

Guidelines : Youth Policy and Strategy

A STEP-BY-STEP APPROACH



International Federation
of Red Cross and Red Crescent Societies

Any part of this handbook may be cited, copied, translated into other languages or adapted to meet local needs without prior permission from the International Federation of Red Cross and Red Crescent Societies, provided that the source is clearly stated.

TABLE OF CONTENTS

- **THE REASON FOR THE GUIDELINES** p. 2
- **USING THE GUIDELINES** p. 3
- **Section I: Why take action?** p. 4/5
- **Section II: Where to start?** p. 6/7

LEADERSHIP

- **Section III: How to lead a team?** p. 8 to 15
 - Part III/1: The skills required
 - Part III/2: Motivating the volunteers
 - Part III/3: Providing follow-up, evaluating what has been done and summing up
- **Section IV: How to lead?** p. 16 to 27
 - Part IV/1: Preparing the meeting
 - Part IV/2: Transmitting a message
 - Part IV/3: Adapting the meeting
 - Part IV/4: The ten “musts” for effective leadership

PROJECT MANAGEMENT

- **Section V: How to decide to take action?** p. 28 to 31
 - Part V/1: The decision pyramid
 - Part V/2: How to use the decision pyramid
- **Section VI: How to establish and nurture partnerships?** p. 32 to 49
 - Part VI/1: The partners
 - Part VI/2: Presenting a project
 - Part VI/3: Conducting an interview
 - Part VI/4: Informing and sharing
 - Part VI/5: Example reports
- **Section VII: What resources?** p. 50 to 53
 - Part VII/1: Human resources
 - Part VII/2: Financial resources
 - Part VII/3: Material resources
- **Section VIII: What sector to act in?** p. 54 to 56
 - Part VIII: Disseminating RC/RC Principles
 - Protecting life and health
 - Encouraging community work
 - Promoting international friendship and understanding

- **ANNEX: YOUTH POLICY AND STRATEGY** p. 57 to 60
- **FURTHER READING** p. 61

THE REASON FOR THE GUIDELINES

The Youth Policy and Strategy was adopted at the General Assembly's 8th Session (25-28 November 1991, Budapest, Hungary) and comprises the following points:

- **young people have a key role to play in the provision of the Movement's services,**
- **young people are an important target group, both in the membership and in the wider community,**
- **young people have a role in the leadership and management of the Movement today,**
- **young people of today will lead the Movement of tomorrow,**
- **young people need support.**

(See Annex: "Youth Policy and Strategy")

These Guidelines were drafted in this light.

The Guidelines aim to provide PRACTICAL AND TANGIBLE AID to those implementing the Youth Policy and Strategy.

They are intended chiefly for youth leaders in the National Red Cross and Red Crescent Societies and take into account the recommendations made by the National Societies in the March 1995 study on «dissemination and application of the Youth Policy and Strategy», namely that:

- *"The policy should be presented to young members in a more attractive and interesting form."*
- *"Greater emphasis should be put on concrete strategies illustrated with examples from other National Societies."*

Youth Unit

USING THE GUIDELINES

The Guidelines are intended to be:

SIMPLY presented

EASY to read

USER-FRIENDLY

The contents were drawn up as a **hands-on form of aid** for all youth leaders in the National Red Cross and Red Crescent Societies.

We tried to imagine all the problems you might encounter and examined the questions you ask so as to suggest **avenues of thought** along which you can find **solutions**.

You can approach the Guidelines in many different ways. You can read them like a book, from beginning to end. You can also, however, look on them as a toolbox to be dipped into as difficulties arise. This is why you may find the same message in different parts.

Most of the section headings are in the form of questions. The things the National Societies told us about their activities taught us that these are the questions you ask. They are also the ones you must ask to make your work more **effective**.

The annexes comprise the Movement's **reference texts / bibliography** of further reading for those of you who want more information.

HAPPY READING!

I - WHY TAKE ACTION?

ENORMOUS NEEDS

This is quite obvious.

The vulnerable groups differ from one community to another.

Everywhere in the world, they are felt essentially by young people.

THE FEDERATION'S MISSION

TO IMPROVE THE LIVES OF VULNERABLE PEOPLE BY MOBILIZING THE POWER OF HUMANITY.

Its mission consists in preventing and alleviating human suffering throughout the world, by means of relief work, programmes and community services.

THE ROLE AND PLACE OF YOUNG PEOPLE

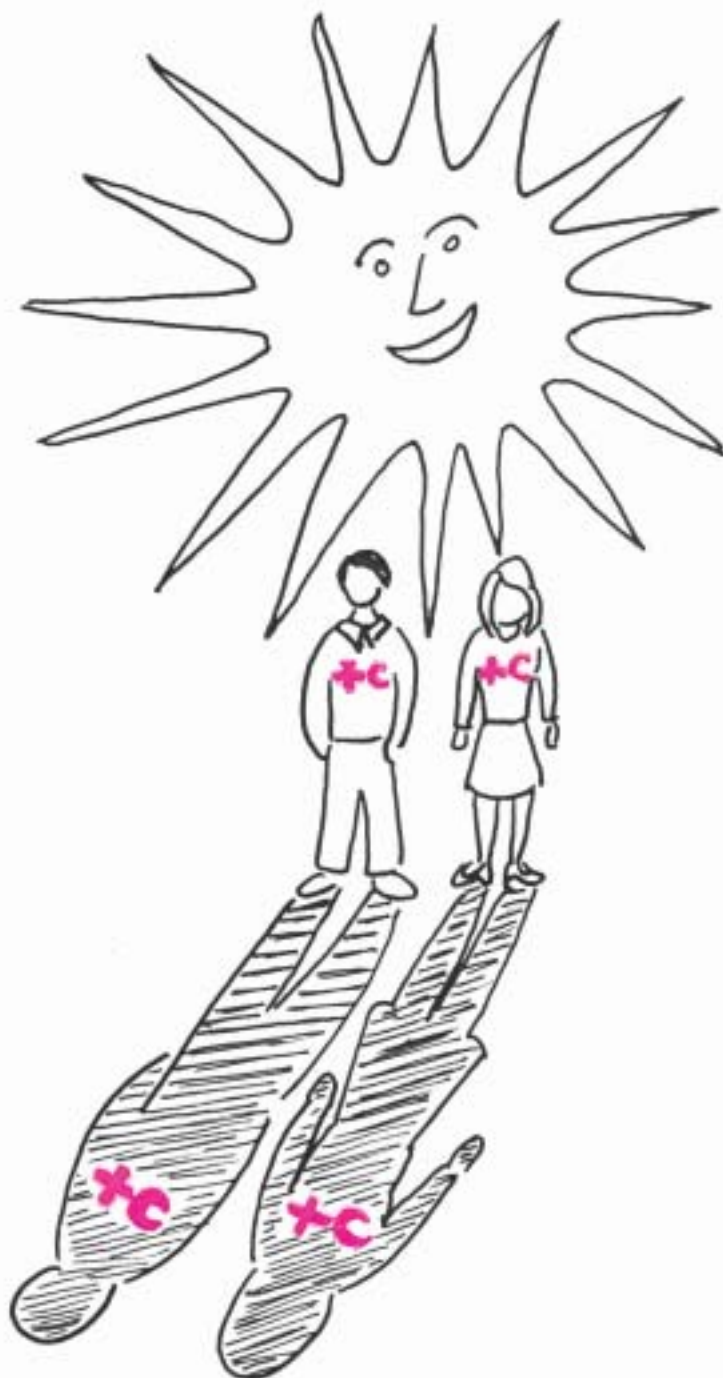
Young people have a key role to play in the provision of the Movement's services.

Young people are an important target group, both in the membership and in the wider community.

Young people have a role in the leadership and management of the Movement of today.

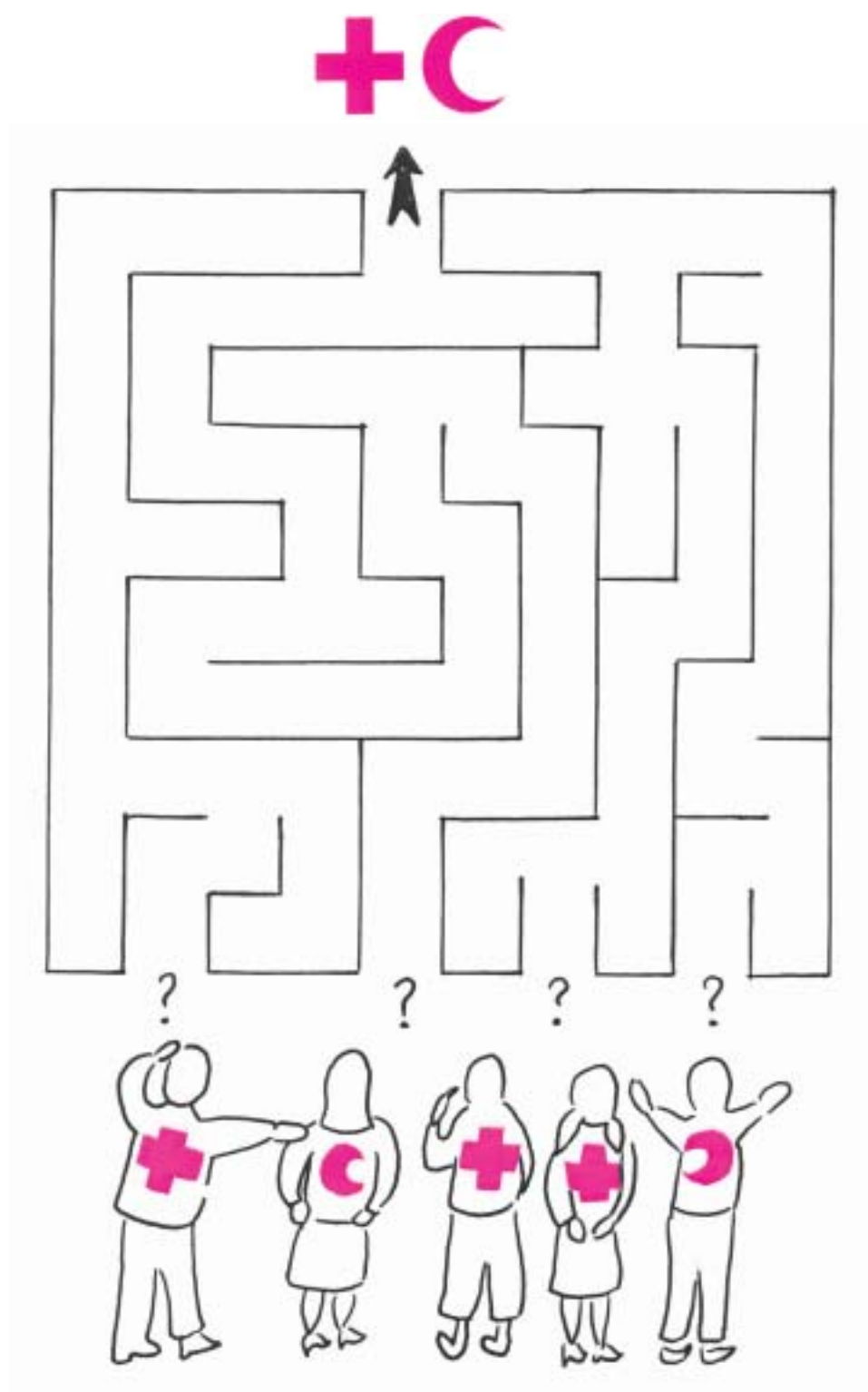
Young people of today will lead the Movement of tomorrow.

Young people need support.



**Young people are today's managers
and will be the leaders of tomorrow's Movement.**

IT'S UP TO YOU TO FIND THE BEST WAY
OF GETTING THERE!



II - WHERE TO START?

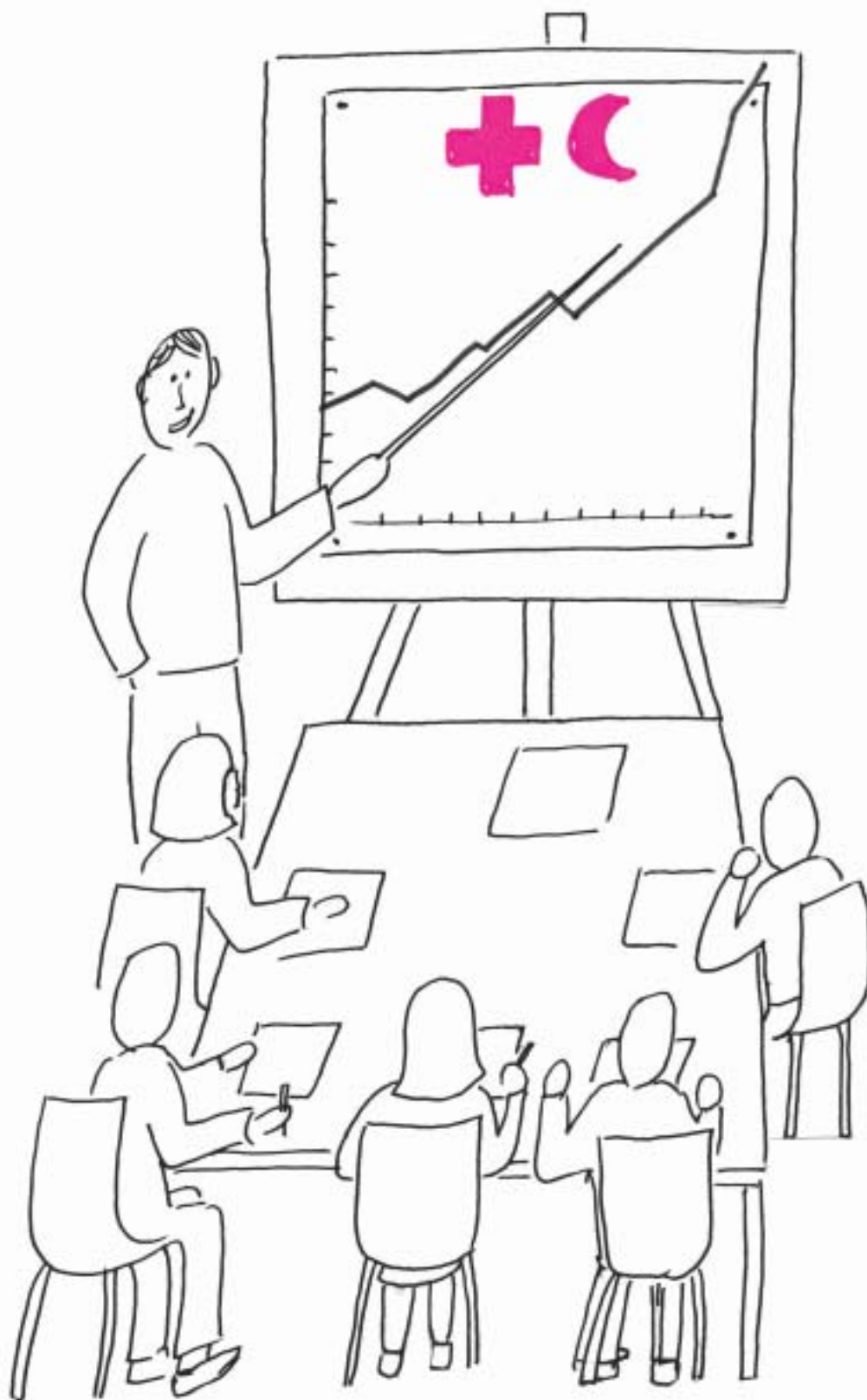
REMEMBER TO

1. Start by sitting down and thinking things through.
2. Set an objective.
3. Write down your ideas as they occur to you, to help you structure your project.
4. Put together a team.
To do this, make contacts within and outside the RC/RC.
5. Draw up a checklist: a list of things to do against which to crosscheck what has been achieved, like a pilot just before take off.
6. Set deadlines. Decide when to go public. Make appointments, etc.
7. See if anything similar has already been done elsewhere.
8. Find convincing arguments.
9. Reread the Guidelines, in particular the section on the “Decision Pyramid”.
10. Manage your time and work to a schedule.

TRY NOT TO

1. Rush headlong into a project without a specific plan or objectives, thinking that generosity alone will see it through.
2. Act alone.
(Reread *A Memory of Solferino*: the first thing Henry Dunant did was to ask civilians for help).
3. Forget to report on what you do
(to the local committee or other Movement organs).
4. Underestimate the difficulties.
5. Overestimate the difficulties.
6. Believe that your idea is fantastic and that those who don't share it don't know what they're talking about.
7. Think you're the only one taking initiatives.
8. Be overwhelmed by pessimism.
“We don't have the resources”,
“They'll never agree”.
9. Renege on your commitments or let people down, either volunteers or the beneficiaries.
10. Say “*I don't have time*”: when you're well-organized, you can always find the time.

LEADERSHIP CAN'T BE IMPROVIZED!



III - HOW TO LEAD A TEAM?

1 - THE SKILLS REQUIRED

Every group needs leaders that fulfil their responsibilities. Although there are different styles of leadership, all leaders need to have certain qualities. Surveys of the people to be lead, no matter what the context (company, educational, association, family, etc.), show that those qualities are always the same.

VITALITY

The group reflects the image you project.

If you are unenthusiastic, the group will grow bored.

If, however, you are dynamic, it will be full of vitality.

LISTENING SKILLS

As a leader, do not monopolize speaking time.

The group, the participants need to be listened to... and the ideas they express may be extremely relevant!

Your role is to help them express themselves and make sure that each and every group member participates so as to bring the group to share roles and responsibilities.

AN OPEN MIND

Respect opinions that differ from yours.

Be willing to listen to any proposal or initiative.

TEACHING SKILLS

Use simple and fun methods.

Illustrate the presentation of topics with specific examples.

Use varied means of support: images, video films, posters, role playing, etc.

These are all ways of promoting teamwork and helping the group function smoothly.

Youth Leader

SET THE EXAMPLE

Before asking the group to do something, ask yourself whether your request is reasonable.

For example:
can I ask someone to clear up their stuff if I leave my things lying around?

FORESIGHT

Plan the stages... including potential obstacles.

Anticipate the questions and difficulties that might arise.

Think about how to deal with them.

ORGANIZATION

Coherent ideas, planning and time management are essential.

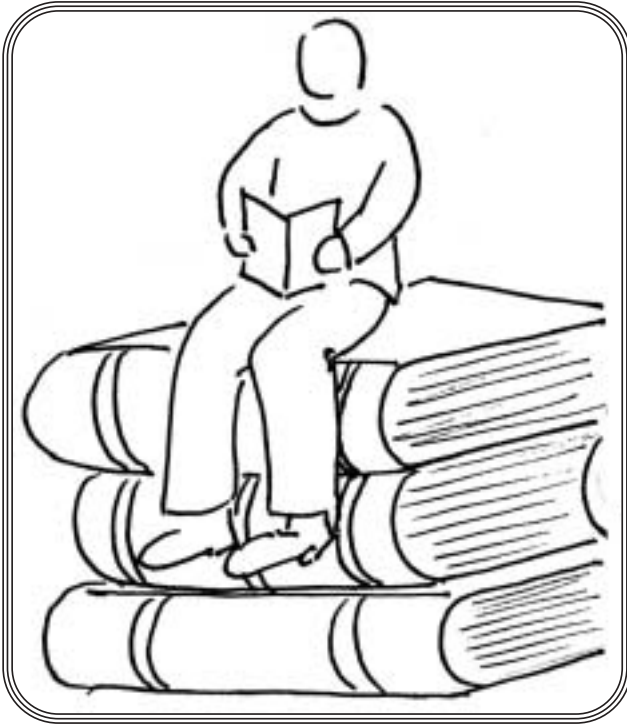
You are the guarantor that the operation will run smoothly.

DEBATING SKILLS AND WILLINGNESS TO BE CONTRADICTED

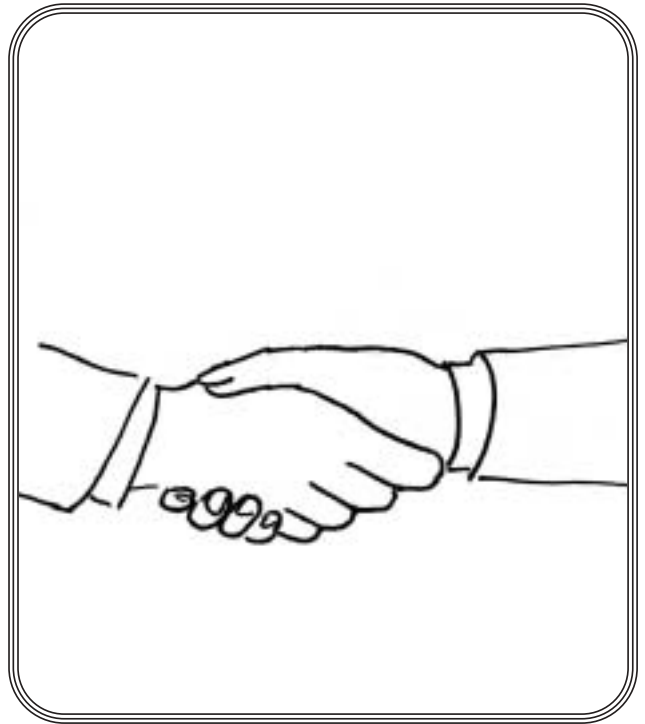
Justify your position and agree to discuss it, even with those who do not share your point of view.

THE STRENGTHS OF A YOUTH LEADER

KNOW-HOW



KNOW HOW TO ACT



KNOW HOW
TO GET THINGS DONE



KNOW HOW TO PASS
ON INFORMATION



The strengths of a young leader: the four skills of quality leadership

TECHNICAL SKILLS

=> KNOW-HOW

You must have:

- pure knowledge of the Movement's principles, its history, how it functions...,
- technical knowledge of the function being discharged (medical, computer technology, accounting, logistics, etc.).

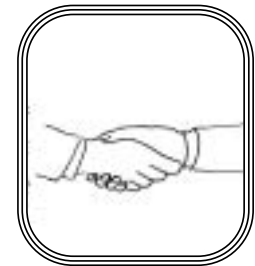


A FEEL FOR HUMAN RELATIONS

=> KNOW HOW TO ACT

This means you have to know how to:

- create links, empathize (put yourself in the other person's shoes),
- make people feel at home, be consistently good-humoured, friendly, warm, even-handed.



TEACHING SKILLS

=> KNOW HOW TO GET THINGS DONE

You must be able to:

- transmit knowledge,
- teach new methods,
- delegate tasks that will allow volunteers to grow and become autonomous.



COMMUNICATION SKILLS

=> KNOW HOW TO PASS ON INFORMATION

You must:

- be able to communicate in the broad sense,
- be able to speak in public,
- master interview techniques,
- be willing to transmit and share information.



**If one of these four sets of skills is missing,
the quality of leadership may be diminished
and the relationship with the group can deteriorate,
the very role of leadership can be put in doubt.**

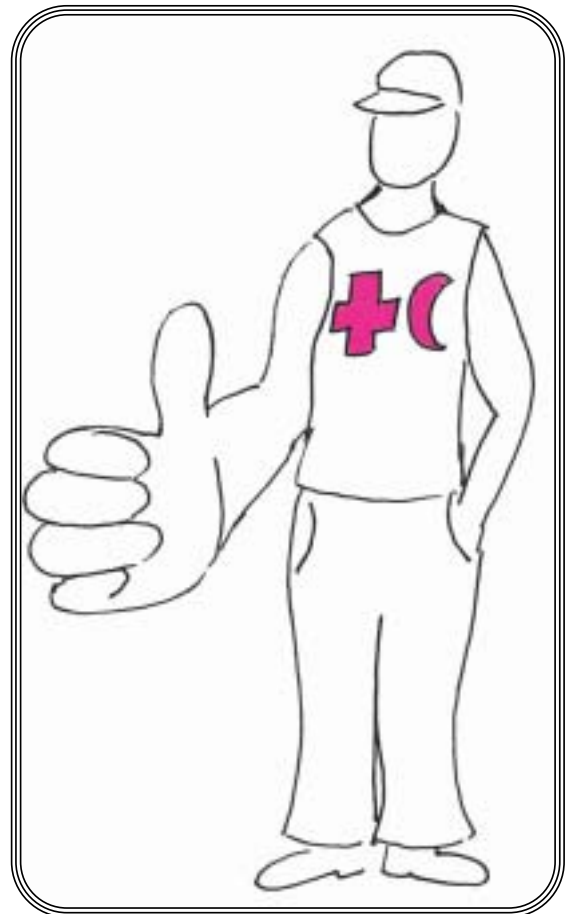
2 - MOTIVATING THE VOLUNTEERS

The group's motivation is more or less directly proportional to that of its leader. No group starts out better than any other; experience and the social sciences have taught us that the group's vitality depends on the quality of its leader. This has been observed in all sorts of social structures (families, schools, sports, associations, companies, etc.).

**THE MOTIVATION OF A GROUP IS NEVER THE RESULT OF CHANCE;
IT DEPENDS ON VERY SPECIFIC THINGS.**

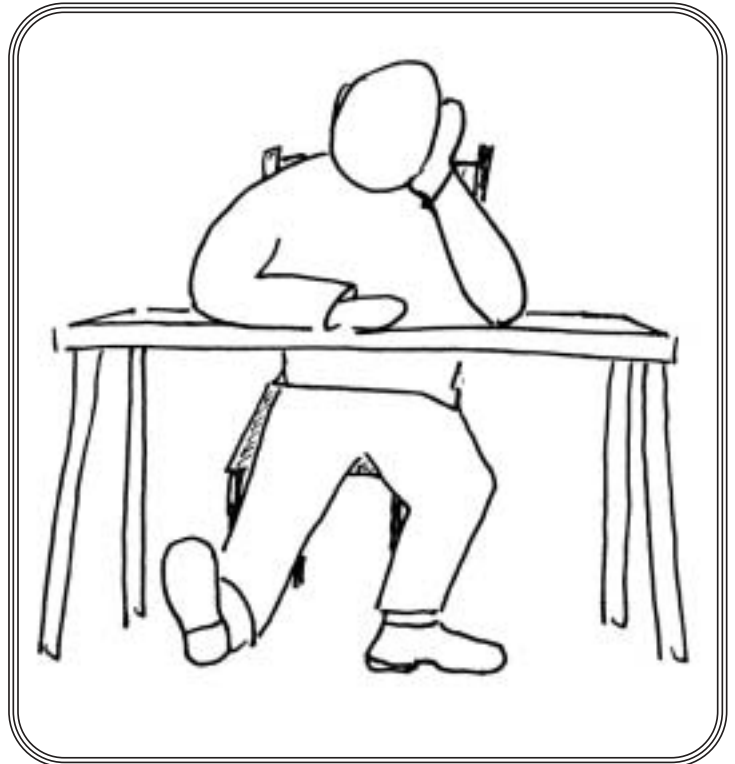
A. How to motivate a group

- Project a dynamic, enthusiastic, keen image.
- Greet the participants warmly.
- Display great evenness of temper.
- Spell out the objective, say it, write it down, repeat it.
Make sure it is clear to all.
- You have excellent listening skills:
observe group phenomena and reword what others have said.
- Be systematically positive.
Praise what works, try to put what doesn't in perspective.
Give the volunteers positive messages : *"thank you"*, *"bravo"*, *"very interesting"*, *"excellent"*, etc.
- Require the participants to be creative.
- Make sure everything is ready, not only who does what when,
but also all the material needed.
- Be clear about what will happen next.
- Make sure that no meeting ends without some form of decision.



B. How to discourage a group

- Speak in a monotonous, unvaried, sad tone of voice. Appear not to believe in what you're saying.
- Show no interest in, pay no attention to the participants. Do not face the group.
- Allow your anxiety, worry, stress to show.
- Do not define an objective, or do not make sure everyone has understood what that objective is.
- Follow one track only: your own!
Take no account of the observations of others.
Do not call on the volunteers' initiative.
Do not trust them.
- Believe that if people are volunteers, they need no words of recognition, encouragement or congratulation.
- Be negative. Overemphasize what does not work. Overuse expressions like “a little”, “maybe”, “no way”, “hard to say”, “no time”, etc.
- Tend to improvise rather than prepare. But beware: a failed meeting can have serious repercussions (discouragement, demobilization, etc.).
- Forget to sum up and share the results.
- Neither sum up nor give any concluding remarks at the end of meetings.



3 - PROVIDING FOLLOW-UP, EVALUATING WHAT HAS BEEN DONE AND SUMMING UP

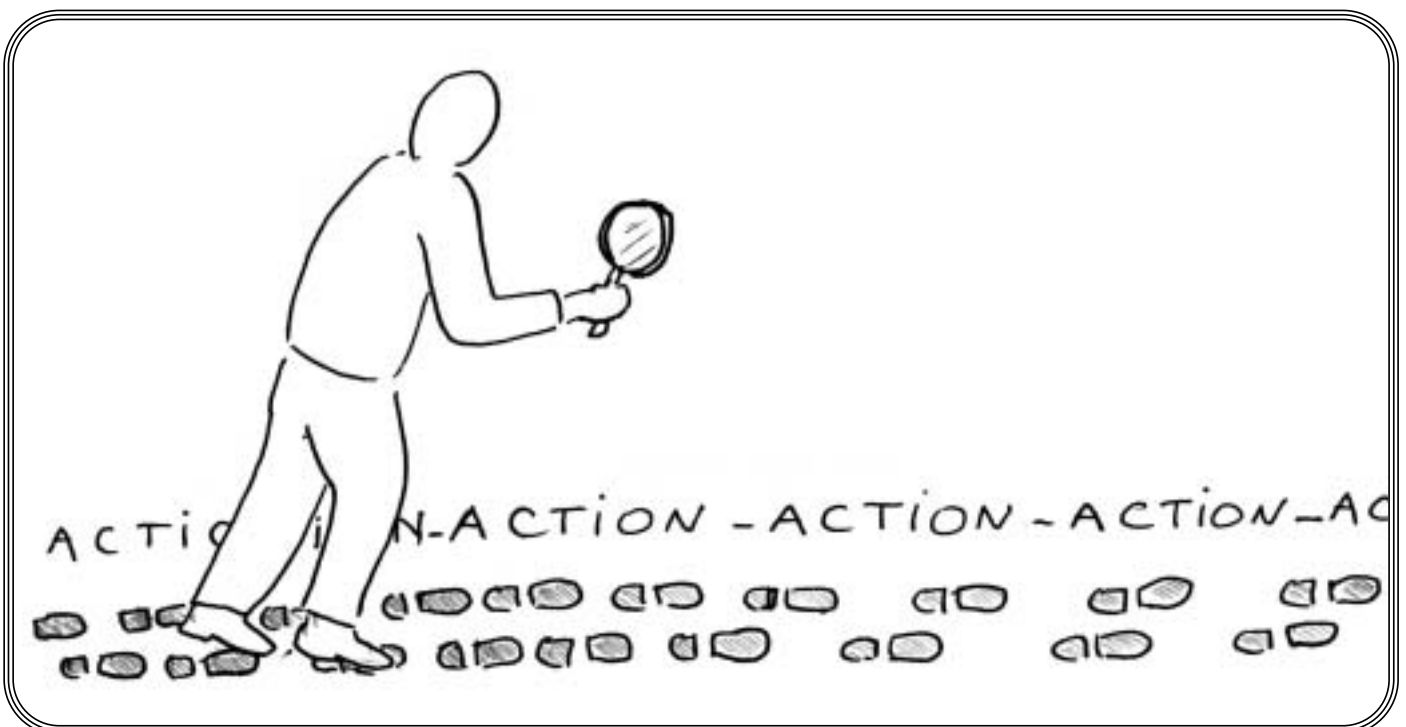
A. FOLLOW-UP is the process by which an activity is continuously monitored and observed.

=> It includes collecting data on:

- the qualitative and quantitative aspects of achievements,
- the methods used,
- the schedule,
- the use of material and human resources,
- the impact on the social and cultural environment.

=> It is based on:

- verifiable indicators,
- the examination of conflicting hypotheses.



B. EVALUATION is the assessment of an activity in terms of:

- the objectives set,
- its impact,
- its implementation,
- the effect on the environment.



By combining internal and external evaluations,
you can obtain different perspectives
and useful information for decision-making.

C. The SUMMARY REPORT is the report on an activity.

=> It comprises:

- defining the main lines of the activity,
- describing the different stages,
- analysing the results.

=> It must be:

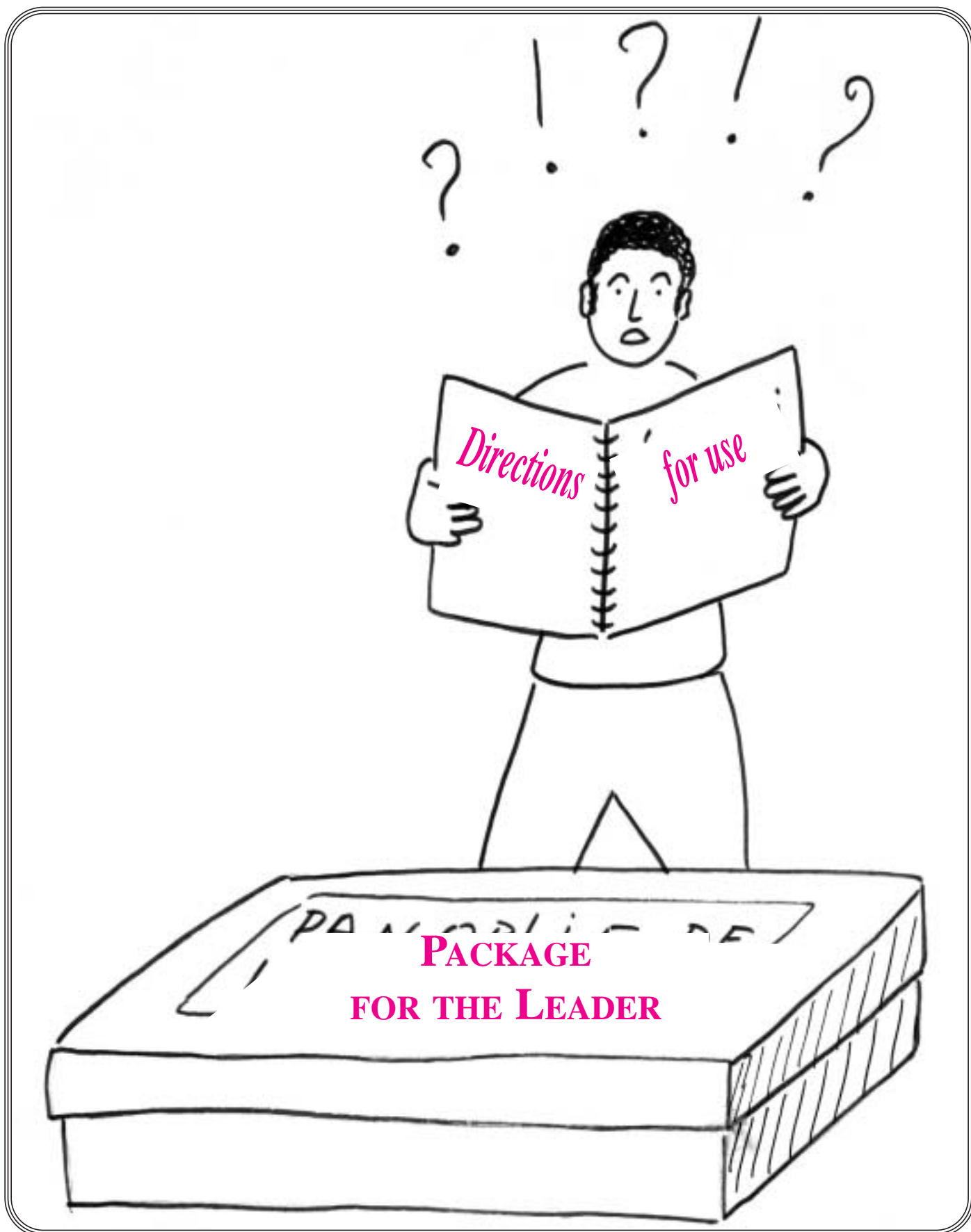
- objective and concrete => it is a list of facts,
- a reflection of reality => be wary of interpretations,
- concise => include only essential information,
- understandable to all => use simple vocabulary and short sentences.



The summary report is an essential **WRITTEN RECORD** that has two purposes:

- to communicate information,
- to provide a **MEMORY** of the group's activities.

THE KEYS TO SUCCESS



IV - HOW TO LEAD?

1 - PREPARING THE MEETING

A. THINK in terms of “objective”

The first question you have to ask yourself is: “*What is my objective?*”
A meeting may cover several topics, but it usually has only one objective.

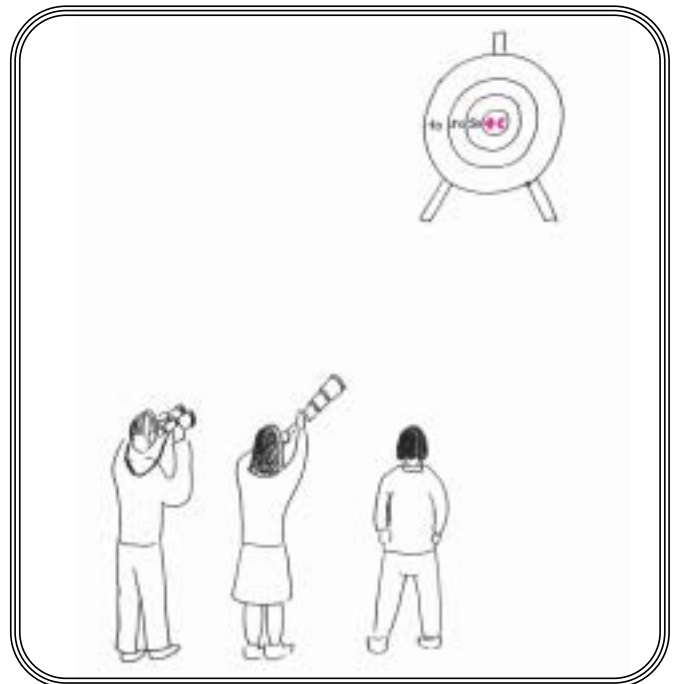
The objective of the meeting is **THE FUNDAMENTAL IDEA THAT YOU SEEK TO TRANSMIT AND SHARE.**

The objective may be:

- **TO HEIGHTEN** the group's awareness of an issue
- **TO INFORM** it of a new notion
- **TO REORGANIZE** a group
- **TO MOTIVATE** a group for an activity
- **TO SETTLE** a dispute
- **TO DECIDE ON** a partnership
- etc.

The topics may be:

- an overview of an activity undertaken
- the organization of an activity
- consideration of future action
- transmission of information
- etc.



The more objectives a meeting has, the greater the risk that it will not be focussed and the vaguer the participants' memory of it will be.

=> LIMIT THE NUMBER OF OBJECTIVES FOR A MEETING

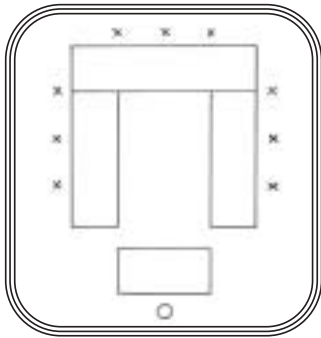
**AN OBJECTIVE
IS STATED LOUD
AND CLEAR
AND SHARED.**

B. FIND OUT how big the groups are

You have a group once you have three people (two people are usually in an interview situation).

How you lead the group depends on how big it is.

Small group: 3-14 participants

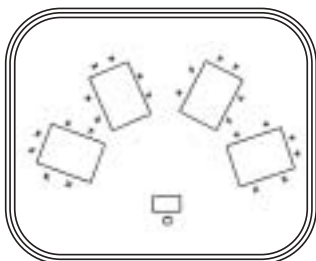
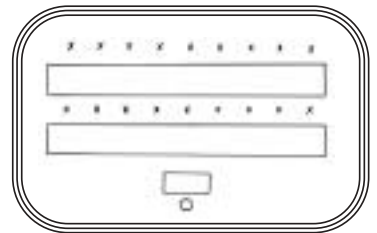


True debate and exchange.

It is possible and easier to get everyone's opinion.

Mid-sized group: 14-24 participants

The relationship between the leader and the group and between the participants is different, as are the room arrangements. To facilitate the work, exchange, to make it easier for everyone to contribute, organize the participants into subgroups of 5-6 people with a rapporteur.

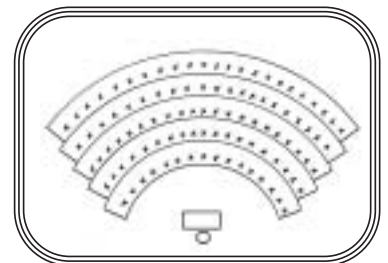


Large group: 24-40 participants

The participants can be seated in rows like at school or in half-circles like in a small amphitheatre. If 40 people are seated in a circle, some of them will be too far from the others for a good exchange of views. As the leader, you face the group.

Very large group: from 40 to several hundred participants

This is a conference situation (large hall, auditorium). It is impossible to individualize participation. It might be a good idea to use communication aids such as slides, films, overheads - a sound system is a must.



Of course, the bigger the group, the more important the role of the leader!

C. WATCH your behaviour

The group reflects the leader.

There is a direct link between your behaviour as leader and the group's behaviour. Your state of mind, level of energy and style of leadership influence the group, the participants' enthusiasm, their energy, the degree to which they share roles and responsibilities.

Don't take the group's attention for granted, you have to earn it!

EVERYTHING COUNTS!

Your voice: you have to be heard by everyone

- => speak facing the group, don't turn your back to them,
- => speak clearly.

The tone of voice: avoid boredom

- => vary the tone of voice with the message,
- => adapt it to your listeners.

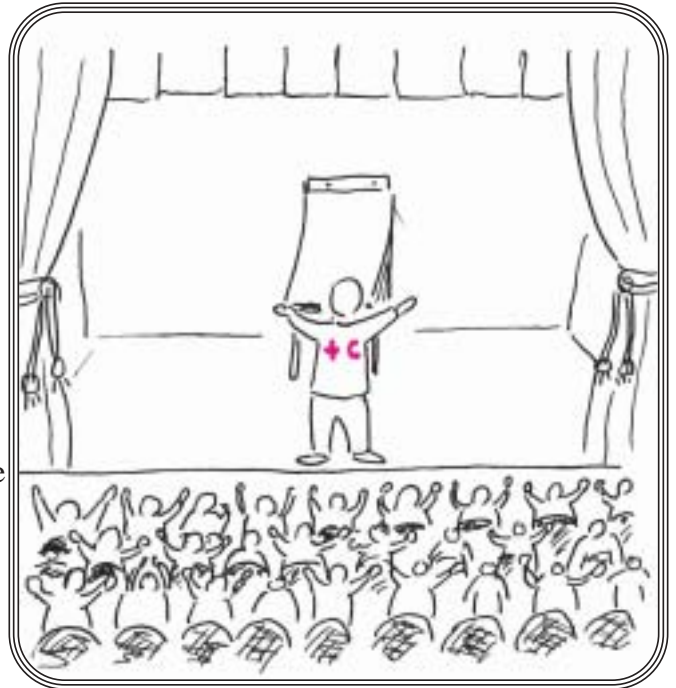
The pace: watch how fast you speak

- => too slowly and you'll lose them,
- => too quickly and your message will be lost.

Your posture and gestures: your body language betrays your state of mind

- => if you let them see that you are worried they won't trust you,
- => if you are energetic, they'll take action.

How you move: move around to adapt the message to the size of the group.



Eye contact: look at your listeners, do not read out a prepared text.

Sum up: you make sure that the group has understood => reword essential ideas after each point has been dealt with and at the end of the meeting.

Ask questions => to make sure everyone participates, ask questions that give rise to discussion.

Theatrics: catch your listeners' attention => “dress up” your statements.

Be funny: a dose of humour can keep your listeners' attention and motivate them => make them laugh and smile, but don't overdo it!

IMPORTANT: Throughout the meeting, observe the group and assess the level of attention and comprehension by noting indications such as: various movements, note-taking, chatting, expressions of approval or surprise.

**LISTEN NOT JUST WITH YOUR EARS
BUT ALSO WITH YOUR EYES!**

2 - TRANSMITTING A MESSAGE

A three-step teaching process

BEFORE

1. **Define** your objective and clearly identify the message to be put across.
2. **Choose** the method of instruction:
 - * individual, collective exercises or group work,
 - * role-playing,
 - * examples, anecdotes, etc.
3. **Prepare** the material needed: visual aids, photocopies (experiences of other National Societies, RC/RC texts, etc.), props.

DURING

1. **State** the group's objective.
2. **Foster** a friendly and pleasant atmosphere.
3. **Base** the work on the participants' knowledge and perception of the subject.
4. **Analyse** the needs expressed.
5. **Encourage** everyone to participate.
6. **Respect** everyone's opinions => accept differences of opinion, reasoning, knowledge (no value judgements).
7. **Promote** the exchange of views.
8. **Check** whether the objective has been met, remembering to measure the group's degree of satisfaction.
9. **Assess** the level of:
 - * understanding,
 - * assimilation,
 - * acceptance.
 Complete? Partial? Non-existent?
10. **Plan** to prolong the meeting, if required.

AFTER

1. **Plan** for optional follow-up to the evaluation.
2. **Provide** for monitoring and supervision.
3. **Set** a timetable.

N.B.: Should you wish further details, go to part VI/2 “Presenting a project”.

3 - ADAPTING THE MEETING

There are five kinds of meeting, depending on the objective.

1. TOP-DOWN MEETING

Objective: To transmit information.

Technique:

You speak, the group listens. The group is not necessarily homogenous. You do not require the participants' active participation, but, at the end of the meeting, you can check whether or not they have understood by inviting them to ask questions (if the group is not too large).

2. BOTTOM-UP MEETING

Objective: To collect information.
To dissect a problem.
To sum up an activity.

Technique:

You say little, you are content to give the floor to others (make sure the participants feel like speaking), to rephrase the ideas expressed, to sum up.

3. MEETING TO MOTIVATE OR CONVINC

Objective: To gain acceptance for something.
To heighten awareness of an issue.
To remobilize a group.
To develop momentum.

Technique:

Use the techniques mentioned above (bottom-up and top-down) for the purpose of transmitting the message and gaining the participants' acceptance of it.

This type of meeting is not suited for a group of more than 20 people. Take special care in the preparation, both in terms of form and substance.

Your introduction (see section IV/2) is vitally important.

4. MEETING OF AGREEMENT OR NEGOTIATION

Objective: To reach a compromise.
To take a collective decision.
To discuss a matter of dispute.

Technique:

Show that you want to reach a conclusion. Ask for and respect everyone's point of view.

Frequently re-express what others have said so as to keep things moving.

Conclude the meeting by mentioning even the most minor points of agreement.

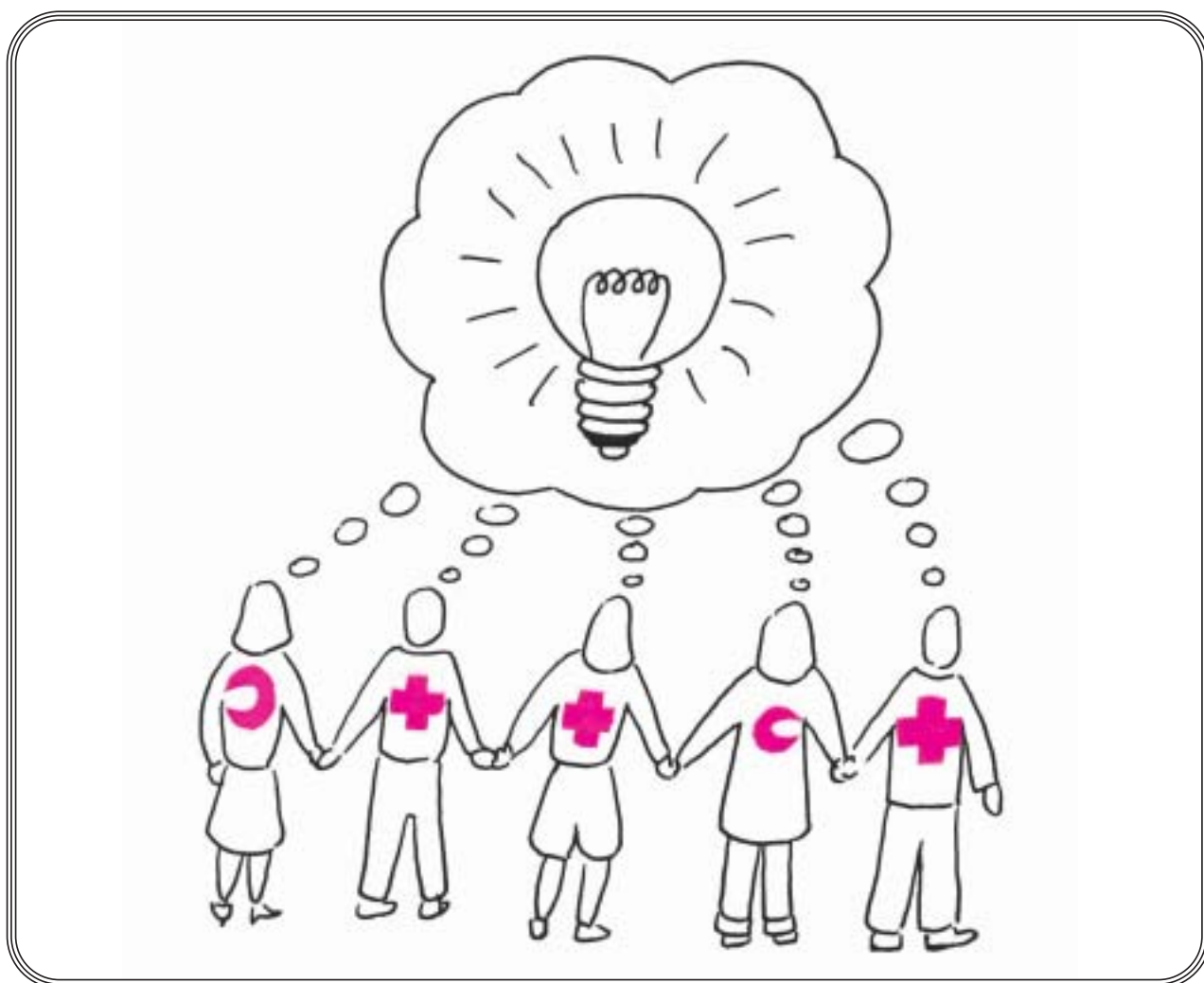
5. BRAINSTORMING

A meeting held for creative purposes, to come up with new ideas.

It is usually a short working session (at most half an hour) held to stimulate the participants' imagination and creativity, notably by the association of ideas.

Objective: Inventory situations

- look for topics,
- list problems (or solutions!),
- seek innovative and original ideas.



**An individual can come up with 12-20 new ideas every hour,
a group with 150-200!**

There is an increase not only in quantity but also in quality.

How to lead a brainstorming session

1. WRITE THE TOPIC TO BE DISCUSSED ON A BOARD/FLIP CHART

so that the participants have it in front of them throughout the meeting.

2. WRITE DOWN THE FIVE RULES TO BE FOLLOWED DURING THE CREATIVE PERIOD

(about 20 minutes) and do not hesitate to remind the participants of them if necessary.

- Do not criticize ideas (one's own or someone else's).
- You can say **anything** you want.
- The number of ideas is more important than how good they are.
- Do not hesitate to combine one idea with another.
- The ideas will be sorted and analysed only after the 20-minute creative period is over.

3. USE A FLIP CHART TO LEAD THE SESSION

Write down each idea as it comes up, in any order.

4. YOUR LEADERSHIP MUST BE ULTRA DYNAMIC

- Never allow a moment's silence.
- Stick to the topic.
- Constantly stimulate and encourage the group.

5. PROCESS THE DATA COLLECTED

When the time is up (you can use a watch alarm to signal the end of the creative period), stop the group.

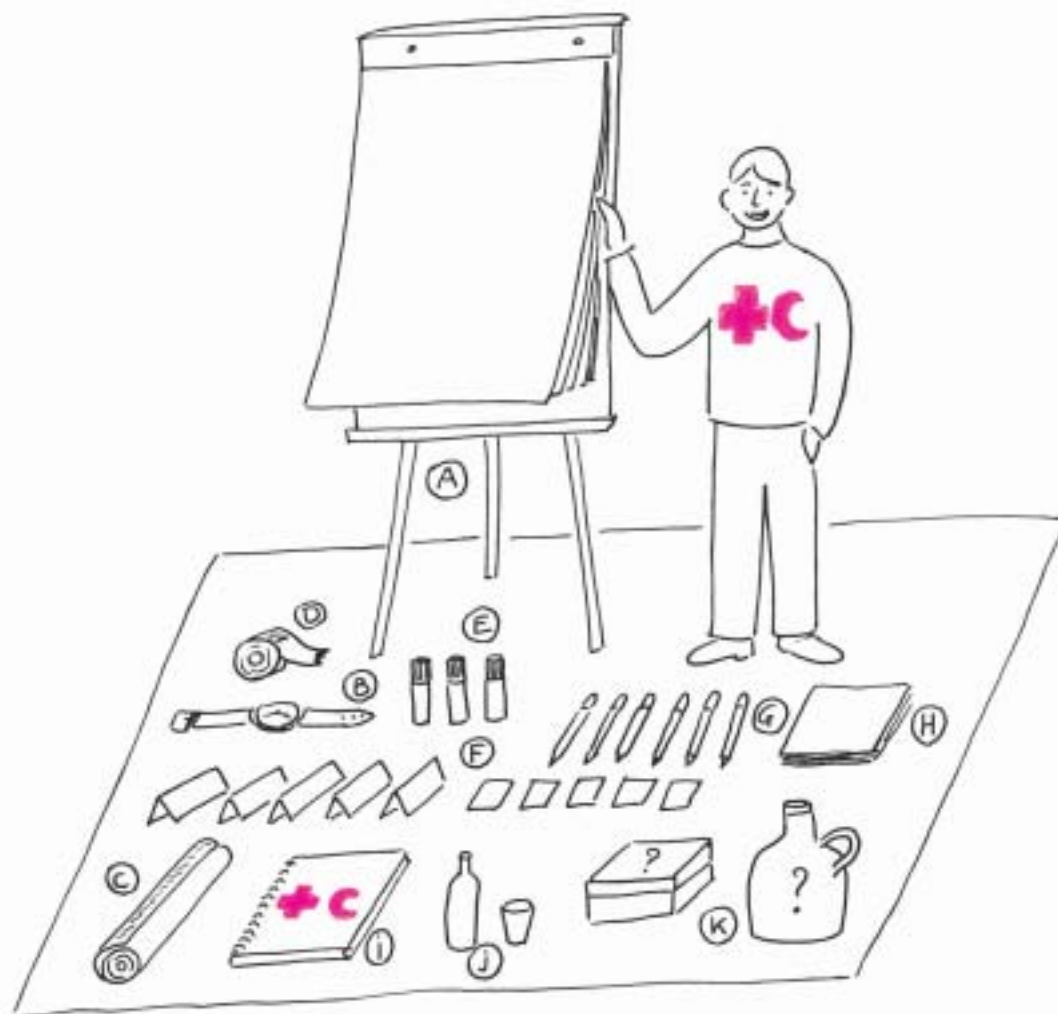
You can then proceed in one of several ways:

- Study each idea and examine whether or not it can be used.
- Each participant chooses one idea and defends it.
- Each participant votes for the three ideas he/she prefers.

4 - THE TEN “MUSTS” FOR EFFECTIVE LEADERSHIP

Meeting, training session, workshop, or any other event

CAREFULLY PREPARE YOUR PRESENTATION

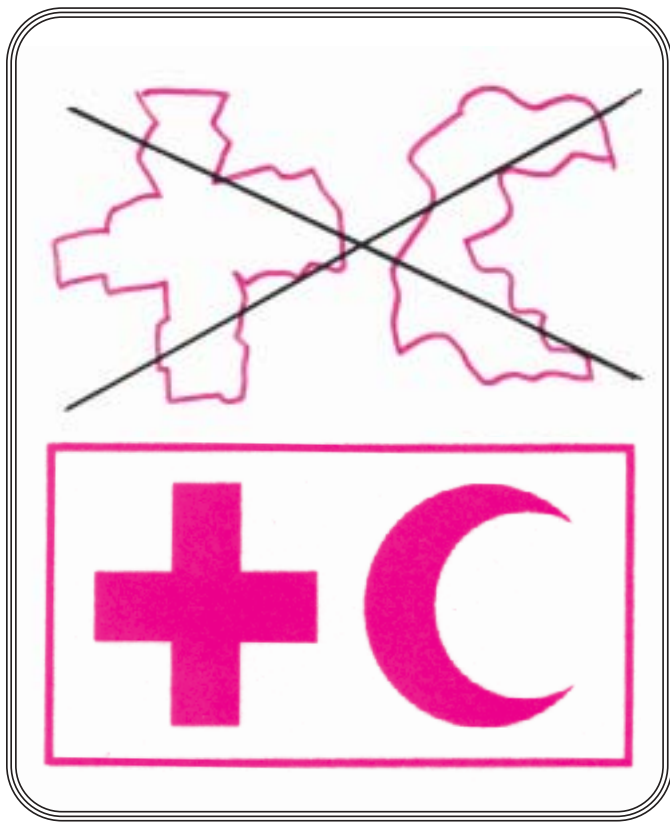


- A Flip chart: an indispensable training tool (if you don't have one, a blackboard will do)
- B A watch laid down in front of the discussion leader, a useful means of managing time
- C An extra roll of paper (you never know!)
- D Scotch tape
- E Markers (that work!)
- F Name cards for the participants (if more than 15: badges or stickers)
- G Pens
- H Paper (for those who want to take notes!)
- I Documents
- J Some water for the speaker (perhaps also for the participants)
- K A stock of good humour and an elixir of energy (to be used with moderation!)

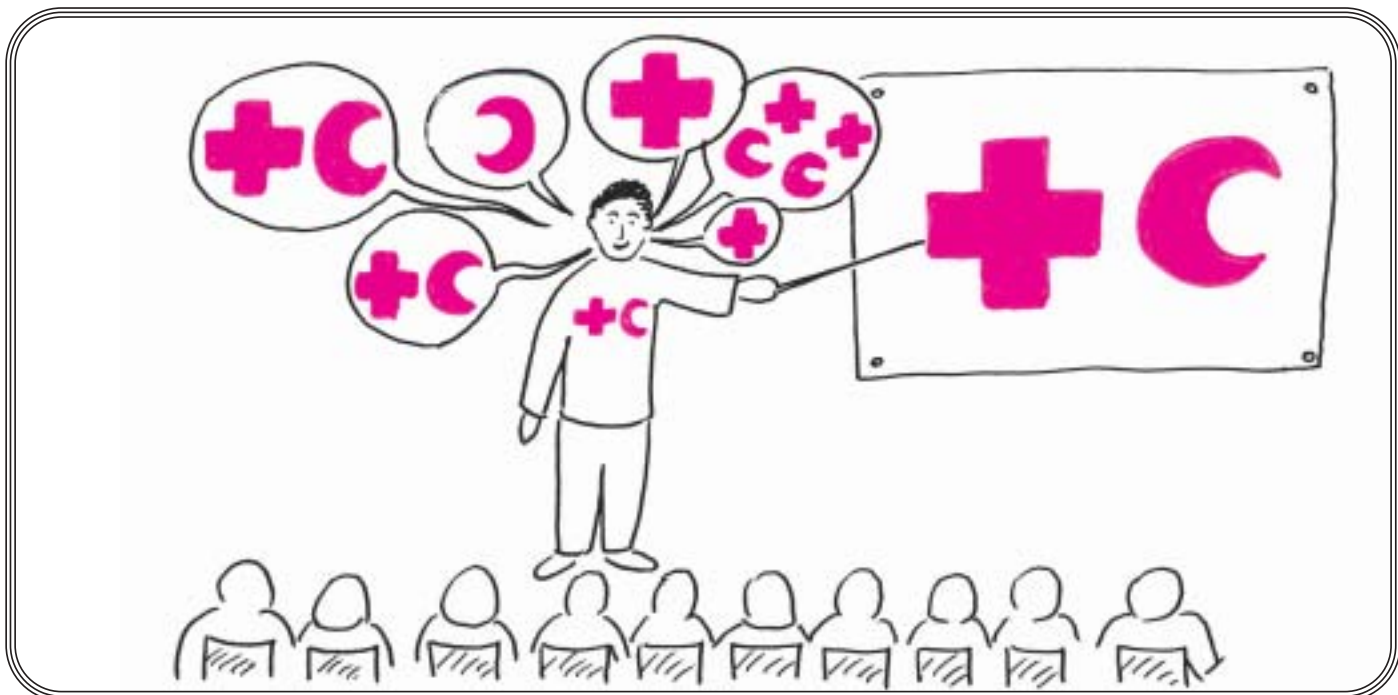
LISTEN



EXPLAIN THE MESSAGE



GIVE MANY EXAMPLES



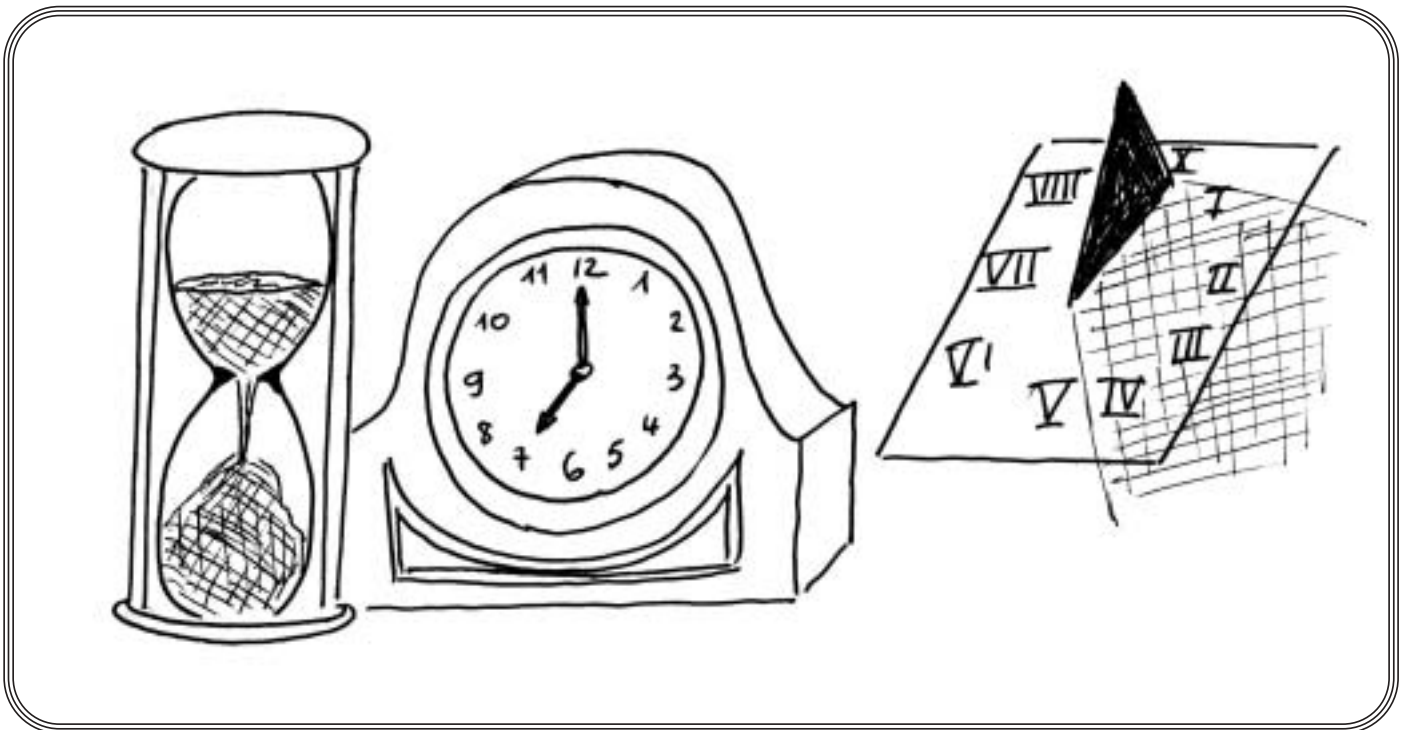
PROMOTE THE GROUP'S CREATIVITY



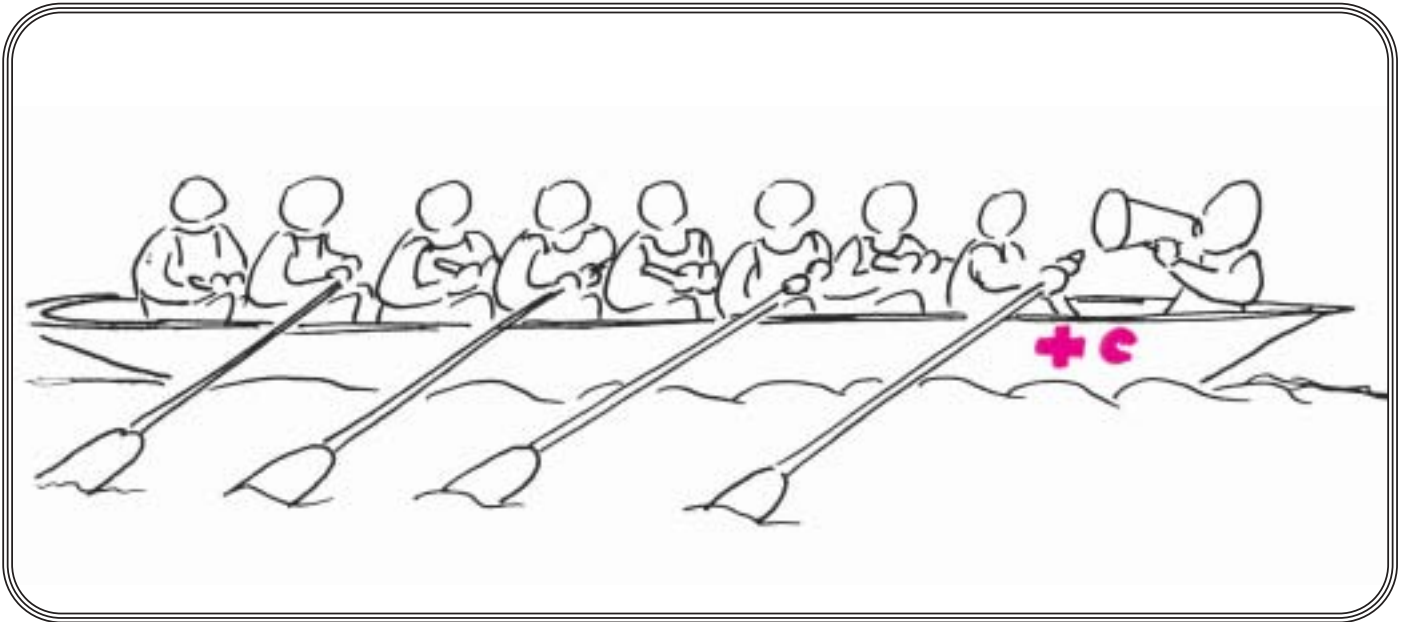
CLEARLY DEFINE THE OBJECTIVE



DON'T LOSE TRACK OF TIME



MOTIVATE THE TEAM TO ACT



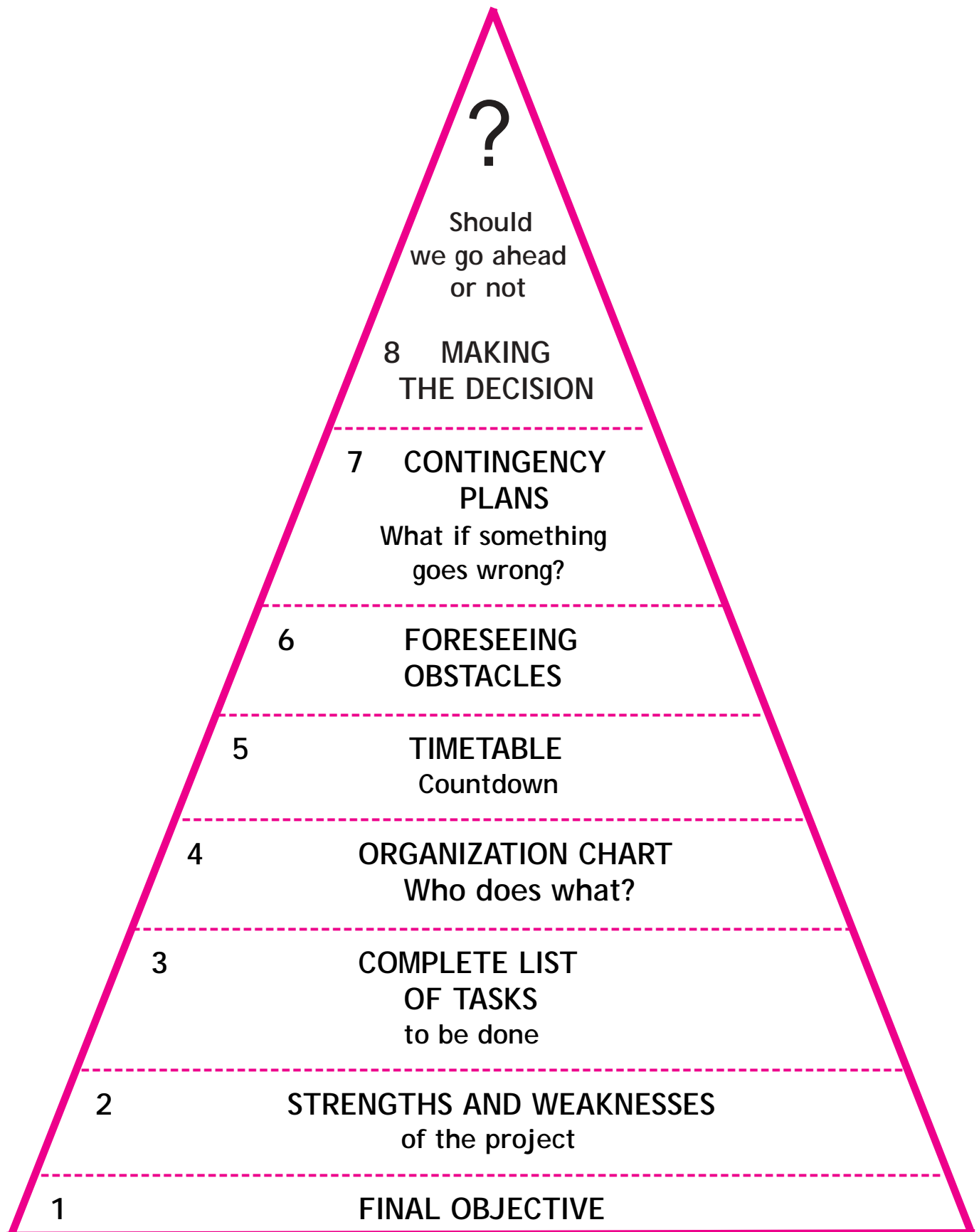
ENCOURAGE EVERYONE TO SPEAK UP



MAKE SURE THE DISCUSSION STAYS CALM



THE CHOICE IS UP TO YOU!



V - HOW TO DECIDE TO TAKE ACTION?

1 - THE DECISION PYRAMID

(see figure)

By using the decision pyramid you set the conditions for implementing a project and can therefore think about how to achieve the objective.

The pyramid describes, step by step, the main things to be done before making a decision. It may be important to act, but it's just as important to think.

Many failures, both professional and personal (social or family life) can be put down to the fact that the decision to act was taken without considering all the consequences.



**Working your way through the decision pyramid
is a bit like carefully plotting a strategy.**

2 - HOW TO USE THE DECISION PYRAMID

1. Final objective

The volunteers at a local Red Cross or Red Crescent branch have surveyed the **needs**:

- for an adult, mainly female target group **to learn how to read and write**
- for **educational support** for a preteen and teen-aged target group (10 - 16-year-olds)

Objective => implement two projects:

- 1/ A literacy programme: about 20 people
- 2/ School support: about 30 young people

2. Strengths and weaknesses

STRENGTHS

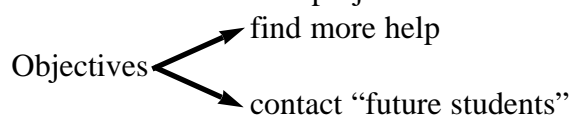
- 5 RC/RC volunteers strongly motivated by this kind of work.
- Of the 5:
 - * 1 secondary school maths instructor,
 - * 1 primary school teacher.
- Availability of two committee rooms able to hold 20 and 12 people respectively.
- Possibility of help from the local committee.
- A nearby local committee has been running a similar programme for two years.
- Advice and support from the International Federation of Red Cross and Red Crescent Societies.

WEAKNESSES

- Shortage of premises.
- 3 volunteers with no teaching experience.
- No documents, manuals or handbooks.
- A similar project launched 5 years previously failed as those in charge gradually lost interest.
- No funds for the time being.

3. List of tasks to be done

- Analyse the exact causes of the previous failure 5 years ago, so as not to make the same mistakes and to learn from what did go right.
- Look for partners (local associations, schools).
- Train the three inexperienced volunteers.
- Look for extra premises.
- Look for school materials (contact RC members and other associations).
- Look for associations or local RC/RC committees who have run similar projects.
- Public relations on the project.



4. Who does what?

Defining everyone's responsibilities.

Every point listed under No. 3 above must be the responsibility of one or several volunteers (specify each volunteer's role and responsibilities).

E.g.: *"I'll be in charge of creating posters and putting them up in neighbourhood shops."*

5. Timetable

Planning the project over one year:

- Frequency of the courses (once a week for 1-and-a-half hours per course).
- Time required before the project proper can be launched: one month (another timetable will be needed for the tasks to be done during that month).

6. Foreseeing obstacles

- Not enough rooms.
- One volunteer leaves the project (who will replace him or her?).
- The difficulty of getting as many handbooks as there are participants.

Of each obstacle, ask yourself:

"Is it absolutely impossible to overcome?"

7. Contingency plans

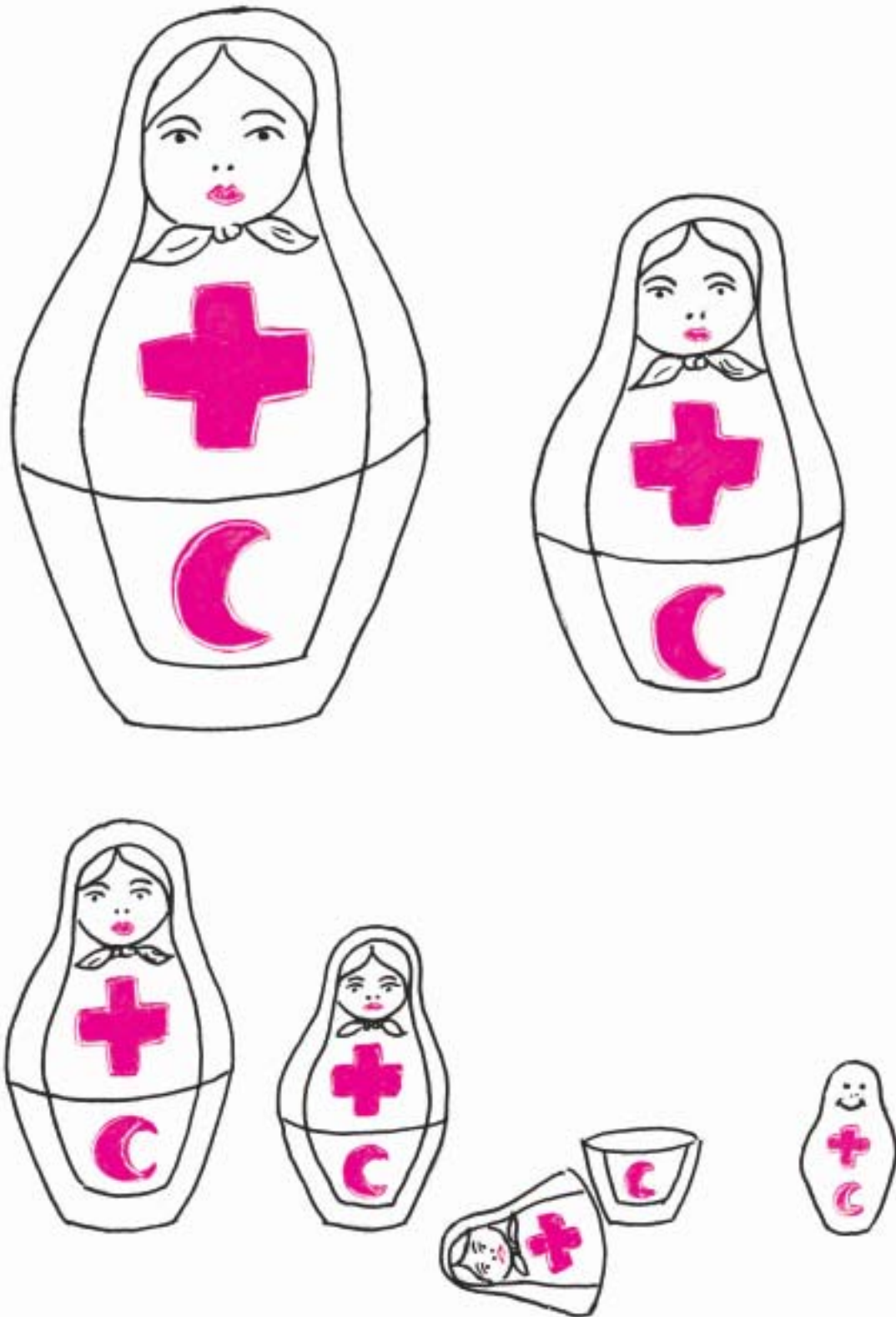
If the project can't go according to plan, you will need an alternative to fall back on. Well-organized people are rarely caught by surprise.

When drawing up a project you almost always realize that there are obstacles to its implementation. Most obstacles will soon fall, however, in the face of strong determination.

**Choosing a modest objective
will increase your chances of success!**

**(In the above example, the project could very well start
with groups of 5 to 7 people)**

MOBILIZE THE POWER OF HUMANITY



VI - HOW TO ESTABLISH AND NURTURE PARTNERSHIPS?

1 - THE PARTNERS

**The young people of the Red Cross and Red Crescent
are not alone!**

A. Within the Red Cross and Red Crescent Movement

You can count on all kinds of internal support.

Remember **the Movement's components** and their missions.

National Red Cross or Red Crescent Societies

- Humanitarian aid in time of peace and during armed conflicts.
- Local social support.
- Dissemination of international humanitarian law.

International Federation of Red Cross and Red Crescent Societies

- National Society capacity-building.
- Coordination of operations in the event of natural disasters.

International Committee of the Red Cross (ICRC)

- Central Tracing Agency.
- Visits to persons deprived of their freedom.
- Medical activities.
- Dissemination of international humanitarian law.

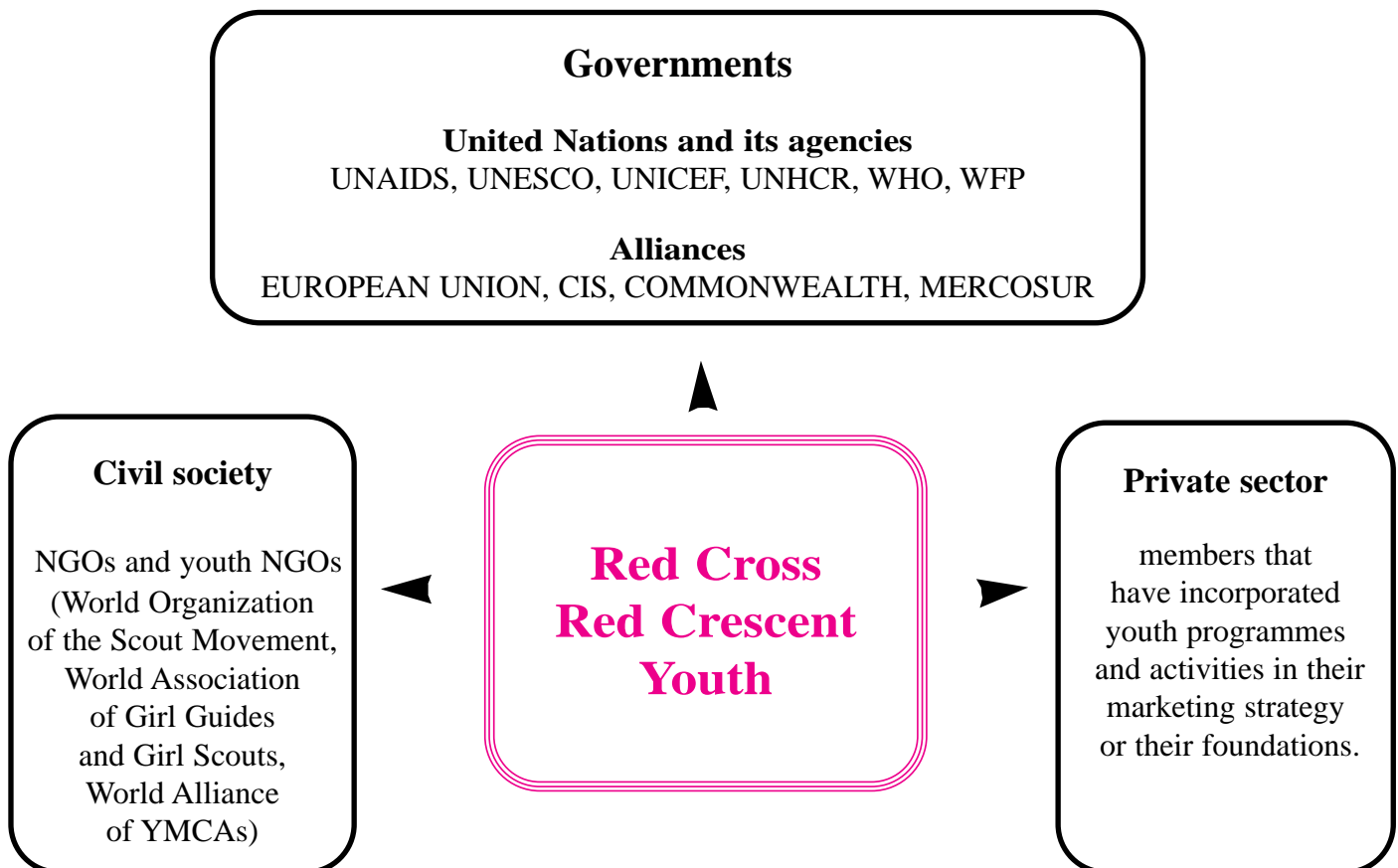
In your National Society, you can get help, advice, allies, support and ideas:

- from the volunteers,
- from your local committee,
- from other local committees,
- from the regional district,
- from the national board.

B. Outside the Red Cross and Red Crescent Movement

As a Red Cross and Red Crescent Youth member, you are at the heart of a junction between different partners.

The position of Red Cross and Red Crescent Youth in partnership



Beware! This junction can take you in the direction of:

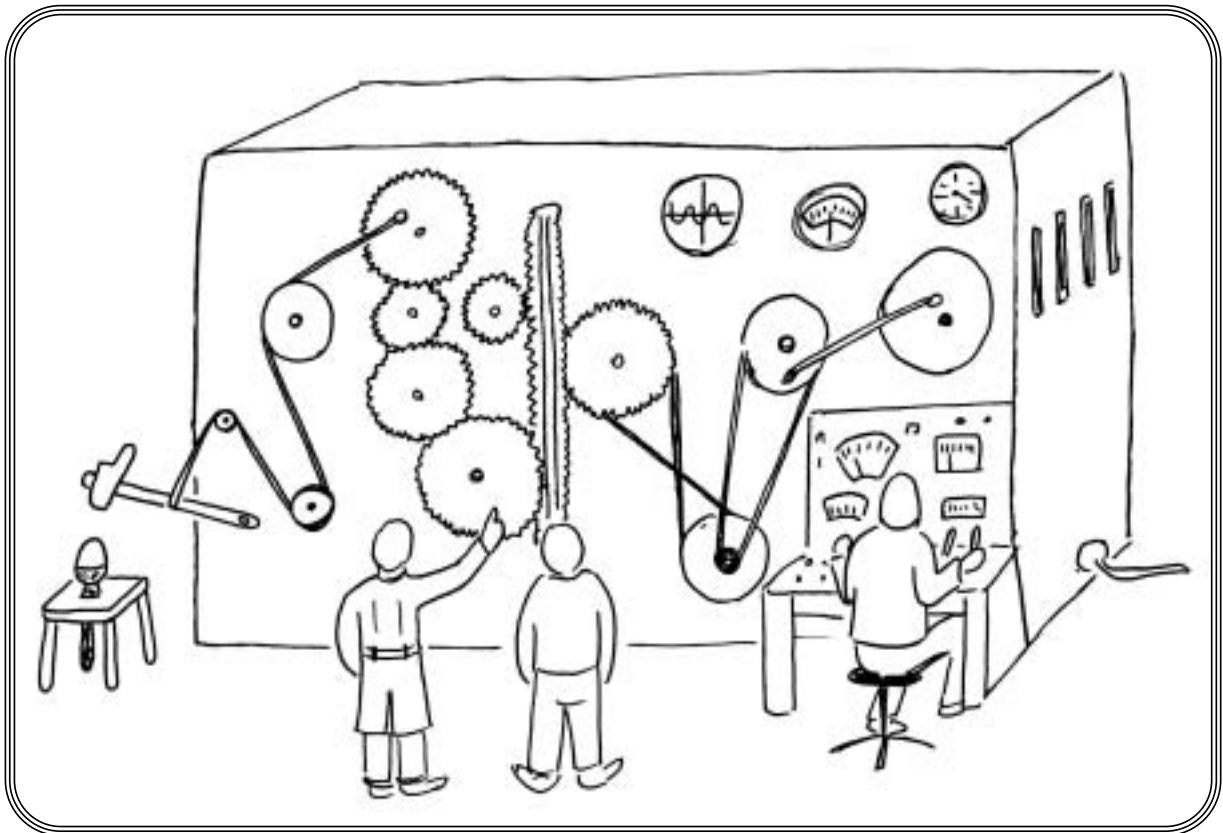
1/ Cooperation leading to:

- stimulation,
- the establishment and follow up of networks,
- shared training,
- advocacy,
- the creation of new tools and indicators...

2/ Competition with other youth organizations to obtain means (funds, human resources, etc.).

2 - PRESENTING A PROJECT

When presenting a project, you may face a large or small audience, you may even have to convince a group of people whose interest is relative.



Here are some ideas and suggestions for convincing them

A. Specific preparations

- Prepare your subject thoroughly (see the decision pyramid V/1 on p. 26) and be in the proper frame of mind (see IV/1 p. 17).
- Practice in front of a friendly audience, asking it to make all possible objections. That's the best way to overcome stage fright and to time the presentation.
- Take special care in preparing the introduction.
A compelling introduction will whet the audience's appetite for more.
- Take just as much care with the conclusion.
Leave your audience with the main point ringing in their ears.

B. The presentation itself

1. INTRODUCTION

Breathe deeply before beginning in order to relax and look at ease.

=> **Greetings:** *“Good morning, everyone...”*

Face the audience, whether it's one or several people. Look at everyone and don't show signs of nervousness (even if ...). Try not to read from your notes.

=> **Thanks:** *“Thank you for coming...” - “Thank you for giving me your time, for having invited me...”*

=> **You:** if the audience doesn't know you, take a few minutes to introduce yourself. People like to know who they're dealing with : *“My name is... I have been a RC/RC member since...” - “I have had several missions...” - “I am presently in charge of...”*

**Go through the above steps if the audience does not know who you are.
Take the following steps in all cases.**

2. WHAT? WHY? HOW?

Every audience wants the answers to three questions as quickly as possible.

=> **What?** The subject of your presentation - The objective of the meeting.

“I will be speaking to you about / We will be discussing” (You may have to remind the audience during the talk as well). *“The purpose of today's meeting is to find funding for our food bank project”*.

=> **Why? THIS IS THE MOST IMPORTANT POINT OF THE TALK.**

IT MUST BE ESPECIALLY CAREFULLY PREPARED.

Your job is not just to convince your audience, but to sell them. Imagine you're a salesperson with clients. Your clients have to understand why they're concerned and why they have to get involved. By explaining “why”, you prompt them to act. *“Without funding, we won't be able to meet neighbourhood needs. They're counting on you. Nobody has ever really done anything for them before...”*

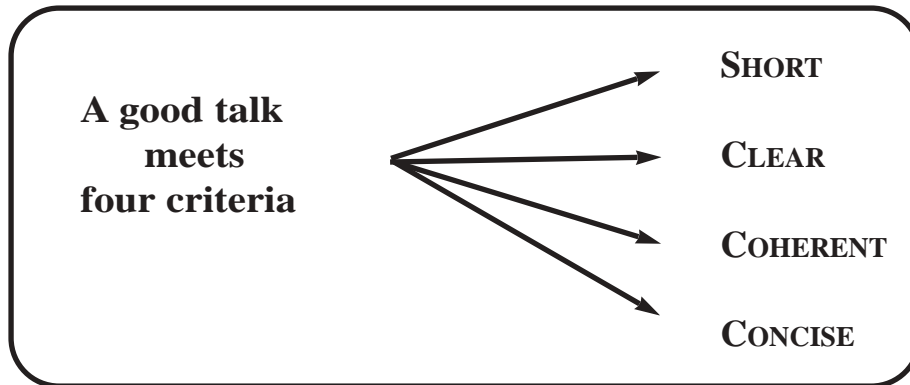
=> **How?** First, prepare all the technical aspects of the meeting: agenda, method (how to proceed), timing (how long will the meeting last?), rules of procedure.

“Since this meeting is so important, we will look at just one subject. I'll stand at the board for 15 minutes and write down all your ideas. Then we'll look at them one by one. Let's try not to all speak at once. Do you agree?”

A good introduction will lead the audience to conclude:

*“This is serious business,
the moderator know what she wants, she knows her stuff.
It's a good thing I came!”*

3. THE TALK



- * Put yourself in the shoes of a participant who wants to take notes.
Do you make it easy for him?
- * Don't be too technical.
Instead, keep your audience's attention by making comparisons, using quotes, examples and anecdotes, adding a pinch of humour.
- * Support devices (posters, overheads, films, photos, objects, etc.) are interesting because they make it easier to illustrate your talk. But don't allow them to talk for you!

4. THE CONCLUSION

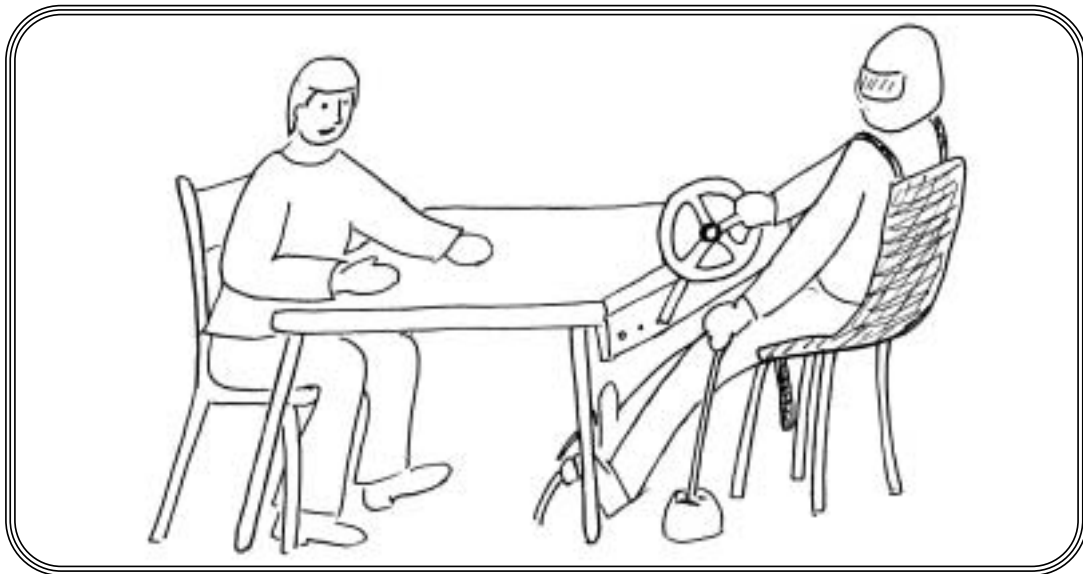
- * Sum up the main point or highlights of your presentation, using, for example, key words.
- * Do not hesitate to rephrase what you have already said.
"In short, our project has three basic motivating factors which are, as I have already mentioned..."

Finish with a strongly-worded sentence or a statement meant to impress:

"Finally, Ladies and Gentlemen, remember that it's not me who's counting on you, it's they who are counting on us!"

3 - CONDUCTING AN INTERVIEW

The purpose of a “good interview” is to get a clear grasp of the other person's feelings, to discover how he sees the situation. A so-called “face-to-face” interview has an essential motivating role. It is also extremely useful in other social situations.



A. A few pointers for effective interviews

- Introduce yourself.
- Be nice, be friendly.
- Beware of your own prejudices.
- Accept your counterpart's desire to remain silent (silence is also a means of communication).
- Take the lead: you're leading the discussion. The aim is not to be authoritarian, but to show that you know what you want to achieve.
- Do not be leading on the subject: make sure the interviewee can express what he wants to say. This will reassure him and make it easier for him to speak.
- In many cases, you would be well advised to take notes: it shows that you value what the other person is saying and lends a serious air to the interview.

**Never forget that the other person would always rather speak
about his problems than listen to yours!**

As the leader, make sure that you:

- **Understand the problem exactly as it is worded,**
- **Help look for and discern potential solutions.**

B. What not to do in an interview

=> Ask several questions at once

For example:

“When do you think you'll contact Mr X? Would you like me to go with you? Do you need any documents?”

Fear of silence often leads people to fill any lull in the conversation with countless questions that in fact only fluster the interviewee.

=> Ask questions that are too general or vague

For example:

“What do you think of the situation?”

“What are your feelings on ...?”

“What do you expect of the group?”

The answers to that kind of question will be nothing more than evasive judgements or ready-made opinions; they will provide no specific information on what the other person really thinks.

Example answers: *“It's fine”* - *“It's interesting”* - *“I'm worried”*

=> Ask impossible questions

For example:

“If you were in my place, what would you do?”

“What do you think our strengths are?”

An impossible question is trying for the other person because he isn't able to reply.

It may in fact upset him.

=> Ask leading questions

For example:

“Why are you afraid to speak in public? Are you unsure of yourself?”

“Do you think we won't meet our objective because we're a small team and we don't have the means?”

This kind of question in fact already contains the answer. It is suggestive and helps the other person avoid the need to think.

The interviewer is often tempted to use this kind of question to prompt an answer or to avoid silence.

This kind of question can even be dangerous.

For example:

“Do you think I won't be able to explain the Movement's ethics because I'm a beginner?”

(lack of self-confidence).

fC. The means

=> Open-ended questions

An open-ended question starts with: who, when, how, why, how much, where, etc.

It cannot be answered with a simple “yes” or “no”; the interviewee is obliged to give a specific answer.

For example:

“Who is in charge of organizing the collection?”

“When will you present the project to the committee?”

“How can we find partners?”

=> Closed questions

A closed question usually starts with a verb. The answer will be either “yes” or “no”.

It is often useful after having rephrased an idea or summed it up.

For example:

“Do you agree?”

=> Refocusing

If the other person is too talkative, tells one story after another, can't stick to the point, etc., you absolutely have to bring him back to the subject at hand, gently but firmly.

=> Rephrasing

This is a key part of the interview. It has three aims:

- To show that you're listening,
- To make sure you have really understood,
- To obtain agreement.

This part of the interview usually starts with expressions like:

“In short, ...”

“So for you, ...”

“If I've understood you correctly, ...”

The best means of rephrasing something is to use your own words to express what the other person has just said. Don't sum up what he said, but put into your words what he really meant.

4 - INFORMING AND SHARING

Working as a Federation or Let other National Societies benefit from your achievements!

How to report accurately and briefly

WHERE?

Be as specific as possible.

WHAT?

What did you do?
What kind of project was it?

WHY?

What was the objective?
How was the decision made?

HOW?

Explain what happened
in 5 or 6 lines.

WHO?

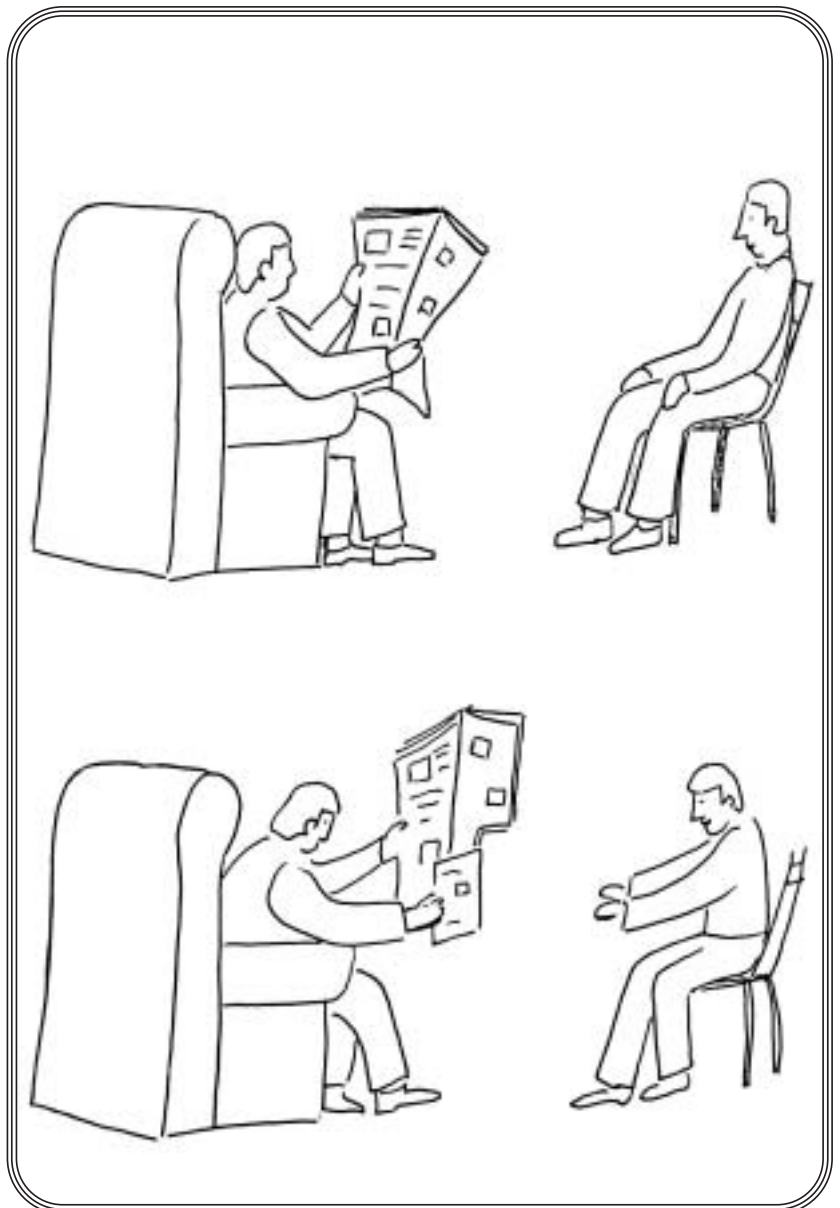
Who was mobilized for the project?
And with who?
Which partners (other NGOs, local
communities, sponsors, etc.)?

WHEN?

Dates. Preparation time.
Length of the project.

HOW MUCH?

What means were required
(logistical, material, premises,
financial)?



5 - EXAMPLE REPORTS

AFRICA: Côte d'Ivoire

Where?

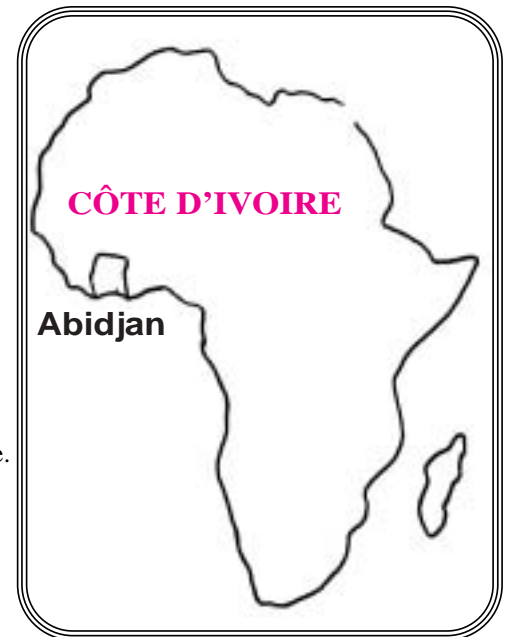
The Plateau (a business district in downtown Abidjan, Côte d'Ivoire's economic capital).

What?

Medical support for “street children” and public awareness of the phenomenon.

Why?

The objective was not only to provide “street children” with medical support but also to give Ivoirians the opportunity to realize that they were not doing anything about the problems of some of their young people. The decision to act was taken at the international camp on “Street children” (1995), which brought together young people from all the committees, sister National Societies, Ministry of Social Welfare and representatives of “street children”.



How?

Teams of first-aiders headed by medical students scoured the streets of the Plateau twice a week, treating injuries, knife wounds and common ailments (headaches, malaria, etc.). More complicated cases were sent to hospital. The public saw the Red Cross in action and was therefore made more aware of the problem.

Who?

Red Cross Society of Côte d'Ivoire, Youth Department (coordination), Relief Department, Health Department.
Coordination des Jeunes de la rue (8 members).
Ministry of Social Welfare (1 social worker).
Bureau international catholique pour l'Enfance.
Spanish Red Cross (funding).
French Red Cross (“1 ballon / 1 maison” = “a football per house” project).
Canadian Embassy (medicines).

How much?

1,000 Swiss francs per quarter for the purchase of basic medicines, evacuation, hospitalization, transport as required.

Results

The project has had many positive results, one of them being that the children no longer feel abandoned and therefore have the sentiment that they can reintegrate into society (family, work); indeed, some of them have returned to their families.
As for the National Society, besides gaining expertise on the subject, the volunteers have learned to work with many partners and therefore to do real team work.

AFRICA: Mozambique

Project for the campaign to ban landmines



Where?

The 33 districts in the 10 Mozambican provinces most affected by mines.

What?

The project consisted in:

- spreading information on mines,
- collecting data on suspected mine areas,
- identifying the victims and promoting assistance to accident survivors.

Why?

An estimated two million mines lie buried in Mozambique. There have been thousands of mine victims (over 120,000). That's 10 accidents a day on average. Many roads, bridges, water sources and villages have still not been cleared of mines. Efforts to clear mines are underway but progressing too slowly. The inhabitants need to know how to live in these dangerous areas.

How?

Different means are used (theatre, reading, discussion) to inform the population about the dangers of mines.

The objective is to teach them to live safely in suspected mine areas by:

- putting up billboards around mined land,
- giving first aid to the victims,
- setting up teams for local mine-clearing activities,
- carrying out preventive work (distributing leaflets, posters, theatre).

These activities are a source of motivation for very young people.

Who?

300 Mozambican Red Cross Youth volunteers, organized into groups.

How much?

Two-year budget of \$310,000.

Results

The project will reach 200,000 inhabitants.
300 Red Cross Youth members are receiving specific training.
This will enhance institutional development at the Mozambique Red Cross Society.
In addition, cooperation with the Swedish Red Cross will foster international understanding.

Other comments

Thanks to this operation, much has been learned about how to organize volunteers and how to integrate Mozambican culture and Federation cooperation strategies.

SOUTH AMERICA: Uruguay

Where?

In Montevideo, in a very poor neighbourhood near the city centre called “2 de Enero”. The community comprises some fifty families; half of this population is under the age of twelve.

What?

Providing the children with a violence-free recreational space. Inculcating values in them through out-of-school activities (such as puppet shows, dance courses, games and workshops).

Why?

A climate of violence prevailed in this neighbourhood. The project was launched in 1998 at the request of one of the community social workers.



How?

Available resources were first analysed, following which a micro-project was developed. It was then decided to work for and with children using recreational activities as a tool to teach them values, organized once or twice a week in the community. After a few months, the neighbourhood commission (a group of community representatives) asked to meet the Red Cross Youth representatives. They shared their problems and stressed their desire to pursue Red Cross activities for the young people in the neighbourhood. The neighbourhood commission and Red Cross Youth organize festive events each year on such occasions as Child's Day, Mother's Day and Red Cross and Red Crescent Day. The children receive biscuits and sometimes even hot chocolate at regular Saturday morning activities. The Red Cross meets on a weekly basis to prepare the programme for the week.

Who?

Six members of Red Cross Youth, 1 nurse, 1 recreation expert, 3 students and about 20 marine scouts.

How much?

\$30 per week for transport, recreational materials and meals, amounting to a budget of \$1,500 per year.


Results

After one year, Red Cross Youth prepared and conducted a very complete evaluation of the entire neighbourhood. This study concludes that working for and with the community strengthens relationships and cooperation among its members and helps it to find solutions to its problems. More activities are being planned in which the whole neighbourhood could participate.

Other comments

Members of the Swedish Red Cross visited us in 1999. Similar activities are organized in some schools in poor neighbourhoods of the city where insecurity is a very serious problem.

ASIA: Japan

| | | |
|-----------------------|---|--|
| Where? | In high schools. |  |
| What? | Study of Braille and sign language. | |
| Why? | The objective is to provide instruction in the communication tools used by deaf and blind people. | |
| How? | <p>Instructors visit the schools once a week.</p> <p>The instructor is either a student or a volunteer.</p> <p>Each student has his or her own Braille machine and learns to read and write.</p> <p>Books in Braille with wool illustrations are also used.</p> <p>The young people can touch and feel them.</p> <p>Once or twice a year visits are organized to schools for deaf students.</p> | |
| Who? | Members of the Junior Red Cross and the Red Cross Youth. | |
| How much? | The Junior Red Cross and the Red Cross Youth pay the instructor \$50 to 100 per month. The funds are provided by the high school student board. | |
| Results | By studying Braille and sign language, the students become familiar with the difficulties the handicapped face in communicating and recognize the need to create a society in which there is a place for everyone. | |
| Other comments | <p>Many members of the Junior Red Cross and the Red Cross Youth are learning Braille and sign language in addition to their usual studies.</p> <p>This is an independent activity since the Japanese Red Cross has no official courses or specific budget for the project.</p> | |

EUROPE: France

- Where?** Alexandre Dumas School and the Red Cross Activity Centre in Epinay-sur-Seine.
- What?** Making young people (schoolchildren aged 6-10) more aware of international humanitarian aid.
=> Solidarity with a school in Senegal.
- Why?** The objective is to make the children think about the need for solidarity.
It should be pointed out that the fact that the neighbourhood in which the project is run is a socially difficult one was no obstacle.
- How?** For three months, the school lived and breathed Senegal.
The teachers spoke often and in detail about the country (history, geography, lifestyle, etc.).
Rooms were decorated (slogans, poems, maps, drawings, photos) so as to reach as many people as possible.
The project ended with a collection (school books, early-learning tapes, dolls, stuffed toys, etc.) that was sent to the Castors school in Dakar.
The pupils wished to continue the project with a system of exchanges between the two schools.
- Who?** French Red Cross Activity Centre.
French Red Cross Youth.
Alexandre Dumas School (Epinay-sur-Seine, France); 300 pupils.
Castors School (Dakar, Senegal).
- When?** Duration: three months.
- How much?** The project required no funding, just a great deal of good will!



EASTERN EUROPE: Georgia

Where?

Tbilisi and regional centres
in Georgia's 10 provinces.

What?

Campaign to protect the emblem.

Why?

To ensure that the red cross emblem
is used both in peacetime
and in conflict in accordance
with the 1949 Geneva Conventions
and their Additional Protocols of 1977,
with the Regulations on the Use
of the RC/RC Emblem by the National
Societies and with the Red Cross and
Red Crescent Act adopted by the Georgian Parliament in October 1997.



How?

- Phase 1: 1998

First point out cases of specific, already identified misuse of the emblem (pharmacies in Tbilisi and in Georgia's 10 regional centres).

Approach the target groups and distribute material promoting the Red Cross emblem (brochures, leaflets, T-shirts, pens, etc.).

Press conference chaired by the President and the Deputy Chairman of the Public Health and Social Welfare Committee. Coverage of the conference by the media.

- Phase 2

Second round of evaluations and approaches: distribution of flyers, posters and brochures.

- Phase 3: 1999

Third round of evaluations and approaches: a roving team of RC volunteers, with paint, ladders, brushes, etc., provided technical support to pharmacies in Tbilisi, helping them change the colour of their signs.

Who?

The Georgian Red Cross Youth section.

The campaign coordinator and 11 volunteers from headquarters and 22 regional volunteers.

How much?

The 1999 budget amounted to \$6,000.

The campaign was financed by the ICRC delegation in Georgia.

Results

40% of Tbilisi pharmacy signs with a red cross were replaced.

Other comments

The emblem campaign is a long-term project requiring regular evaluation of the situation and dissemination of knowledge of what constitutes misuse of the emblem.

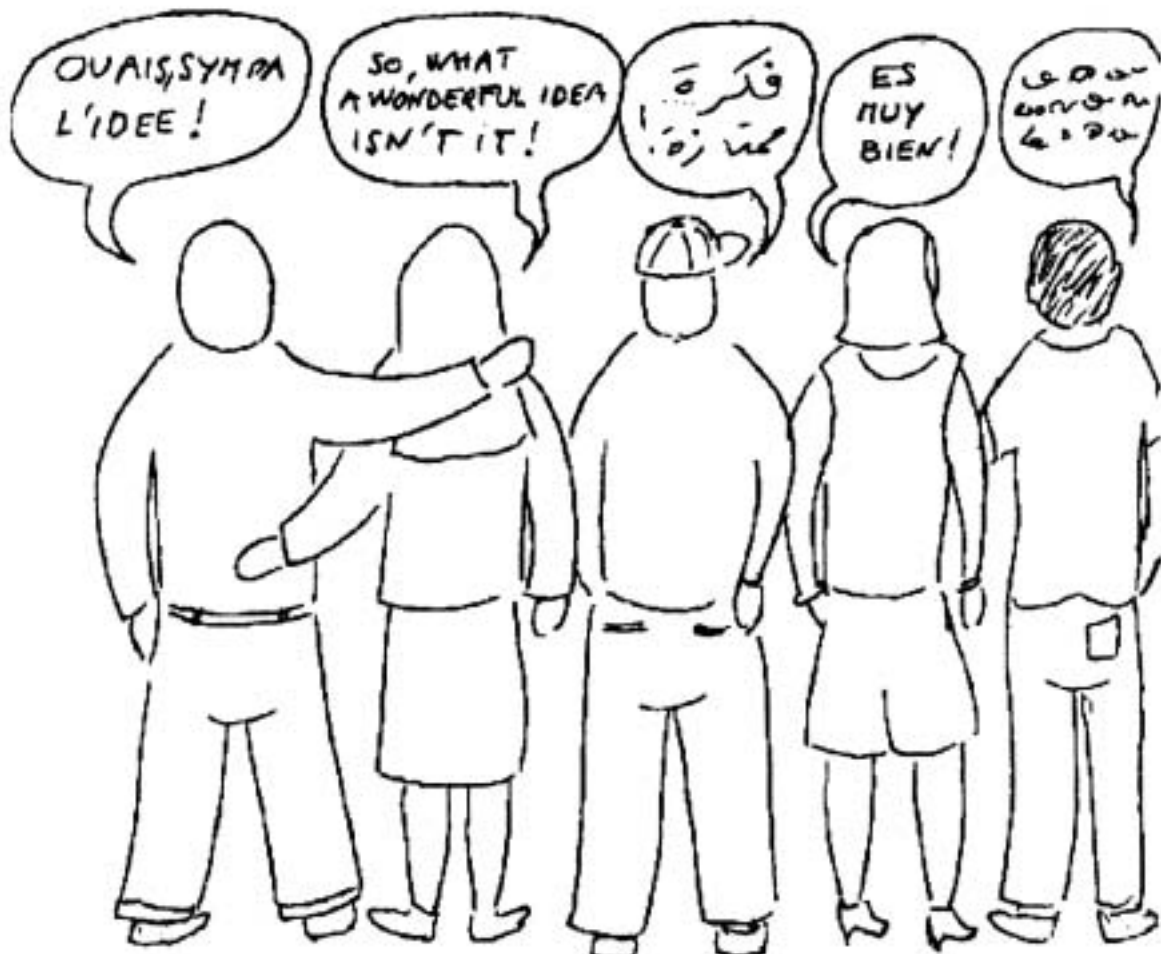
The long-promised replacement symbol for pharmacies and other medical institutions has not yet been adopted by the Parliament.

HELP US TO MAKE OUR PROJECT A SUCCESS

A GREAT BOOK OF THE ACTIVITIES
UNDERTAKEN BY THE YOUNG PEOPLE

OF THE  AND 

ALL OVER THE WORLD



SHARE INFORMATION!

Reports on activities undertaken by a RC/RC Youth group are of great interest to other Youth groups. To make them better known, please send this page to your National Society and to your regional Federation delegation or to the Federation Secretariat in Geneva.

Report sheet

Where?

What?

Why?

How?

Who?

When?

How much?

Results

**Other
comments**

**Any pictures
of the project
would be
most welcome!**

Name:

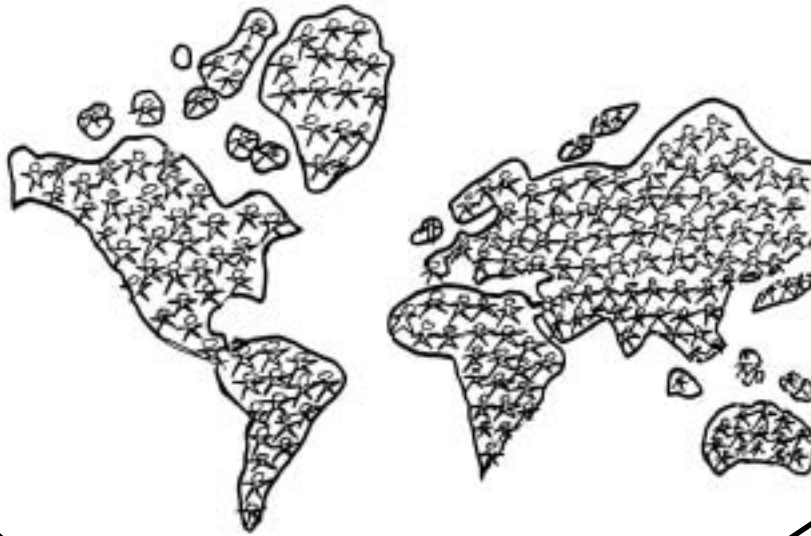
First name:

Position:

Address:

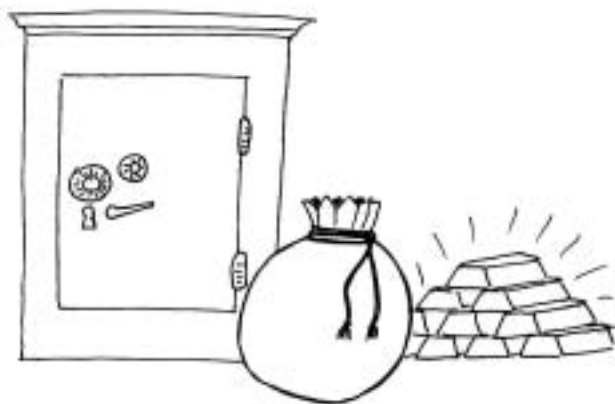
THERE ARE DIFFERENT KINDS OF RESOURCES

HUMAN



+

FINANCIAL



MATERIAL

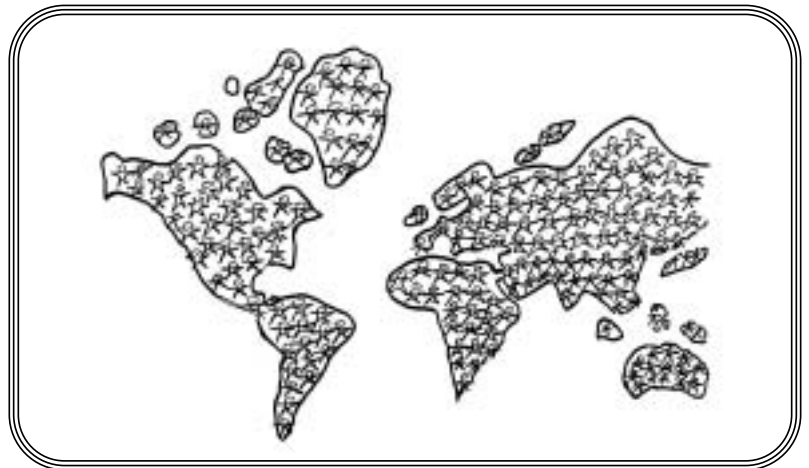


VII - WHAT RESOURCES?

The success of an operation depends on the careful management and control of three kinds of RESOURCES.

1 - HUMAN RESOURCES

For a project to provide effective help to the beneficiaries, several means must be implemented

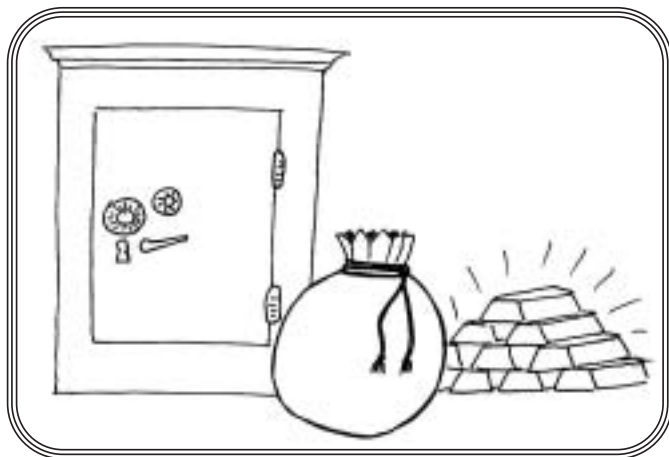


- a **1. ENROL** sufficient staff and qualified or trained volunteers.
- 2.** If necessary, **RECRUIT AND TRAIN** staff and volunteers. To do this, use the entire range of individual development tools: learning, pooling of practical skills, exchange of experiences, etc.
- 3. RECRUIT VOLUNTEERS FROM AMONG THE ENTIRE POPULATION**, including the vulnerable groups you are trying to help.
- 4. CONSULT SPECIALISTS.**
- 5. ESTABLISH PARTNERSHIPS** with different groups from National Societies.
- 6. PROVIDE PRACTICAL ADVICE** based on experience.
- 7. PROMOTE TEAM WORK.**
- 8. MANAGE INFORMATION** both within and outside the RC/RC.

2 - FINANCIAL RESOURCES

Funding an activity requires

- **a good sense of organization and planning skills so as to draw up a budget**
- **a financial plan**

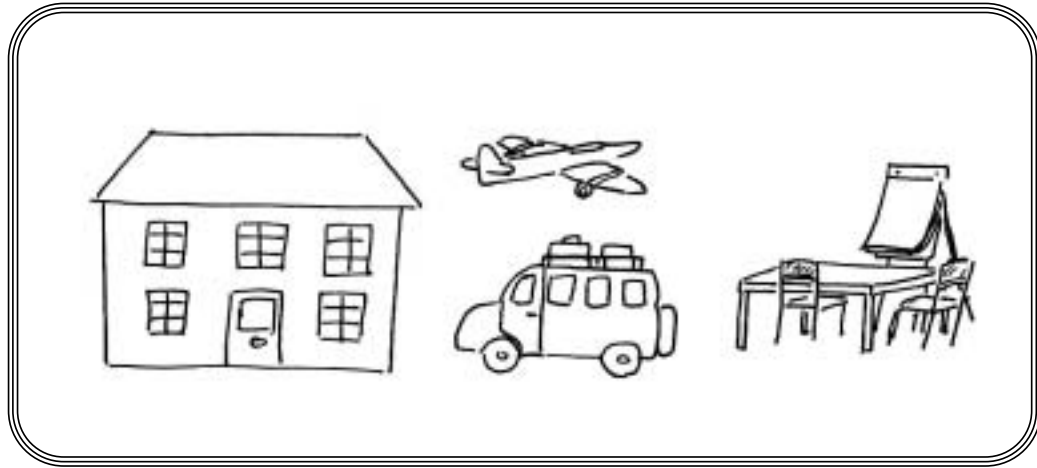


- 1. USE THE NATIONAL SOCIETY'S INTERNAL RESOURCES** for administrative costs and those directly linked to activities.
- 2. ORGANIZE LOCAL FUND-RAISING DRIVES** with the help of the population.
- 3. EXTEND THE FUND-RAISING EFFORT** to well-defined partners: businesses, communities, associations, organizations, etc.

THE PERSON IN CHARGE OF THE PROJECT SHOULD OBTAIN FUNDING FROM DIFFERENT SOURCES, WITH DUE REGARD FOR HIGH MORAL STANDARDS AND AVOIDING SUPPORT AND CONDITIONS THAT ARE NOT COMPATIBLE WITH THE PROJECT MISSION.

The project's success hinges on an aptitude for management, the ability to plan ahead, the use of marketing and, in general, any other business talents.

3 - MATERIAL RESOURCES



All the logistics required for the operation will have to be assembled.

- 1. USE** the National Society's existing infrastructure: buildings, premises, etc.
- 2. CREATE LINKS** with partners for goods in kind (material, food, etc.) and services (for example, transportation).
- 3. DELEGATE RESPONSIBILITY** in the light of the competence of the project's participants (internal or external).

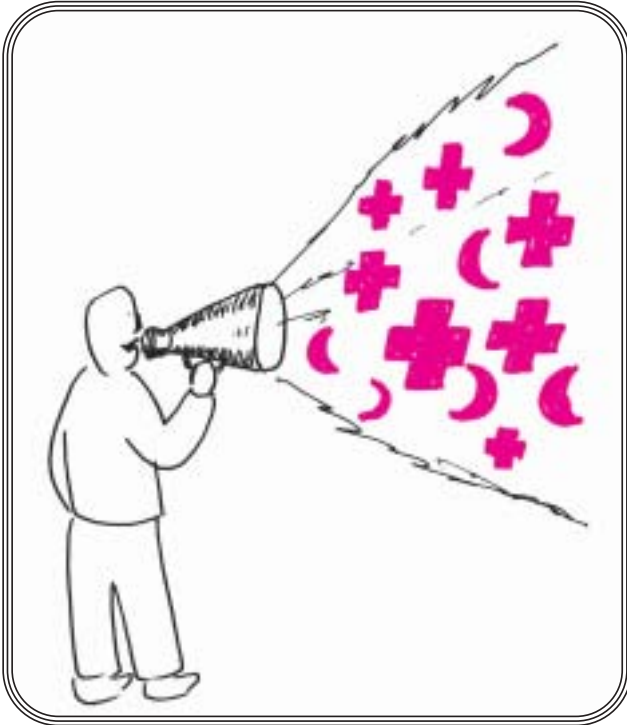
ANY PROJECT WILL BENEFIT FROM



**SYNERGY, LINKS,
AGREEMENTS WITH INTERNAL
AND/OR EXTERNAL PARTNERS**

THE CHOICE IS LIMITLESS!

DISSEMINATION

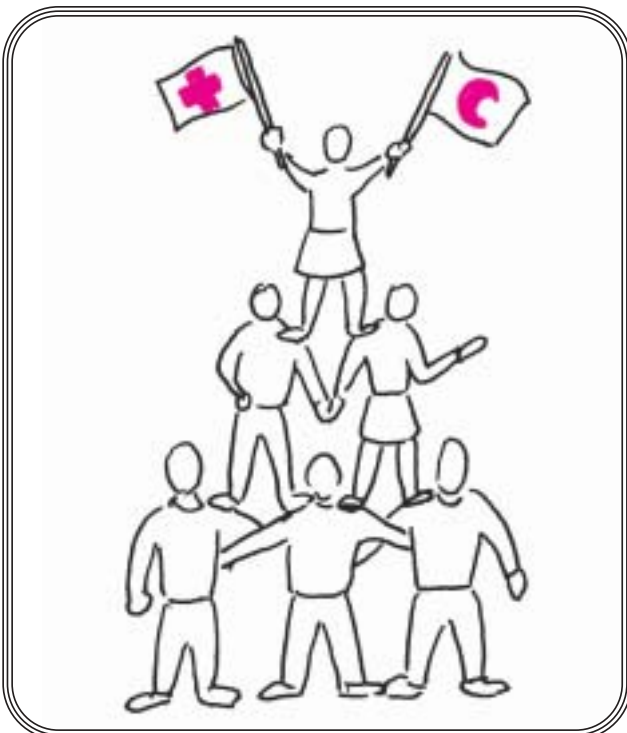


LIFE AND HEALTH



INTERNATIONAL FRIENDSHIP

COMMUNITY WORK



AND UNDERSTANDING



VIII - WHAT SECTOR TO ACT IN?

The aim of this section is to present a series of programmes already implemented nationally and locally by different National Societies.

“Working as a Federation” obviously means working together and taking due account of the diversity and richness of the different National Societies, but it also means sharing, exchanging and comparing ideas, programmes, experiences and expertise, the better to fulfil the Federation's mission:

**“To improve the lives of vulnerable people
by mobilizing the power of humanity”**

(see Strategy 2010).

The Federation Secretariat's Youth Unit regularly consults the National Societies so as to have a better idea of the existing situation, i.e. a better grasp of what is being done, how and why.

The programmes presented are listed in a database that is updated every year. Here are some examples of programmes run by different National Societies throughout the world. We cannot mention them all, nor can we provide detailed information on them.

If you want to know more about them, you can contact the National Society concerned, or consult the Youth Directory of Red Cross/Red Crescent Programmes in the World, published by the Federation Secretariat's Youth Unit once a year.

The programmes in all their variety have been grouped under the four traditional sectors of youth activities, which are easily related to the core areas of Strategy 2010.

1 - DISSEMINATING THE RC/RC PRINCIPLES

Argentina: Productive and creative use of free time.

Australia: Programme of information on the Movement.

Bangladesh: Basic course on the Movement.

Central African Republic: Theatre group.

Colombia: Educational programme on peace and the struggle against violence.

Croatia, France: Promoting Red Cross and Red Crescent ideas and activities in schools.

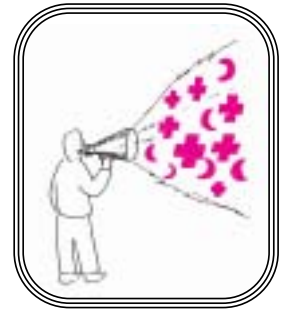
Jordan, Cape Verde, Côte d'Ivoire, Syria: Dissemination and information programme.

Kyrgyzstan: Promoting Red Cross and Red Crescent Principles in cooperation with teachers and university groups.

Lebanon: University clubs.

Norway: "Stop Violence".

United Kingdom: Active citizenship through youth action.



2 - PROTECTING LIFE AND HEALTH

Albania: Dental hygiene programme in schools.

Argentina: Educational programme on sex and AIDS.

Belgium, Italy: First aid for juniors.

Cambodia: Prevention and primary health care.

Central Africa: AIDS and STD information and prevention through theatre work.

Chile: Drug prevention.

Egypt: Hygiene programme in urban centres and in villages.

Finland: Fighting alcohol abuse.

Hong Kong/China, Belgium: Promoting blood donation.

Iran: Disaster response and first aid (youth programme).

Jamaica, Ghana, Togo: Peer education in the fight against AIDS.

Kazakhstan: Health and hygiene education.

Malaysia: First aid in the home.

Uganda, Spain: Environmental protection.



3 - ENCOURAGING COMMUNITY WORK

by means of training and educational activities

Bulgaria: International art contest for handicapped children.

Canada: Local initiatives for vulnerable groups.

Costa Rica: Community work.

Côte d'Ivoire: Recruitment of voluntary, unpaid blood donors.

Finland: Emergency shelters for runaways.

France: Outreach volunteers and programme against violence.
Literacy programme.

Germany: Campaign to stop the recruitment of child soldiers.

Japan: Teaching Braille to overcome obstacles.

Kuwait: Hospital visits.

Kyrgyzstan, Philippines, Netherlands, Colombia, Egypt: Programme for street children.

Peru: "Integral development" programme for vulnerable people.

Senegal: Income-generating programmes.
Sewing workshops.

Spain: "Children affected by armed conflict" programme.
Programme to prevent social exclusion.

Syria: Visits to orphanages.

Yemen: Assistance for the mentally disturbed.



4 - PROMOTING INTERNATIONAL FRIENDSHIP AND UNDERSTANDING

Australia: Youth network regional conference for greater cooperation.

Finland, Uganda: Exchange programme for youth delegates.

Hong Kong/China: Symposium, workshops on current affairs.

Indian Ocean, Southern Cone, Middle East, Central Europe: Regional training for youth leaders.

Iraq, Malaysia, Thailand, Armenia, Belarus: Youth camps.

Palestine: International events.

Sweden: "Youth Power".



ANNEX

“Youth Policy and Strategy”

**as adopted by the General Assembly at its 8th session (November 1991)
and confirmed at its 12th session (October 1999)**

Introduction

The Red Cross and Red Crescent humanitarian commitment, to prevent and alleviate human suffering, is a task with which young people easily identify themselves. In their actions, young people can make a significant contribution to meeting the needs of the most vulnerable people within their local communities and globally.

Red Cross and Red Crescent Youth make up a substantial part of the Movement's membership worldwide. The International Federation of Red Cross and Red Crescent Societies has regularly recognised the importance of this group.

This Policy will help both National Societies and the Federation to plan for the development of Red Cross and Red Crescent Youth, to use the motivation and idealism, experience and skill of the young people for the benefit of the Movement.

This Policy describes the role of each of the partners involved in the Red Cross and Red Crescent Movement in ensuring that this important group of people is recognised and supported.

Everyone has a role to play in this: Young people themselves, youth leaders and representatives, National Societies, the Federation, its Youth Commission and Youth Department.

The terms “youth” and “young people” are taken to cover the broad age range of 5 to 25 years.

This includes:

- children (5 to 10 years old approx.),
- adolescents (11 to 15 years old approx.),
- and young adults (16 to 25 years old approx.).

Traditionally, children and younger adolescents have tended to be the “beneficiaries” of the Movement. They should also have the opportunity to serve the Movement as volunteers. Older adolescents and in particular young adults, benefit from the programmes of the Movement, but in many countries these young people have children of their own, have left school, and are working or unemployed. Their main role within the Movement is as partners in its management and as workers in each of its programmes.

The Red Cross and Red Crescent Youth Programme

The Red Cross and Red Crescent Youth Programme aims to involve young people in the Movement and its activities as partners in the management, as workers and as beneficiaries.

This programme helps young people to implement the Fundamental Principles of the Movement through:

- The protection of health and life,
- Service to the community,
- International Friendship and Understanding,
- Informing themselves and others of the role of responsibilities of the Red Cross and Red Crescent.

The work carried out in each of these areas depends on the important issues for young people in their country, and the work being carried out by the rest of the Society.

Policy statements

Young people have a key role to play in the provision of the Movement's services.

Young people have contributed over the years as an exceptionally good volunteer force within the Movement. Again and again, they have worked hard in relief operations, emergency services and development programmes.

They are in an ideal position to identify the needs of young people and others within the community. They develop and carry out programmes, and see ways and means of reaching other young people in need. They add credibility to the Movement's work with many groups.

Young people are an important target group, both in the membership and in the wider community.

To succeed in many of its programmes, the Movement needs to work directly with young people. Many health programmes have young people as their main “clients”. Young people are one group among others that are most threatened by disaster, underdevelopment and war.

Young people have a role in the leadership and management of the Movement of today.

When fully involved in decision-making and in leadership, both in their own affairs and throughout the Movement, young people bring not only their experiences but also a special creativity and idealism which complements the maturity of other members.

Young people of today will lead the Movement of tomorrow.

In many National Societies, the leaders of today were the youth members of a generation ago. When young people work side by side the older members of the Movement in service programmes, emergency actions and the management of the Movement, they rapidly acquire the skills which will enable them to lead the Movement of the future.

Young people need support. Young people can sometimes be marginalised within society because of their social position. If we are to realise their full potential within our Movement, special support in the form of youth programmes and structures must be put in place.

Strategy

In accepting this Policy, each of the partners in the Red Cross and Red Crescent Youth programme have a number of tasks to perform:

1. YOUTH MEMBERS should:

- a) Promote the message and provide the services of the Red Cross and Red Crescent to their peers and to the rest of the community;
- b) Recruit members of the Movement;
- c) Inform the Movement of their needs, their interests and their abilities;
- d) Use their peer and family contacts, to identify areas where Red Cross and Red Crescent services are needed;
- e) Be prepared to take on responsibility within the Movement.

2. YOUTH LEADERS should:

- a) Help young people to identify their needs and those of their communities;
- b) Provide the necessary training and resources and motivate young people to meet these needs;
- c) Encourage young people to take a leadership role in the youth group;
- d) Act as a link enabling young people to work with other members at different levels of the Movement;
- e) Create an atmosphere where young people can be full partners in the Movement.

3. YOUTH REPRESENTATIVES should:

- a) Take responsibility and initiative with the Movement by developing or participating in the development of policies and programmes for youth members;
- b) Be a partner in the management of the National Society by taking part in policy and programme development.

4. NATIONAL SOCIETIES

To enable young people and their leaders to achieve this, each National Society needs to:

- a) Provide national support for youth in a form appropriate for the structure and resources of the Society, such as a well resourced Youth Department, Youth Service or Youth Officer based at the National Headquarters;
- b) Work with its young members to develop a National Youth Policy which will provide the basis for all of its work with young people;
- c) Together with its youth members analyse the needs and potential of young people in its membership and in the general community, and use this information to:
 - Involve young people in each of the Society's programmes, and
 - Design educational, dissemination and training programmes for young people, that promote gradual integration into the National Society;
- d) Ensure that young people are involved in decision-making at every level of the Society. This can be done by involving them in structures such as: youth group executive committees, branch youth committees, national youth committees, or by having youth representation on existing branch and national executive committees and working groups, etc.;
- e) Implement a leadership training programme for both youth members and their adult leaders to ensure that both have the skills to implement this Policy;
- f) Encourage other members at all levels to involve young people in their work, to share their skills and knowledge;
- g) Establish contact with sister Societies to share resources, learn from one another, and to provide a structure whereby young people can meet their counterparts from other countries and experience true international friendship in the spirit of the Movement;
- h) Make special efforts wherever possible, to encourage female youth to take more active roles especially in leadership positions.

5. THE FEDERATION

5.1. THE YOUTH COMMISSION, in accordance with its mandate, shall:

- a) Promote and assess the progress of the implementation of the Youth Policy worldwide;
- b) Report to each meeting of the General Assembly on its progress;
- c) Seek youth opinions worldwide on the implementation of the Federation's policies and programmes and ensure that these opinions are considered in the Statutory Bodies of the Movement;
- d) Propose priorities for work in the Youth Programme, e.g. young women's issues, young people with disabilities, out-of-school youth, etc.;
- e) Identify National Societies where help is needed in the development of their Youth Services and Structures;
- f) Propose priority areas of work for the Federation Secretariat, and in particular the Youth Department of the Federation, in line with the content of the Youth Policy, and taking into account all other policies and priorities of the Movement.

5.2. THE FEDERATION SECRETARIAT shall:

- a) Ensure that youth issues are considered in relation to each of its operational areas and programmes;
- b) Encourage the development of the National Societies' Youth Services in line with its overall organisational development programmes;
- c) Ensure that its Youth Department is well resourced and prepared for its role.

5.3. THE YOUTH DEPARTMENT WITHIN THE SECRETARIAT shall:

- a) Provide support to National Societies as required in the development of their Youth Service and Structures;
- b) Coordinate the exchange of programmes, ideas and resources worldwide to avoid unnecessary duplication of work between National Societies and to facilitate programme development;
- c) Participate in the development of model programmes and resources relating to key youth issues, which can be adapted or used directly by National Societies;
- d) Organise international meetings and events to encourage young people, and adults working with young people, to meet and exchange ideas and experiences;
- e) Provide technical assistance to international meetings and events which are organised on a National Society or regional level;
- f) Advise and cooperate with other Departments of the Federation on youth issues relating to their work;
- g) Report to the Youth Commission on the progress of the implementation of the Youth Policy.

6. OTHER YOUTH ORGANISATIONS

Through cooperation with other Youth Organisations and Networks, we can both gain knowledge and experiences, and we can disseminate the Red Cross and Red Crescent message to other young people. The basis of any cooperation should be a common aim and in conformity with our Principles.

7. EVALUATION

To ensure the continued relevance and progress of the Youth Policy, regular evaluation must be carried out at all levels of the Movement. Young people in particular should be involved in this evaluation process.

Evaluation is thus the responsibility of the young people themselves, the National Societies and the Federation.

FURTHER READING

=> **Strategy 2010**, available from the National Society

=> **Teaching aids** available from the Youth Unit, Federation Secretariat:

- “Minorities and Human Rights”
- “From Needs to Action”
- “Do you see what I see?”

=> **The Education of Young People** - A statement at the dawn of the 21st century

=> **Decisions of the Federation's General Assembly**, every two years

=> All the Movement's regular publications

+ **CD-ROM of the Guidelines: “A step-by-step approach”** (Mac/PC)
to be ordered from the Federation Secretariat



The International Federation of Red Cross and Red Crescent Societies promotes the humanitarian activities of National Societies among vulnerable people.

By coordinating international disaster relief and encouraging development support it seeks to prevent and alleviate human suffering.

The International Federation, the National Societies and the International Committee of the Red Cross together constitute the International Red Cross and Red Crescent Movement.