action the fundamental values of justice, solidarity, inclusion and active citizenship – founding principles of the European Union.

Mobile team’s values:

- Equal access to work, in order to eliminate discrimination;
- Decent remuneration for each employee and his family, allowing them to have a decent life;
- Ensuring social protection in case of illness, pregnancy and for any other problem faced during life;
- Resisting to any form of exploitation;
- Creating conditions for citizens that would allow them to be organized and represent collectively their interests through trade unions and to be engaged in a genuine dialogue as citizens and workers.

The mobile team acts together:

- To promote the socio-economic aspect of human rights, thus contributing to the socio-economic development of the country;
- To persuade young people to know their socio-economic rights and develop their skills in arguing their position towards the opportunities for employment in front of the employers;
- To develop skills in employability thus responding to the challenges related to youth unemployment;
- Because they are convinced that youth involvement in volunteering and non-formal learning projects meet some current challenges regarding labour market integration and their development as active citizens such as: poor correlation between formal education system with practical experience; lack of contact between young people and employers; insufficient use of the youth entrepreneurial potential; low involvement in solving local problems, youth are characterized by a high degree of social apathy, lack of trust in state structures etc.

Being motivated to get involved in voluntary educational activities for their peers, the mobile team members are involved throughout the diverse complex of organized activities according to the capacities they possess, namely:

- Knowledge and a high degree of intelligence;
- The ability to be organized;
- Leadership skills;
- Communication abilities and formulating clear messages;
- Sense of teamwork;
- Flexibility and willingness to learn new things etc.

1.2 Why is it necessary to promote socio-economic rights of young people?

Our volunteer effort came as a solution to solve the multitude of problems faced by the youth of today - lack of jobs, not knowing their socio-economic rights, violation of the rights to employment, discrimination of youth based on age, lack of motivation to get involved in community life etc.

Did you know that young people represent over 40% of all registered unemployed people in Moldova? Almost 75% of young people do not know their rights or are informed partially on youth laws. 80% of young people deem that their right to work is violated or partly respected. Over 60% - believe that they are discriminated at employment.

The statistical data indicate that young people are the most vulnerable social group in terms of employment opportunities after graduating from educational institutions. Unfortunately, young people from rural areas encounter more significant obstacles in finding a job, while the urban area provides access to more employment opportunities. Even if they succeed to be employed, their socio-economic rights are often infringed, which negatively influences their willingness to get involved in the national economy, migration being most often the alternative.

The right to be employed legally is provided for all without exception. Hence derive other guarantees of which an employee may benefit - paid leave, medical and social insurance, maternity leave, job retention, sick leave and other allowances in case of risks and accidents. The lack of work experience, age, gender and

any other discriminatory criteria are not and should not be accepted as reasons for “illegally” hiring or dismissal.

Reasons for promoting socio-economic rights:

- Ensuring socio-economic aspect of the human rights - we ensure the socio-economic development of the country;
- The socio-economic rights in a state are at the core of the labour rights;
- Knowledge of social-economic rights helps young people fulfil their potential in arguing their position regarding employment opportunities in front of employers;
- Volunteering activity develops skills that increase employability (and thus responds to some challenges of youth unemployment);
- Youth involvement in volunteering and non-formal learning projects respond to some current challenges that are faced by young people (especially) in terms of labour market integration and their development as active citizens such as: (1) uncorrelated formal education system with practical experience; (2) lack of contact between young people and employers; (3) insufficient use of the entrepreneurial potential of young people; (4) low involvement in solving local problems, young people being characterized by a high degree of social apathy, lack of trust in state structures etc.



Basic knowledge about socio-economic rights of young people and Decent Work

2.1 What is Decent Work?

What is decent work?

Decent Work is the essence of the world, a national and local strategy in favour of the economic and social progress

Decent Work is:

- A development strategy that recognises work as having the central role in people's well-being;
- A productive work that brings just remuneration;
- Security at workplace and social protection of the family;
- Personal development and social integration perspective;
- The possibility to organise and participate to the decision making process;
- Equal chances and treatment for all: women and men.

The concept of „Decent Work“ has been launched by the social partners (government, trade unions, employers' organisations), within the International Labour Organisation in 1999, having as goal the formulation of an international political objective for promotion of new jobs and improving working conditions, together with respect for fundamental social rights, as defined in the ILO conventions.

The elements of the Decent Work concept:

- Free choice of the job;
- Job productivity;
- Rights at the workplace;
- Social protection and social dialogue;
- Integration of the gender equality dimension.

The components of the Decent Work are the 4 strategic objectives of ILO:

- The right to work;
- Labour force employment;
- Social protection;
- Social dialogue.

ILO and EU believe that Decent Work contributes greatly to fighting poverty, unemployment and social exclusion, sustainable development of society.

Benefits of Decent Work:

- Improved conditions and ways of existence for families;
- Stable incomes and productive jobs;
- Just rules and respect for fundamental rights at workplace;
- Increased stability at local level;
- Respect for fundamental rights and social protection in favour of the workers of the informal economy and links between this and the formal economy;
- The existence of the social institutions were needy people can be involved in social dialogue;
- Increased salaries and possibilities for independent job creation thanks to the financial, training and education service;
- Education policies and policies meant to end forced child labour;
- Elimination of discrimination victims of which are vulnerable people who are less protected;
- Multiplication of possibilities to react, create and undertake.

2.2 What are socio-economic rights of young people?

The concept of human rights

Human rights are inalienable fundamental rights to which a person is inherently entitled simply because he or she is a human being. Human rights are universal (applicable everywhere) and egalitarian (same for all).

Human rights are like a shield - they protect us, they are like rules, because they tell us how we can behave, like laws, because they can appeal to the court. A right is a claim that we are entitled to.

The key values of human rights are:

- **Human dignity** - human rights include basic standards that are necessary for a dignified life;
- **Equality** - their universality derives from the fact that, even in this regard, all persons are the same;
- **Freedom** - formulating a requirement from a person related to human dignity, personal code;
- **Respect for others** - lack of respect for the other person violates other staff in being appreciated and keep the essence of human dignity;
- **Discrimination** - equality between people in terms of human dignity is expressed by the judge people by their physical qualities or any other irrelevant to their nature;
- **Tolerance** - intolerance indicates a lack of respect for differences among people, and equality is not the same with the same uniformity or identity of persons;
- **Justice** - people, equal in terms of human dignity, deserve the right to be treated equally;
- **Responsibility** - respect the rights of others-taking responsibilities for the actions of others.

In relation to these principles:

1. **Human rights are inalienable** - no one can lose as they relate to everyday life. In some special circumstances, they may be suspended or restricted.
2. **They are indivisible, interdependent and interrelated** - human rights, although different, are interconnected and cannot be addressed in isolation from each other.
3. **They are universal** - apply equally to all people in every corner of the world, without limitation in time.

Categories of rights. Social and economic rights of young people.

The Universal Declaration of Human Rights, the European Convention on Human Rights and other international treaties provides a wide range of different rights. We will analyze them in the order in which they were developed and adopted by the international community.

First generation rights (civil and political rights)

The two central ideas were personal freedom and protection of the individual against the state.

- Civil Rights guarantee minimum physical and moral integrity and allow individuals to have their own beliefs and freedom of conscience. For example: the rights to equality and liberty, freedom to practice religion and to express their views, the right not to be tortured or killed.
- Legal rights are usually classified as “civil rights”; they provide protection of individuals in relation to legal and political system: for example, protection against arbitrary arrest and detention, the right to be presumed innocent until proven guilty in a court and the right to appeal.
- Political rights are required to participate in community life and society: for example, the right to vote, the right to join a political party, the right to free association and participation in meetings, freedom of expression and access to information.

Second generation rights (social, economic and cultural)

These rights are considering how people live and work together and the basic necessities of life; they are based on the idea of equality and ensuring access to services, goods and basic social and economic opportunities.

- Social rights are those necessary for full participation in society; they include at least the right to education, right to found and maintain a family, but most of the rights and duties are often considered “civil”, for example, the right to leisure time, the right to health and privacy and freedom from discrimination.
- Economic rights are often seen as including the right to work, to an adequate standard of living, housing and pension rights for older people or people with disabilities; Economics show that a minimum of material security is necessary for human dignity and, for example, the lack of occupation or residence may have negative psychological effects.
- Cultural Rights refer to the way of life of a community, often being paid less attention than to other types of rights; they include the right to participate freely in cultural life of the community and also the right to education.

Social, economic and cultural rights are defined by the International Covenant on Economic, Social, and Cultural Rights, and the European Social Charter.

Social and economic rights have had a difficult time being accepted on an equal level with civil and political rights, for reasons both ideological and political.

Third generation rights (collective rights)

The idea underlying the third generation of rights is that of solidarity; and collective rights of this category include companies or people - such as the right to sustainable development, to peace or to a healthy environment. In most of the world, extreme poverty, war, environmental disasters and natural disasters have meant limited progress towards human rights. Because of this, many people feel the need for a category of rights that would ensure companies, particularly in developing countries, adequate conditions in order to provide first and second generation of the already known/recognized rights. In the third generation are included, the right to development, to peace or to a healthy environment, the right to participate in the joint exploitation of the resources of the world, the right to communication and to humanitarian assistance.

The right to work

The right to work is guaranteed, as one of economic and social rights in international instruments such as the Universal Declaration of Human Rights (Article 23), the International Covenant on Economic, Social and Cultural Rights (Article 6) and the Revised European Social Charter.

The right to work is important in itself, but to the extent that is a prerequisite for ensuring human dignity. Unless the right to work is guaranteed first, the actual exercise of several other basic rights may seem unthinkable.

As a corollary of the right to work comes the right to fair (or just) work. This law specifically includes ensuring non-discrimination, fair remuneration and receipt of paid vacation days, as well as a reasonable working hours and a safe and healthy working environment that protects the physical and mental well-being of the person. These guarantees are offered in an attempt to ensure that workers begin and continue their professional working life in decent conditions. Work should not become an intolerable burden or an end in itself; work should be a means to ensure the satisfaction of even basic needs such as food, clothing, housing and education.

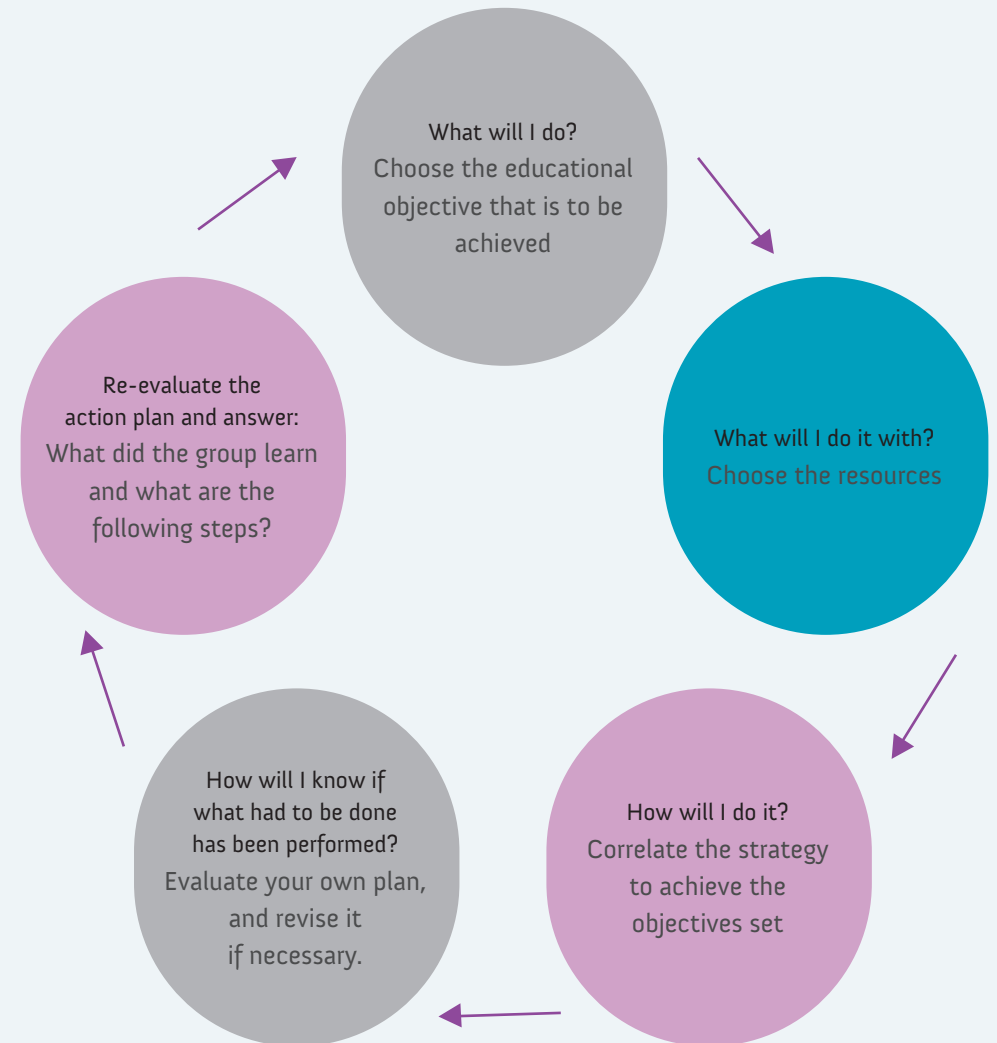


Useful tips for conducting educative activities of promotion of socio-economic rights of young people

3.1 Organising educational activities for promoting socio-economic rights of young people

In order to design and carry out educational activities the young facilitator will introduce changes depending on the following factors: the resources and possibilities available at time, the relevance of the information blocks for the group that will participate in this activity and the needs of the participants for development and further activities.

To design successful educational activities young trainers will have to find answer to the following questions (that are written in the model shown below).



Each activity can be presented in a standard format with the following structure:

NAME: the overall theme of the activity.

OBJECTIVE: the skills that will be acquired by the young people during the activity.

NOTIONS TO USE: main terms known and learned during the activity

COURSE SUPPORT: materials that will be prepared by the young facilitator in advance, including some copies of the materials.

AGENDA: Specific tasks that will be performed by the participants, time required for carrying it out.

IMPLEMENTATION: detailed description of how to achieve the tasks according to the figure (position) shown in the agenda.

REFLECTIONS AND EVALUATION: suggestions of questions that can help the young facilitator in guiding the discussion in the end of the activity about what has been learned and accomplished. This moment is especially important due to the impact that it has on young people.

ALTERNATIVES: other ways of performing some tasks are presented depending on the needs and age of the participants.

CONTINUATION: ways of extending the subject studied individually or in or group.

Educational activities will contain the following three parts:

1. Introduction

The objectives and ways to conduct the activity to which the young person will actively participate will be explained. Energizing exercises will be organised in order to stimulate participants' attention, create a good mood for work, make those included in the activity to cooperate, help them overcome certain barriers.

2. Basic activity

The work reflects the theme and achieves the proposed objectives through various methods and techniques; it is the core of the educational activity, the participants will develop certain skills, values and feelings; can be carried out in one or more tasks.

3. Reflection, Evaluation, Review

Implies speaking about certain thoughts, positions, attitudes reached by the participants during the activity. These can be valuable clues for the young facilitator in order to model the future activity where the wishes, needs and problems of the participants will be taken into consideration. Young people will develop concrete steps for future action (or how to apply those learned in life). Generalizations will help young people model their future behaviour and attitudes in certain situations.



Key-opportunities for personal, social and health development where youth can be involved (in school /community):

- Participation of youth in activities designed to promote personal success;
- Meetings with adults other than teachers, including community members, professionals and businessmen;
- Interaction and working with people who are different from them;
- Organizing projects and events in collaboration with others;
- Taking individual and group responsibility with support and access to resources;
- Taking responsibility for others: visitors, younger youth, youth with special needs;
- Training in supporting colleagues and younger youth;
- Participation in decision making process in school / community;
- Participation in community work as a volunteer;
- Involvement in a project related to the environment, a project that would solve one of the community problems.

Important aspects in the organization of an educational activity

Creating an appropriate environment for accomplishing an educational activity

To this end, it would be good for facilitators to know the factors that motivate youth to learn:

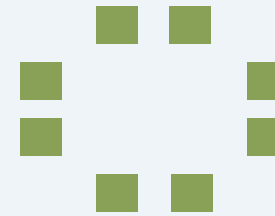
- the tendency to know more;
- the desire to not disappoint their parents;
- the eagerness to show themselves in front of their colleagues / peers;
- the attraction to facilitator's personality, towards the instructive model proposed by him (style, professionalism, competence);
- the accessibility of the content;
- the perspective of further education (career, wealth);
- the striving to be the first;
- the success achieved;
- their own activity etc.

In order to accomplish them, the need to create a psycho-social environment consisting of certain elements is indisputable:

- a) Subjective type:
 - Emotional (voice, look, body posture, gestures, mimics);
 - Psychological (encouraging, tolerance, "no-labelling us" willingness and stimulation towards communication etc.).
- b) Objective type (space, time)

The facilitator will create a favourable space by arranging tables so as to facilitate discussion and active listening. We propose several optimal ways of placing the tables where participants see their eyes and not napes, listen to colleagues and are listened to, live the feeling of equality.

1. Placing the tables / chairs in a circle:



2. Placing the tables/chairs in a square:



3. Placing the tables/chairs in the form of amphitheatre



Grouping two or three tables optimizes group work.

Participants feel more comfortable when activities are conducted in an OPEN SPACE having only chairs at their disposal and needed materials such as: A4 paper, cards, markers, scotch tape, flipchart paper etc. The facilitator needs to be flexible regarding these changes of environment; they need to experience, only trying new forms the chances of success increase. Periodically you can change the environment – in order to stimulate even more the motivation of the participants and their curiosity. Thus, a number of physical factors such as light sources, the colour of the walls, materials support, well selected technical means will create a favourable psychological climate and will stimulate the participant's desire to learn through intrinsic motivation.

Creating a favourable climate will promote:

- Respect, empathy and authenticity;
- Open communication;
- Permission to making mistakes;
- Accepting each person's individuality;
- Intolerance towards discrimination;
- Valuing the individual and group success;
- Individual and group responsibility;
- Willingness to participate;
- Desire to make changes.

The facilitator

The educational objectives of the activities guide the facilitator to be a promoter of changes related to the behaviour and attitudes of participants in such activities. His first concern is to motivate them, and to make it competent and professionally, he should know their needs and aspirations, to satisfy their thirst for knowledge and curiosity. The most effective motivation is the intrinsic one, based on grounds whose stimuli are of internal origin - curiosity, a desire to be informed, sense of duty, of responsibility, moral consciousness need to answer specific personal questions etc.

In this context, the facilitator will provide:

- The orientation and supporting the young people confidence in their own success;
- Carrying out interactive education, encouraging participation, free expression and creativity;
- Diversification of educational activities within a class;
- Providing opportunities for young people to discuss the daily problems;
- Providing a permanent feedback on the work performed;
- Providing sufficient time for sharing personal experiences;
- Inclusion of various ways of evaluating the progress of participants.

Key competencies of the facilitator are:

1. the ability to create a psychological climate that fosters trust and mutual respect among participants;
2. the ability to establish and maintain limits for participants in order to ensure safety and not to constraint; to be clear towards their own privacy and limits of confidentiality;
3. the ability to plan appropriate development, to structure learning experiences based on knowledge and to understand the participants'

- needs and experiences in the activity;
4. the ability to understand and accept emotions, recognize and respond to individual needs, to avoid confrontations, to maintain the dignity of facilitators and participants;
 5. the ability to listen to participants and promote effective communication between participants and others;
 6. the ability to promote moral and social responsibilities:
 - interpretation practical application of the context of social values;
 - handling controversial and sensitive situations within this context;
 7. the ability to allow participants to learn from different experiences, including from failures and to use what he has learned.

The effectiveness of educational activities depends on the attitude of the facilitator towards the participants.

Behaviours reflecting two types of attitudes towards participants:

a. Constructive attitude

- Gentleness
- Attention
- Listens to what participant has to say
- Inspires confidence
- Encourages and supports equally all participants
- Is fair and impartial
- Keeps confidentiality and understanding
- Is tolerant
- Stops inappropriate behaviour

b. Destructive attitude

- Sarcasm / irony
- Injustice
- Brutality
- Disregard
- Has favourites
- Never allows the young / participant to explain
- Is labelling
- Doesn't listen to the young/participant.

Suggestions for being a good facilitator:

- Use only positive phrases in your speech;
- Avoid labelling;
- Encourage and support the pleasure to learn through active involvement and expression of opinion;
- Develop the autonomy of the participant and self-management of the group in offering suggestions to resolve the situation;
- Activate imagination, creativity and research by developing practical materials, developing portfolios, implementing projects.

3.2 Methodology to use when working with young people

Each educational activity has a logical structure and a scenario in which the main role of the actors involved in the show is for participants. The facilitator assumes multiple roles including of the stage director, he is the one who keeps his hand on the pulse of the activity, comes with additional questions, he is sure that everyone understood the proposed task and are actively involved, prepares the necessary materials in advance, maintains the balance between activities. Is responsible for compliance with the activity pattern which is:

1. INTRODUCTION
2. CORE ACTIVITIES
3. REFLECTION-EVALUATION-REVIEWING

Establishing the working rules

To be successful in these activities it is important to establish certain rules, developed by the participants in the activity. Working rules are a set of statements about how the group members will work together within this activity. Make sure everyone has the opportunity to contribute to the discussion of the rules - either in small groups or in a large one - in

order that everyone to have a sense of being a co-author.

It is natural for the number of the rules to be very small: let's say four to six points. Being discussed every behavioural aspect targeted in rules, young people are aware of the opportunity and benefits of compliance with the rules, making them an intrinsic necessity.

In order to establish / elaborate the rules ask the group what "basic rules" are necessary for everyone to feel comfortable working together. What do they want to happen? Why do they fear? Write all suggestions on a flip chart; discuss them with the group and agree with the group on the use of these rules during the workshop. Try to include as basic rules:

- to talk one by one;
- to respect the opinions of all persons;
- to listen to each other;
- to offer the possibility to each person to speak.

Confidentiality - explain young people that confidentiality cannot be assured in some cases - training room is not the place to make confessions, but still there are persons whom one can confess to. Encourage them to take responsibility for the information they want to share with the group. Privacy can be provided by non/personalized comments, i.e. without specification, for example: "A person whom I know..."

Rules drawn in groups will be respected and appreciated by the participants. Failure to observe these rules will be discussed in group to find out the reason.

Here are some questions for discussion:

- What is the problem?
- What triggered this problem?
- What can be done to avoid such situations?



Model of essential rules on working together

(the rules can be established in the joint activities with young people, teachers, psychologists, other educational and social actors)

- We will respect each other.
- We will agree on confidentiality in the existing relations among us and in what we have, we will do or we will discuss.
- We will find time to talk or work together on dates commonly agreed.
- None of us will respond to the work of the other, except if that person will ask to do this.
- We will give constructive responses, telling others about everybody's constructive force and about the areas where they should improve their performance.
- We will commonly agree to say if we are hurt or angry.
- We will maintain the good mood.
- We will decide on the fact to give each of us the right to reply at the time when we make any change.

Negotiating the language

The language used during the educational activity as a component of the working agreement also must be negotiated. The language that creates confusion or offends is not welcomed. Facilitator should be very careful in this respect because language can lead to harm, can question the skills, abilities, desires and experiences of young people. The language also must be clear and simple to avoid misunderstandings.

Introduction and the role of energizing activities

An educational activity will begin with an introduction that will last 5-10 minutes depending on what facilitator has planned. In this first part the facilitator will reveal one of the following options:

- Will explain the objectives and ways of carrying out the activity;
- Will initiate a brief discussion regarding what we have learned at the previous activity for a better awareness;
- Will instigate participants with several questions, initiating them into the new subject;
- Will organize energizing exercises.

The last ones can be included both in the beginning of the activity or during / in the end of this activity as well.

Energizing games stimulate participants' attention, create a good working mood and make those included in the activity to cooperate, help them overcome certain barriers. Systematization of games is based on the purpose of their application.

There is a wide variety of games: of presentation, understanding, affirmation, trust, communication, conflict resolution, of relaxation etc. Each of these types of games can be modified and adapted to the subject and the needs of the group.

Steps in carrying out energizing activity

1. Explaining the rules.
2. One of the participants repeats the conditions (to be convinced that they have understood correctly).
3. We exercise one time.
4. Playing the game.
5. Evaluation of the activity

The advantages of energizing exercises:

- set the tone to the activities carried out; provide the necessary framework for presentations; stimulate the confidence and the spirit of belonging to a community; help to establish interpersonal relationships; energize physically and mentally; stimulate attention, ensure the appropriate framework of generalizations; ensure the appropriate framework for presentation and content revision .
- Efficient energizing exercises must be:
 - short and understood by the participants; of common sense / and fun;
 - a combination of seriousness and fun.

Basic activity

The basic activity reflects the theme and proposed objectives accomplished by various methods and techniques; is the core in which participants develop their specific skills, values and feelings for life. It can be carried out in one or more tasks. One and the same activity can accomplish several proposed objectives.

Within an activity use various techniques. People learn in different ways. Some people learn better when they talk to someone, others - examining visual materials or when they try to do something themselves. It is important to use more often activities / exercises and methods / techniques that make young people / participants to participate in different ways. This will ensure the activity a varied character and will not allow the participants getting bored. The following questions will help the facilitator to be convinced by the accurate choice of the method:

- Is this method adequate for accomplishing the proposed objective?
- Is this a proper method for achieving that goal?
- Does it ensure the accomplishment of the objective in the easiest way or it won't have any effect?

- Is the method good for me? Does it suit my style?
- Does it allow an assimilation of knowledge, skills and attitudes?
- Does it require a higher or a lower level of knowledge, skills and attitudes than the students currently have?
- What additional materials, accessories are necessary (are they available?)
- Does this method require the youth to be active or passive?

In order to carry out effectively the basic



activity the facilitator will follow to:

Take into consideration the following important points:

- the goals we want to achieve;
- the age & number of participants;
- needed materials;
- the time for accomplishment (depends on the type of game);
- carrying out the activity;
- the duration of the activity;
- the evaluation (by the participants, by the one who carries it out).

Not neglect:

- the relationships between the group members;
- the history of interpersonal relations;
- the ways of mediation;
- the climate and comfort level;
- the ability to participate in the activity;
- youth's needs;
- the relationship between warm-ups and training content.

- Co-facilitation. If possible, carry out the activity with someone (another young man, team mate, teacher, etc.). It will be much easier to share responsibilities and work with several small groups.
- Group management. Plan activities carefully and try not to accumulate too much in the time you have available.
- Create a relaxed working atmosphere. During the activity, the participants should feel free to explore, to discover, to communicate and share ideas. Be honest, friendly and with a sense of humour.
- Use pictures, photos, drawings, collages. A picture says more than a thousand words. Images are tools for providing information and stimulating interest.
- Newspapers, media, television, internet. It is always interesting to discuss the content and how the material is presented, to analyze stereotypes and influences contained.
- Give clear instructions. Make sure everybody understood all instructions and know what to do. The easiest way is to give young people the opportunity to ask.
- Use different ways of forming working groups - this will allow participants to work every time with other colleagues, to manifest themselves in various hypostases - of a leader, facilitator, moderator, reporter etc. and last but not least - to minimize boredom.

Reflection, Evaluation, Reviewing

Reflection

After each task or at the end of the basic activity the facilitator will ask the participants' reflections on the activity that took place. No activity is complete in itself without the vital process of drawing conclusion.

Much of the learned is to be discussed and written in this time of reflection.

• **Definition.** Reflection is the process of analyzing an activity; evaluation supposes judging the value of an experience; revision implies identifying the things learned and applying knowledge in the future.

Conclusion can be made by:

1. Discussion

On fundamental level the following questions can be addressed:

- How did you feel while performing the activity?
- What new things did you learn about yourself and about your colleagues?
- How / where can you apply the acquired knowledge / skills?
- What have you learned?
- What knowledge can you use after this activity?

2. Writing

Writings can be made in the form of personal diaries, in which every child will express his/ her opinions by answering the following questions:

- How do I feel?
- What is my opinion about the activity?
- What attitude do I have towards the rest of the group?
- What have I learned?
- What have I learned about myself?

Evaluation

Leaving some time for assessing the activity the facilitator will evaluate the activities that took place, but at the same time he will pay attention to the moments to which attention should be drawn during next activities. Evaluation can be oral or written, individual and / or in group.

Within the stage of reflection /evaluation may be used:

- open questions which serve as a true catalyst for discussions, encourage participants to speak more openly, more freely;
- closed questions (with yes or no answer) are useful when you need only accurate information. This type of questions doesn't determine the participants to speak. It applies for all ages.

Clearly formulate the tasks, set time limits required for their achievement and offer the opportunity to choose the form of presentation, which makes participants more responsible and self-confident.

Facilitator's reflections

At the end of each activity the facilitator should ask himself:

- How clear were the learning objectives?
- How did you make them clear for participants?
- What were the learning opportunities offered to participants?
- What possible finalities have you seen?
- Have the planned learning process been achieved? How do you find out this fact?
- Was the unplanned learning process accomplished?
- How appropriate were the activities?
- Have the youngsters developed their self-esteem?
- Have they reached a balance between support and challenge?
- How much has the facilitator spoken during the activity?
- How much have the youngsters talked during the activity?
- Have you helped young people to reflect on the learning process?



Strategies, methods and techniques used in educational activities for peers

Learning based on participatory teaching methods is the key to successful finalities. Participants learn best when they are motivated and when the learning method absorbs them and is suitable for them.

Participatory methods of learning can be fun and effective, but if not well planned and practiced can become difficult and inappropriate for both facilitator and participants.

Specific advantages of active participatory training methods used in educational activities include the following:

- involves directly and actively the participants in this process: young people are actively engaged in their own learning process which allows them to build their own experience;
- contributes to satisfying naturally their needs and not forcing this development by a pattern;
- the variety of learning experiences increases the level of energy and interest;
- different life experiences are accepted;
- promotes rather cooperation among the participants than the competition;
- provide opportunities for group members and facilitators to recognize or highlight the individual potential and to enhance self-esteem;
- enable participants to get to know each other or extend relations;
- promote the active listening and effective communication skills among participants;
- promote / develop tolerance, understanding and acceptance of own and others needs;
- facilitate the formation of correct behaviour regarding the sensitive issues;
- encourage innovation and creativity.

There is a set of active-participatory interactive methods, which, in educational programs based on developing life skills, are considered the most useful, with the highest yield and, respectively, with the highest use:

- discussion, heuristic conversation;
- brainstorming;
- role play;
- demonstrative and guided practice;
- educational games and simulations;
- situational analysis and case studies;
- debates;
- interview;
- work in groups (large or small);
- sharing life stories;
- audio-visual activities, ex. movies, music and theatre plays;
- development of (mini) projects - individual and collective;
- practicing of acquired life skills (e.g. accomplishment / project implementation etc.).

The description of some of the mentioned methods.

Method: DISCUSSION

The discussion is a method of teaching / learning when the facilitator allows interaction in group communication. Participants, guided by the facilitator examine an issue or topic of common interest, express their opinions about it based on their own knowledge and experiences, seek and find solutions for solving it, develop ideas and new directions for the group of participants. It is a very efficient process in which young people can inform each other in the area, can practice their listening or speech skills and can express attitudes towards the issues concerning them.

Tips for using discussions

- Expose the topic clearly and concisely;
- Explain the tasks, the problem, the role of each, rules etc.
- As a rule, the discussion has a facilitator - educator / teacher or a balanced and eloquent young man who keeps on communicating on the announced topic, and sums up at the end.
- Organizing the dialogue the facilitator should consider the following:
 - Questions should stimulate the exchange of ideas among young people, and the critical spirit, provoke them to judge, not require simple logical answers or just reproduce the facts (i.e. type of questions: Why? For what purpose? In what case? What for? etc.
 - Questions should not mislead participants.
 - Discussions often become aggressive and the parties involved don't reach a consensus. In this case you can make the totals of both parties, highlighting the similarities and differences of positions.
 - Evaluate the activity with youth: What went well / bad, why? How their misunderstandings were overcome? Were all of them able to participate?

The advantages of the discussion:

- Encourage activity and participation of all group members.
- Increase participant's opportunity to think creatively, stimulating generation of ideas and opinions.
- Help youth teach each other, linking activities performed to real-life experiences.
- Opinions expressed (other than the facilitator's), can be shared.

The disadvantages of the discussion:

- Some participants may dominate the discussion. Shy youth will be harder involved in such activity.
- It takes a long time, which means that the facilitator might not cover all the material.

Applications/examples.

Examples of topics for discussion: „Me and my achievements“, „Me and my peers,“ „Each opinion counts“, „Know Your Rights“, „Advantages and disadvantages of illegal work“, etc.

Method: the „NOISY” GROUP

The „Noisy” group is a learning technique in which small groups of participants work in teams to accomplish a task, to discuss a particular topic, issue or question. “Noisy” groups are known as small group discussions or Cooperative Learning.

Tips for using the method “Noisy” Group

- Establish the criteria for grouping (sex, friendships, the level of abilities in a particular area, etc.) and group size (from 2 to 10 people). Members of a pair tend to conclude understanding and to respond to the wishes of the other, in triads new ideas are better developed. A number of 5 is the ideal size for groups that have to fulfil specific objectives. The greater number of members, the greater is the complexity of objectives is, that can be followed, but the level of individual participation decreases.
- Establish work rules and responsibilities.

Applications/examples.

Working rules:

- Speak one by one, each waiting their turn to speak, not interrupting the person speaking;
- Each group member must propose new ideas / examples;
- Conflicts will be avoided;
- Participants must be prepared to change their ideas, certain opinions less efficient for the group compared to other ideas, opinions, suggestions;
- Monopolizing the discussion is avoided.

Individual responsibilities

- Secretary - notes the views of the members;
- Reporter - shows the result of the small group activity to the large group;
- Facilitator - ensures that all members can express their opinions;
- Timer - fixes time;
- Observer - assesses the work of participants in the group.

The advantages of the method „NOISY” GROUP:

Participants:

- Learn from each other and not just from the facilitator; help each other, especially when the views coincide or are similar, they accept them and support mutually;
- Speak more free than in front of the whole class, there are more and better ideas;
- Develop interpersonal communication skills (learn not only to speak but also to listen).
- Have the opportunity to share their thoughts in a non-threatening way, because the group is small; the smaller the group is, the more freely the young man feels.
- Feel important, valued, remain with a sense of satisfaction as a result of the help they have offered working in groups to solve a problem.

The disadvantages of the method “NOISY” GROUP

- Group participants can become noisy and fun.
- If used too often, this technique can lead to the disappearance of the enthusiasm of the participants.



Method: DEBATES

Often following a discussion, participants must take a position PRO or AGAINST on solving a problem that is put forward. In debates can participate smaller groups. This method helps participants to develop their ability to express themselves clearly, concisely, coherent and convincing; helps them to think critically and make decisions in a controversial issue; by its competitive character it helps them gain confidence in themselves, stimulating the spirit of competition in a good way.

Suggestions for the use of the Debates method

- Allow participants to choose themselves the position PRO or AGAINST. If too many participants choose the same position ask them to volunteer to be on opposite sides. You can also select randomly and by writing notes Pros and Cons that young people have to choose. In such a way they learn to compromise.
- Don't allow participants to dominate the debates. You can use a rule: a participant is not allowed to talk until other colleagues in the team were not able to express their opinions.
- Ensure that participants show respect for the opinions of their colleagues and not attacking.

The advantages of the Debates method

- Participants have the opportunity to creatively address a specific topic.
- Participants can learn to argue opinions.

The disadvantages of method Debate

- Certain participants may dominate the discussion.
- It may be difficult to control the group, because during discussions many participants will be in positions contrary to the ones they believe in reality.

Metoda: PANEL DISCUSSION

The PANEL discussion is a technique in which two or more participants investigate and report on a particular issue. The PANEL discussion members can form groups and discuss among themselves.

Suggestions for use of the PANEL Discussions:

- The PANEL discussion consists of two parts: a presentation on a specific theme, made by persons experienced in the field (psychologist, employees, the owner of a company, a student with a special experience, etc.) and a discussion of the audience with a presenter. The first part does not allow interruptions, listeners write down their observations and questions they will ask later. The dialogue that emerges will follow the discussion rules (announcement of the question, taking the floor one by one etc.). Another option is the discussion of messages (questions, additions, corrections etc. in the form of notes). Messages are anonymous. Persons invited continue the discussion answering the questions if they wish to, without being obliged to answer any question.
- Provide the PANEL members the opportunity to work together to coordinate individual presentations and come up with ideas about how they could make their presentation more attractive to colleagues.
- Allow youth to ask questions to PANEL group members, in order not to be any ambiguities.

The advantages of PANEL discussions method:

- The participants have the opportunity to examine in detail a specific theme or just a part of it.
- The participants learn from the first source.
- It helps the participants to link theory with real life experiences.

The disadvantages of the PANEL Discussion method:

- There is a possibility of communication of some unimportant information.

- Often audience tends to deliver aggressive messages against those invited, because of the restriction on oral intervention directly. The PANEL Group will be warned in advance about this phenomenon.

Method: BRAINSTORMING

Brainstorming in direct translation means "brain storm" or "storm of ideas. It is a means for generating an unlimited number of ideas and concepts in a short period of time. It is used to find solutions to a problem or to define a term. Evaluation and discussion of ideas come later. It can be practiced orally or in writing (brain writing).

Suggestions for use of the Brainstorming method:

- Set clear and simple subject or problem.
- Determine the time available to fully mobilize the participants both intellectually and emotionally.
- Write down (you or a student) all the ideas put forward. Be careful when writing participants' ideas as not to miss any one. Sometimes the person overcome shyness, tells the opinion and hopes that it will be considered, but eventually is proved that it was not heard. This may be sufficient for the person to shut himself off and not want to participate.
- Do not judge ideas. Accept all answers, no matter how foolish they might be. Sometimes these make us think of others more successfully.
- Encourage participants to think about as many ideas as possible.
- After brainstorming review some of the ideas, add them, delete them or classify them.

Brainstorming Rules:

- Don't criticize others' ideas!
- Give free rein to your imagination!
- Produce as many ideas as possible.
- Take other people's ideas and develop them!

The advantages of the Brainstorming method:

- This method can be used in different age groups;
- Allow participants to express their thoughts freely; encourage creativity.
- Participants can participate without feeling threatened.
- Allow participants to generate ideas quickly and spontaneously.
- The answers that initially seem senseless, gain value.
- The spectrum of analyzed problems by brainstorming is almost unlimited.

The disadvantages of Brainstorming method:

- Participants can shout the answers so as to interrupt each other.
- Can fail in large groups.
- Don't allow an in depth analysis of a problem.

Method: ANALYSIS OF THE SITUATION AND CASE STUDY

The activities of situation analysis enable young people to think, analyze and discuss situations they may face in real life. Case studies are real-life situations, which describe in detail a story of community life, family, school or an individual one.

The advantages of Situation Analysis and Case Study:

- Allows participants to explore issues and dilemmas and test solutions in a safe way.
- Provides opportunities to work together, to share ideas, to learn that sometimes people see things differently.
- Young people have an opportunity to reflect on certain situations and assess the consequences. By participating actively in the process of thinking they can improve their decision making skills.

Tips for using the Situation Analysis and Case Study method:

- The facilitator must participate in situation analysis and case study as a facilitator of the discussion, than to adopt the role of a source of answers and knowledge.
- Analysis of situations and case studies need time to be developed and to contribute to the development of creative thinking.

Method: PROBLEM SOLVING/ DECISION MAKING

Problem solving and Decision Making are techniques used to put participants in situations where they have to come up with solutions. Attention should be focused on the model - the responsibility of taking decision.

The advantages of Problem Solving / Decision-Making method:

- Participants can learn to find solutions in life-like situations.
- Participants have the opportunity to reflect on the consequences occurred, choices and actions made by them.

The disadvantages of Problem Solving / Decision-Making method

- If this technique is often used participants become bored and not motivated to participate in decision making.
- If the participants do not follow all the steps of this technique, they cannot come to a conclusion of responsibility.
- In some cases, decision making may be too easy and it is possible that young people find absolutely not challenging the task.

Method: PARTICIPANTS' PRESENTATIONS

Participants' Presentations are individual attempts to provide information to the group about a topic that has been studied thoroughly. This information may be presented orally or in any other form.

Suggestions for use of Participants' Presentation method

- It is important to work with the participants so that they could make a presentation of the material in an interesting and captivating way. It is important that the facilitator helps them with planning of information and developing creative ideas. For example, participants may present the material pretending to be a TV reporter and are doing a study on a particular subject.
- Participants should be encouraged to practice in the mirror and set the time so as to succeed in due time.
- Participants should be encouraged to use posters, photos, or video during their presentation.

Method: DEMONSTRATIONS

The method of Demonstrations (video, practice) is a technique that is used by the facilitator to demonstrate an action or certain life skills. This technique is very important since many life skills are acquired by the young people in school / social life and have the opportunity to practice them in the daily life.

The advantages of the Demonstration methods:

- Modern methods are used in order to transmit the information;
- The use of this method increases the level of assimilation of information and the effectiveness of the learning process;
- Increases the assimilation of the information among participants with visual memory.

The disadvantages of the Demonstration methods:

- The technique can be a factor that distracts the attention from the presented information;
- Difficulties may arise in electricity connection;
- The need to possess certain skills, knowledge for using this method.

Suggestions for use of the Demonstrations method:

All demonstrations should be practiced before being presented in front of the group of participants. The equipment should be installed in advance, so that the time for presentation to be used as efficiently as possible.

3.3 Instruments for action: ideas for organising information activities

1. Public presentation „What is Decent Work?“

The concept of „Decent Work“ was almost unknown in the Republic of Moldova until lately and even if it was known, in most cases it was known superficially or not understood at all. In order to make sure we speak the same language, a language that all interested people understand and in order to have a starting point in the discussions for ensuring decent work in our country we created the presentation „What is Decent Work?“.

The presentations starts by presenting the term „Decent Work“, the history and basic principles concluding that decent work is the „essence of the world, national and local strategy in favour of the economic and social progress“.

The presentation lists and explains all the elements of the concept (free choice of the job, job productivity, difficulties / pressure at the workplace, social protection and social dialogue, integration of the gender equality dimension), its components (the right to work, labour force employment, social protection, social dialogue) as well as various benefits of decent work.

Being created and presented to the public by experts in the field, this instrument proved to be efficient on various occasions, including in opening the activities organised by the mobile team.

2. Public Cafe „The idea promoted today is the tangible result of tomorrow“

Young people should be aware of the need to know their socio-economic rights and the importance of practicing legal work and interactive activities can't be substituted in this regard. The students from the College of Medicine and the Agroindustrial College of Ungheni, participants in the activities of the mobile team in Ungheni are convinced that decent work can provide them with a good future.

The event began with presentations from both sides, presentations made by their leaders, who spoke about the team members, their experience, the profession they chose and their aspirations. The members chose a representative name for their teams.

After that, both groups got involved in the activity itself: teamwork for defining „socio-economic rights of young people“, and for compiling the risks of practiced professions and with suggestions for avoiding these risks.

When entering into the proposed characters each participant had the opportunity to prove his acting skills, but also his empathic abilities. They staged certain situations that were proposed to reflect the current problems regarding socio-economic rights and responsibilities of every citizen in the provision of decent work.

At the end the participants have jointly formulated conclusions and a final document: „The Pledge of Tomorrow's Employee“.

3. Discussion panel „Labour contract – the certainty of a decent work!“

How an employment contract should look like and what are its advantages - such a complex subject was discussed in a relaxed and interactive atmosphere through the panel discussion method, using also items from other methods.

The activity lasted about an hour; it began with a brief brainstorming, during which participants - students at the Pedagogical College „Alexandru cel Bun“ from the city of Calarasi - have tried to define together the notion of „contract“.

After formulating and unanimously accepting of the definition, the students were divided into two groups and each team received the same task: to list all the advantages of the employment contract and, respectively, to outline the structure of a contract.

For the next phase the participants created four smaller groups. Each team assumed the role of a company manager in the construction industry, who needs to recruit employees for the following specialties: constructors, bricklayers, plasterers and crane operators. To this end, the groups received a standard contract, which had to vary according to the job description, so as to keep the structure and key provisions of the document.

While each team were presenting the result of their work, the other groups were encouraged to come up with questions and additions to the contracts they had drawn-up. Thus, the final documents have been improved through the efforts of all participants.

In the end of the activity, students were invited to share their impressions and say at least one thing they did not know, but they have learned during the activity.

4. Workshop „The auction of truths“

Being convinced of the importance of the support they can provide to graduates, the class teachers of graduating classes of educational institutions of the city Causeni met to review the problems observed and to see how they could work together.

The teachers discussed about aspects related to the socio-economic rights of young people, including employment. During the discussions, the participants noted that young people know the legal context on labour, but when dealing with real-life case studies, they accept „black“ employment as they think they can contribute to the monthly budget provided by their parents and make a living as a student.

It was found that graduates are ready to give up career perspectives they wish for and the possibilities for personal and professional development, being attracted by quick but informal income they get in parallel with education.

Following the discussions, the teachers reaffirmed the need to motivate young people to accept only legal and sustainable employment. To this end they have proposed to perform the following actions for future graduates: career guidance, personal and professional development, socio-economic rights training.

5. Debate club „Decent Work for YOUth”

The truth rises up in debates. High-schools students in the town of Bender learned about socio-economic rights of young people and decent work by participating in the debate club held in the city. The young people from “Alexandru cel Bun” high-school were divided into two teams of three members each and two observers.

The debate method is a special one as one of the team claims and the other denies their opponents, coming up with counterarguments, and the time for each speaker is strictly limited. It is not mandatory that participants’ own views coincide with their role in the debate, the aim being to discover all aspects of the discussed issue.

The debate was structured in three rounds as follows:

- Round I: “socio-economic rights - priority for young people in Moldova or not?” – The teams expressed their affirmative ideas, respectively - negative in this regard, arguing from different positions.
- Round II: “What are the benefits of decent work and socio-economic rights?” - In this round, after defining socio-economic rights and expressing their attitude, the observers were given one minute to make their point too.
- Round III: “How are socio-economic rights seen by young Moldovans and how are they respected?” - Team members had the opportunity to express their personal opinions, well supported with arguments.

Finally, teams and observers formulated conclusions and the public decided which of the two positions was more convincing.

6. Exhibition of caricatures „Civic and social dialogue for YOUth”

An unusual and attractive method of public awareness on socio-economic rights of young people was the use of fine arts in order to develop a series of thematic caricatures and to organise exhibitions in public places.

The exhibition of caricatures “Civic and social dialogue for YOUth” was created by the caricaturist Alexandru Placinta, a young artist who has a unique style of expressing situations and proposing appropriate solutions. The 11 caricatures created for the project “Decent Work for YOUth” show two extremes: violations of socio-economic rights of young people and, on the other hand, how these rights should be respected.

Alexandru Placinta, painter: “As me and my wife were unable to find a decent job in our country, we had to go abroad, where we worked hard, on the “black market”, on a job unrelated to art. So, we know the subject from the inside. We were intrigued by the project “Decent Work for YOUth” and I immediately proposed to realize a series of caricatures, to raise awareness of employees and employers regarding their roles in labour relations. We are confident that we can send a powerful message through art.”

In the context of the Decade of Youth in Moldova the exhibition of caricatures on the promotion of social and economic rights of young people was opened in 8 public places in Ungheni, Calarasi, Falesti and Causeni, in order to inform the public about the importance of respecting fundamental right “Decent Work for YOUth”.

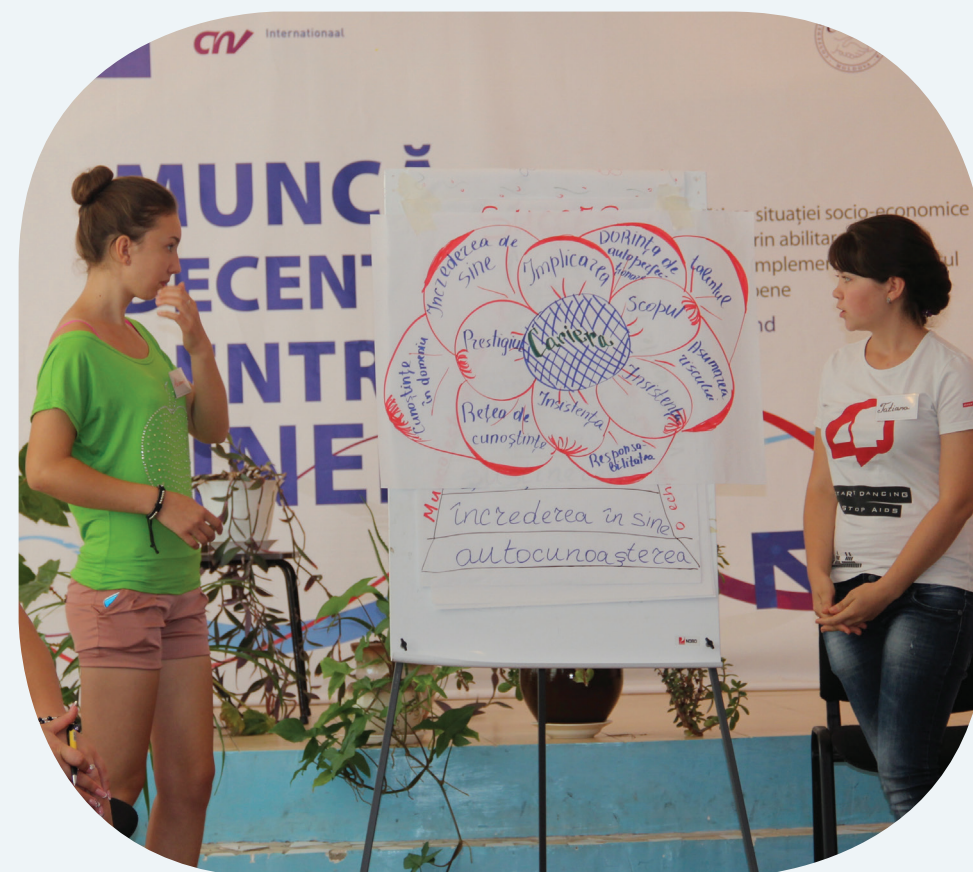
7. Educational theatre play „Active Labour Force”.

Art was also used to create a new mean of communication to the public about the socio-economic rights of young people in Moldova - a thematic theatre play.

The difficulties faced by young people when searching for a decent job were reflected on the stage. Under the direction of the actor and director Ion Coseru, 15 volunteers from the “Făclia” NGO, members of the mobile team within the project “Decent Work for YOUth”, created the educational theatre play “Active Labor Force”.

Ion Coseru, director of the play “Active Labor Force”: “Civil society involvement in such projects is extremely important, and the idea of launching an educational theater formula is more than beneficial, especially in a society crushed by indifference, ignorance and negativity.”

The play was put on the stage in various public places and has been registered and disseminated through the most relevant information channels to reach the target audiences.



Annex 1: The Regulations of the Mobile Team

Annex 1: The Regulations of the Mobile Team

The mobile team members have approved an internal Regulation, that helps to put in order their energy and actions, be more efficient among peers and more responsible for what they do. There is also a set of technical tools (plan / monthly report, questionnaires / focus groups) that helps each team member to assess their efficiency within the team and the need to develop skills in specific areas.

The Regulations of the Mobile Team in promoting socio-economic rights of young people

1. The Mobile team for promoting socio-economic rights of young people is made up of four groups of 8-10 young people each aged 16-28 from Ungheni, Căușeni Fălești, Calarasi, which are selected on the basis of some values and personal skills related to motivation, commitment, responsibility, initiative, leadership, team spirit;
2. The Mobile team promotes the socio-economic rights of youth and stimulates youth participation in decision-making processes in organizing activities for youth;
3. The Mobile team has a national coordinator who conducts its activities (plans the joint activities of the teams, monitors and evaluates activities and their needs), including:
 - monitors each activity organized within the project using innovative tools and techniques: questionnaires, discussions, focus groups, etc .;
 - analyzes obstacles occurred during planned activities and creates mechanisms to improve services for young people;
 - evaluates the activities carried out by the members of the mobile team;
4. Each regional group has a local coordinator - an adult planning regional activities together

with the young team, including:

- facilitates communication between members of the Group;
- organizes ordinary and extraordinary meetings of the Group;
- coordinates the activities of group members;
- collects and sends to the National Coordinator a monthly report of activities in the region;

5. Within each of the four groups will be assigned responsibilities, thus identifying the following roles:

- Person (s) responsible for communication: will have the commitment to inform the public about the planned / carried activities through all media existing in the locality;
- Person (s) responsible for the logistics: will provide assistance and support in organizing activities;
- Person (s) responsible for the events: will plan, evaluate activities, recruit participants;
- Person (s) responsible for partnerships and collaboration: will identify potential partners, will initiate discussions for signing future partnership agreements etc.

6. Each group meets in ordinary sessions/ meetings at least 2 times a month, and if needed - more often. Meeting shall be convened by the local coordinator or on a proposal of a member;

7. The mobile team members undertake to fulfil responsibilities prescribed in the Regulations;

8. Young people involved in the project are committed to work in the group throughout the period of the project "Decent Work for Youth";

9. Mobile team members come with initiatives and recommendations, if necessary, to the coordinator of the group or project managers;

10. Mobile team members involve other young people as well in the group events and activities;

11. The mobile team members comply with

the general plan of actions for implementation of the project “Decent Work for YOUth” with the support of NGO for Children and Youth “Faclia”;

12. The mobile team members, together with the national coordinator and local coordinators, promote the activities carried out within the project through regional newspapers, national and regional TV, websites, newsletters, etc.;

13. The mobile team members develop proposals for youth;

14. The mobile team members submit to the local coordinator the monthly report of the activities carried out in the region until the 5th of each month;

15. Local coordinators submit to the national coordinator until the 7th of each month, the monthly report and work plan.

Annex 2: Activity plan of the mobile team

Each activity of the mobile team is planned within the monthly meetings of the local group together with the adult coordinator, where organizational details are discussed, the responsible persons for performing this activity, needed materials etc.

The model of an activities plan of the mobile team:

- The aim of the activity;
- The necessary time;
- Discussed subjects;
- Description of the stages for carrying out the activity and the applied methods;
- Reflections.

Activities are planned according to the needs of the beneficiaries group, information being adjusted to the age of the future participants and their level of knowledge.

Participation of young people in these activities adds value to young people’s lives by helping them to develop lasting skills and attitudes and vulnerable or disadvantaged young people’s lives can be improved. Among others, it helps young people to strengthen their self-confidence, provides role models, opens new experiences and gives young people a sense of belonging.

Among the benefits of youth involvement in educational informative activities may be mentioned:

- for young people - participation in such activities is educational and at the same time funny. The participating young people have more opportunities and more options for the future;
- for the community - stimulates young people and adults to work together to strengthen the effort building the community spirit and playing an active role in the development of their community;

- for the society - young people tackle real social problems, fight against disadvantages, enhance democratic life and is an advantageous investment for the future.

For monitoring the planned activities and their successful accomplishment the mobile team members prepare a monthly plan of activities and submit a monthly report, tools that helped mobile team members to be more organized and more effective in their activity for their peers (monthly plan model - Annex 1 model monthly report - Annex 2).

To carry out successful activities for young people, find certain steps in Chapter 3.

Sheet of the monthly activity planning of the Mobile Team for promoting socio-economic rights of youth

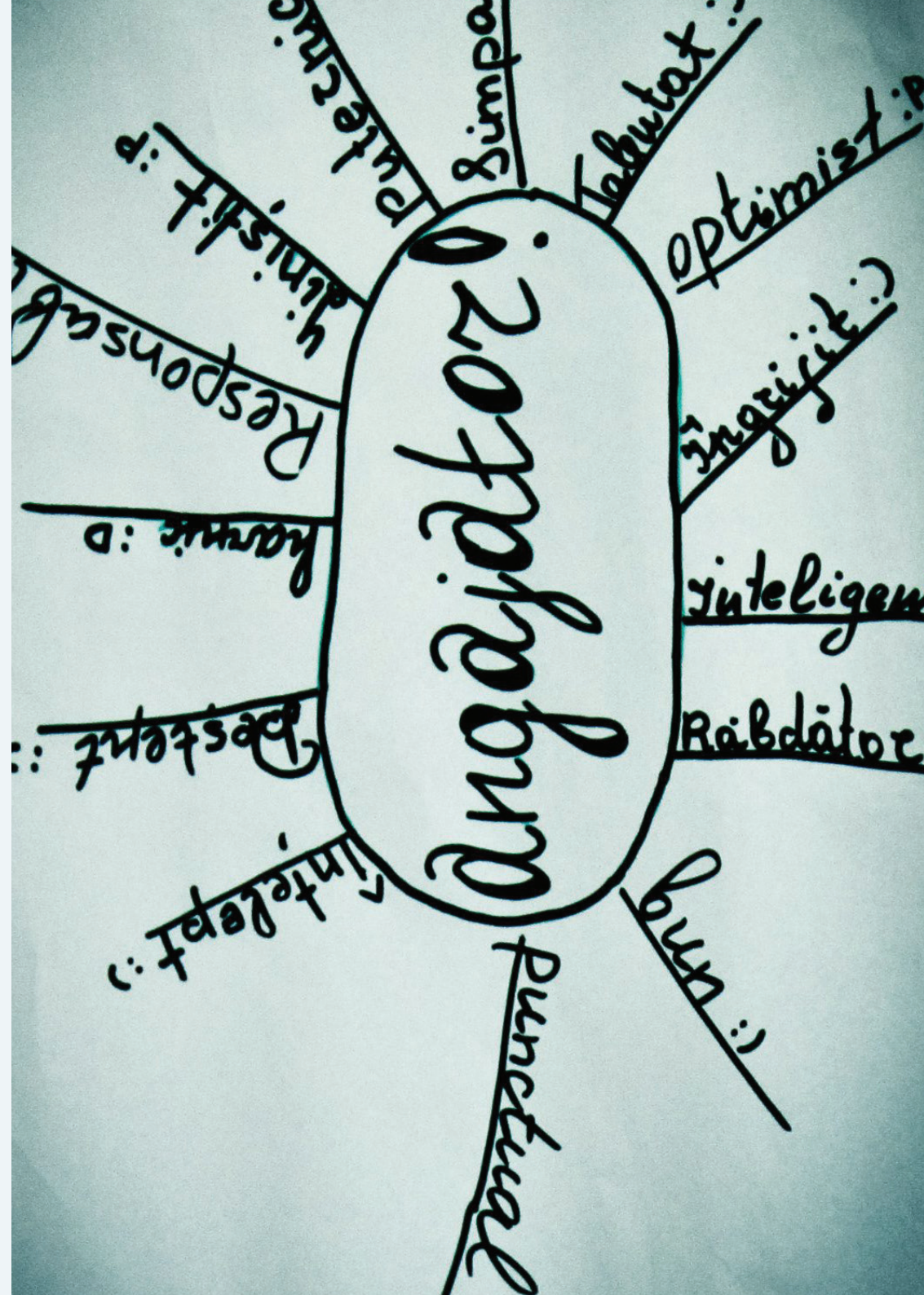
District_____

Date_____

Nr.	Name of the planned activity	Date / period	Objectives	Location	Nr. of participants	Responsible

Annex 3: The contacts of the mobile team members

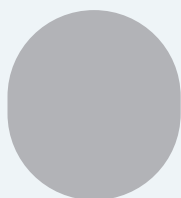
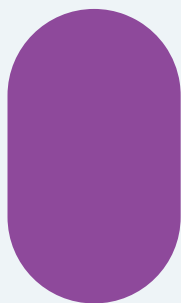
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3.	Livițchi Mihaela	or. Ungheni	hutanu@mail.ru
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The Foundation CNV International, the “Faclia” Public Association for Children and Youth and the National Trade Union Confederation of Moldova (CNSM) are the three public organizations that care about the youth in Moldova and want to make a change.

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