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YABC

Youth as Agents of Behavioural Change

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 International Federation
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GLOBAL IMPACT REPORT 2008–2012

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ABOUT THE 'YOUTH AS AGENTS OF BEHAVIOURAL CHANGE' (YABC) INITIATIVE

For general information on YABC you may consult:

- [YABC statutory basis](#)
- YABC conceptual framework: [original version 2008, \(see page5\)](#) / [contemporary version \(Seven Skills for Seven Principles, 747\)](#)
- YABC vision [\(video\)](#) / [\(script\)](#)
- [YABC introduction](#)
- [YABC video](#)
- [YABC brochure](#)
- [YABC toolkit video](#)

YABC IMPACT STUDY: INTRODUCTION

The YABC programme seeks to trigger lasting behaviour change amongst participants, including behaviour designed to generate change in others in harmony with the Fundamental Principles. The purpose of this independent evaluation is to establish whether and how far this has been achieved, and identify any other significant impacts generated by the programme.

BACKGROUND INFORMATION

The YABC programme has been subject to constant internal monitoring and evaluation by the Principles and Values Department from its inception in every stage of its development and implementation. This culminated in an intensive summative data gathering effort carried out internally in late 2012 to early 2013. In addition many National Societies and IFRC field offices have produced evaluation reports on local and regional implementation of YABC. This has generated a large amount of raw data and practitioner analysis from which to draw in assessing the impact of the YABC programme worldwide from its beginnings until the present day.

In parallel, Brighton University (UK), in collaboration with Charles Laurier University (Czech Republic), conducted two independent academic studies of YABC in 2010, piloting state of the art values-based evaluation methodologies. This formed part of an international, European Union funded study into ways of measuring the presence and impacts of values in civil society organisations. This research has contributed to an ongoing series of peer-reviewed publications on values-based evaluation (Podger et al, 2010; Burford, Velasco et al, 2013; Podger, Velasco et al, 2013; Burford et al, 2013).

As Research Fellow in Sustainable Development in Brighton University, Ismael Velasco, led the two academic studies of YABC. He observed first hand its methodologies in action in Sierra Leone while directly engaging 60 vulnerable youth (such as former child soldiers, sex workers) in the research, and also gained an international perspective in Jordan through direct work with 72 peer educators and 11 trainers from 46 countries exploring the dynamics of values and behaviour change in the YABC programme.

This led in December 2012 to his being commissioned to advise on, aggregate, assess and analyse all available primary and secondary data collected to date through all of these sources with a view to producing the present YABC Global Impact Report.

METHODOLOGY

The current impact study harnesses a mixture of internal evaluation and independent research, captured over 5 years. The data analysed comprises 5,550 pages encompassing:

- a global survey of peer educators, with 270 respondents (out of a total of 620)
- internal in-depth interviews
- semi-structured key informant questionnaires
- 14 IFRC reports evaluating national, regional and international YABC peer educator training events
- 34 other internal reports related to the implementation of the initiative through a variety of follow-up activities (e.g. YABC workshops during youth camps)
- An independent academic study by Brighton University, including original source data

A detailed treatment of the robustness of each data source and of the aggregated data set is contained in Appendix 1. The aggregated data reflects the views of an estimated 488 YABC trainers and peer educators, out of a total of 620 as of October 2012; plus some 26 external observers and partial insiders. This means that the raw data for the evaluation is hugely diverse. It contains material of differing standards of rigour, using varying methodologies, as well as being linguistically mixed and very substantial in volume.

This presents a number of challenges to conventional research approaches, which tend to rely on methodological standardisation to arrive at generalisable conclusions. In the absence of a single coherent research design, consistently rigorous or representative sampling, and other similar constraints in one or another data source, it becomes impossible to take a given piece of data, even when considered generally robust, and generalise its applicability to the whole.

However, the high volume and exceptional diversity of evidence sources provides an exceptionally robust **multi-stage maximum variation sample** and rich **multiple method data**, so that that by utilising a **mixed methods**, **'triangulatory' methodology** and rigorous pattern analysis we can derive robust generalisable findings, and thus the major conclusions of this report carry a high degree of confidence.

MAXIMUM VARIATION SAMPLING

Maximum variation sampling is a form of purposive sampling particularly useful where rigorous random sampling is not feasible, and also when working with non-quantitative data or with case-

study research (Patton, 1990; Marshall, 1996). By encompassing as many elements with as little in common as possible, any common patterns across all the highly different elements are likely to be representative of target populations within the range of those extremes. Mathematically, this approach to representativeness is an extension of the statistical principle of regression towards the mean, or more precisely, Ashby's Law of Requisite Variety, which logarithmically articulates that "only variety can destroy variety" (Ashby, 1956, p.207).

Where the diversity of a maximum variation sample is extreme, the assumption of representativeness in highly convergent findings can be as strong or stronger than that of statistically representative random samples (Vitcu et al, 2007). One of the great advantages of maximum variation sampling is that it also provides a basis, where convergent patterns are strong, for evaluating the representativeness and generisability of anecdotal, non-quantitative data, of particular relevance to this study.

MIXED METHODS

Mixed methods research, a growing methodological approach (cf. *Journal of Mixed Methods Research*), is an extension of the maximum variation principle above to methodological techniques and data types. It refers to the use of multiple data sources and methods of data collection which on their own might provide narrow, incomplete, biased, ambiguous or provisional findings, but when integrated and triangulated in a rigorous way with other methods, may yield correlatable findings that contextualise, verify, and define one another (Tashakkori and Teddie, 1998).

Examples of how such effects manifested in this report include a negative yes/no survey answer which when followed up with qualitative expansion translated as a qualified positive answer. Conversely, correlating qualitative interviews with survey answers allowed for estimates of the representativeness of in-depth qualitative interviews. A detailed examination of the diversity of methods in the datasets is contained in Appendix 1.

TRIANGULATION

'Triangulation' (Lather 1991) is the means by which mixed methods are integrated and qualitative information validated. The value of mixed methods triangulation is not solely about generalisability and confirmability, but also about completeness (Redfern and Norman, 1994), authenticity and depth (Thorp 2006) of the evidence. Triangulation of diverse methods, data sources, researcher and participant voices, formats and theoretical starting points results in a richer, multilayered picture that is particularly suited to assessing a phenomenon as complex as attitude and behavioural change.

NEGATIVE CASES

One of the most surprising findings to the author was the extreme pattern of consensus in the data. 98% of the 500 research participants across all research methods and data sources reported positive attitude and behaviour impacts in all timelines. Only 9 respondents to one survey affirmed no positive impact and the reliability of these 9 answers proved problematic after clarification.

This degree of consistency across data sources placed the researcher in the exceptional situation of having almost no dissenting voices, let alone counter patterns to report. What could potentially be perceived by the reader as a selective use of the data to tell a partial story, is in fact a reflection of the exceptional convergence of the full range of data.

BENCHMARKING WITH SINGLE-METHOD PROBABILISTIC QUANTITATIVE RESEARCH

The rigour of research is often popularly benchmarked against statistical (probabilistic) quantitative surveys. Given the absence of a fully robust probabilistic survey in this dataset and the presence of substantial qualitative data, it is important to establish the comparability of that benchmark in relation to the maximum variation methodology adopted in this study.

As a starting point it bears noting that in both popular and non-specialist academic culture the accuracy of statistical testing in quantitative research is generally at once taken for granted and overestimated (Kline, 2004). Besides the reality of a variable spectrum of acceptable statistical rigour, there are effects intrinsic to quantitative survey research that generate bias which cannot be annulled at all (Tourangeau et al, 2000).

As only one example, there is evidence for a natural response bias toward the left side of surveys, so that respondents are more likely to choose the options to the left than to the right on any scaled or yes/no question (Mathews 1929; Holmes 1974; Friedman, Friedman and Gluck 1988). In this example of response effects a survey question design is necessary; various design alternatives are equally valid; and every alternative will necessarily bias the results (Friedman, 1999).

This is in no way deny the validity and usefulness of probabilistic analysis, on the contrary it is uniquely powerful to generate particular forms of data with great accuracy. Rather it is merely to qualify statistical findings as rigorous approximations rather than absolute predictions, subject to interpretive ambiguity and contextual effects that can be diminished, but not fully eradicated.

In this perspective, in benchmarking the methodology adopted in this evaluation, the volume of data and exceptional triangulatory strength of the findings in this report as detailed in Appendix 1 may be considered as fully comparable in representativeness, validity and reliability to a well-designed probabilistic survey, while its mixed methods approach integrates a considerably richer descriptive and contextual dimension.

**PART I: EXTENT OF YABC IMPACT ON BEHAVIOUR
CHANGE AMONG ITS PEER EDUCATORS AND
TRAINERS**

I.1 QUANTITATIVE HIGHLIGHTS: YABC TRAINERS AND PEER EDUCATORS

Key finding

After participating in YABC, almost the totality of the 270 survey respondents report clear positive behavioural impacts from the YABC programme.

This represents a truly extraordinary success rate when benchmarked against standard behaviour change gains after training reported in the academic literature.

SECTION CONTENT

This section outlines some of the key quantitative findings reported by the YABC trainers and peer educators. These findings set the tone of the impact assessment, and are explored in greater detail in subsequent sections.

METHODOLOGY

See Appendix 1 for a description and assessment of the survey evidence.

See Appendix 8 for geographical breakdown of selected survey trends

This section draws particularly on the Global Survey. The survey captures YABC's subjective impacts on its trainers and peer educators over the medium and longer term, from several months to three years after the initial YABC training. It engaged 270 peer educators from 70 countries in every continent (out of 187 RCRC national societies in the world), with a solid gender balance and a full spread of ages from under 20 to over 30.

Only clearly focused questions which addressed the topics of attitude and behaviour impacts; whose responses clustered in strong patterns; and which could be triangulated with other data sources were used for this report.

FINDINGS

Question respondents report a range of overarching changes in themselves and one another:

- They feel they have **changed positively** (97%), almost all of them feeling that the changes have been sustained (94%).
- They **consciously use YABC intra- and interpersonal skills** in their daily lives (95%)
- They are able to identify **specific behaviour changes** that are still evident months or years after their first exposure to the programme (94%).
- YABC develops an **enhanced sense of ethical leadership**, defined as a greater capacity and confidence to inspire positive change in others (97%)
- They feel that their sense of **personal commitment, confidence and ability to act as agents of behavioural change**, or as a role model for a culture of non-violence and peace, is much or very much increased after following the YABC training (74%)
 - 81% of the trainers, as external observers of the peer educators, reported that the peer educators' personal commitment, confidence and ability was much or very much increased. (Corroborating the former point)

These findings indicate that, after participating in YABC, almost the totality of question respondents report definite positive personal and behavioural impacts from the YABC programme. The exact nature of these impacts is explored in depth in sections I.3 and I.4

TRIANGULATION

As the rest of the report will show in great detail, the patterns of attitudinal and behavioural impacts and self-reported change outlined above may be taken as accurate and likely to be

representative of a majority of trainees, since they are corroborated, contextualised and developed across all the additional data sets. Confirmatory conclusions are found in the totality of relevant in-depth interviews, external observer questionnaires, event evaluation forms, field reports and in the independent academic study. They are detailed in sections I.3 and I.4

Benchmarking these rates of behaviour change in the academic literature reveals this to be a truly extraordinary degree of effectiveness. Estimated ranges of learning transfer into practice go from Georgenson's (1982) estimate that 10% of training results in behavioral change, to Saks' (2002) survey data, which suggest that approximately 60% of trainees transfer learning into practice immediately after training, only 30% are still doing so 1 year after the program, and ultimately only 50% of training investments result in any organizational or individual improvements.

This suggests that YABC is many times more effective than average training programmes.

CONCLUSION

The survey suggests that a few days of YABC peer educator training effectively deliver sustained attitude and behaviour change and lasting interpersonal skills in a majority of YABC trainers and peer educators. This suggestion will become a conclusive finding by the end of this report, as it is supported by all other data.

I.2 QUALITATIVE OVERVIEW: EXTERNAL OBSERVERS

Key finding

External observers and partial insiders unanimously confirm that YABC delivers significant attitudinal and behavioural impacts on its trainers and peer educators

SECTION CONTENT

The survey answers in the section above summarise and epitomise trainers and peer educators' self-perception of the impact of YABC upon themselves. In order to qualify, corroborate or disconfirm these findings, we can compare it with comments made by **24 external observers in Red Cross Red Crescent leadership positions** who are not YABC trainers or peer educators but were in a position to observe its effects on YABC trainees. In addition we considered the views of **2 partial insiders**, who had undergone YABC training but who also were in leadership positions and able to have an institutional overview of the programme impacts.

METHODOLOGY

See Appendix 1 for description and assessment of this data source

See Appendix 2 for list of observers in RCRC leadership positions

See Appendix 3 for numbered quotes referenced in this section

This section derives from a combination of 14 in-depth semi-structured interviews and 15 questionnaires with two open ended questions:

1. How valuable is YABC for your national society? Please describe the impact it has made and in what area.
2. Why? What are the reasons explaining this impact in your perception/assessment?

FINDINGS

The input of the external and partial insiders critically assessed and described the YABC programme. While these respondents were not reticent in identifying the institutional challenges and constraints in implementing the programme, they were absolutely unanimous on one point: **YABC delivers noticeable attitudinal and behavioural impacts on its trainers and peer educators.**

Key themes in external observers' views of behaviour and attitude change include:

- **General attitude and behaviour change** – towards an increased appreciation for diversity, an enthusiasm to tackle stereotypes and independent action towards promoting unity and understanding.

Sample data includes:

“We see that the attitudes of young people are changing after they finish the training. In our joint work we witness that the effects from the training result in a feeling of empowerment, open-mindedness and tolerance.” – Head, International Cooperation and Programmes Department, National Red Cross Society, Eastern Europe.

Changing of mindsets is absolutely crucial: I have seen big changes in very conservative norms and traditions thanks to these YABC courses. Many of the males are socialised in having very sexist attitudes towards women. I have seen significant changes in males who have done the course and for females, they feel more empowered, and safer to speak out...” – Head, IFRC Delegation, South Asia

For further evidence please see quotations: 1, 2, 3, 5, 7, 9, and 22

- **Living and applying the Fundamental Principles** – the training appears to have brought the Principles to life and enabled participants to relate to them in their own lives through practical examples. Numerous examples were given as to how this learning has expended beyond their individual lives and behaviours, and into their relationship with others.

Sample data includes:

Before...individuals had hardly a personal connection with the Fundamental Principles. YABC somehow makes the Fundamental Principles much more applicable, understandable and accessible to people. For instance, whenever you touched upon “Neutrality” before, the eyebrows were going down as this somehow entailed a kind of political debate behind the scenes. Now, when people do talk about those issues..., as of what it really means in a school or a community, things change perspective. YABC is really turning them into day-to-day applicable and relevant Principles.” – Head, IFR Delegation, Middle East

For further evidence please see quotations: 13, 14, 16, 18 and 21.

- **Ethical leadership** – examples are provided where participants, inspired by the content of the course and its impact upon their own thoughts and values, are motivated to nurture non-violent change in others.

Sample data includes:

What inspired young people and had a positive impact on them was the slogan “the change begins with us” which was later referred to as the key message to convey to others.” – Head, International Cooperation and Programmes Department, National Red Cross Society, Eastern Europe

“I have noticed that ...those who are highly involved in YABC are playing the role of peer educators in their daily life and during the discussion within the Red Cross if someone was discriminating or speaking aggressively, they interfere to show the importance of a non-violent communication, active listening, non-discrimination, etc. I heard the feedback of some parents whose children (12 to 17 years old) have participated in a series of YABC activities for three months. They were really impressed by their children’s motivation while explaining about what they learned and giving advices to their parents about non-discrimination and non-violence.” – President, Youth Department, National Society, Middle East

For further evidence please see quotations: 3, 7, 21, 29, 34, 35 and 44.

The comments made by these observers are very powerful, suggesting the profound impact this training has had upon their volunteers and staff. It is important to note the consistency in these comments, presenting a universally positive appreciation for the programme and its impacts upon participants. The absence of negative comments is notable.

Particularly significant, several respondents noted the qualitative difference between YABC and other similar training programmes in achieving these outcomes and expressed the desire to see this approach scaled up and mainstreamed across their organisations. (For illustration see quotes 16, 18, 21, 45 and 46). This topic is explored in the review of organisational impacts.

These respondents also note the impacts that their behaviour change has had on their surroundings and their national societies. The nature of these changes is also discussed under organisational impacts.

TRIANGULATION

The testimonies of strategic observers in leadership positions at all levels of the RCRC provide powerful corroborative evidence of the participants’ self-perception of behavioural change as stated in their survey answers, self-assessments, focus groups and interviews. The rich, qualitative input by RCRC managers and leaders provides an early unpacking by non-participant observers of

the transformational impact of YABC on its trainers and peer educators. Accordingly this data anticipates and supports most of the major findings of the report.

CONCLUSION

External observers in strategic positions within the RCRC across the world have observed behaviour and attitude changes in YABC peer educators and trainers which set them apart and generate wider impacts. The particular forms that this change takes matches extremely closely the self-descriptions of changes narrated by the peer educators and trainers themselves. The absolute consensus on such positive changes further matches the rates of consensus among the peer educators and trainers themselves about the impacts they have experienced. The self-descriptions and external observations confirm and validate one another.

1.3 YABC IMPACT ON MINDSETS AND ATTITUDES

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I.3.1 MINDSET CHANGE: FUNDAMENTAL PRINCIPLES

Key finding

YABC training events succeed in imparting a range of concepts in a way that enabled trainees to readily and deeply internalise the Fundamental Principles.

This results in a new language of values that affects the way they look at their own selves and at the world, fostering a questioning approach to their own attitudes, a new openness to diversity and a strong belief in their power to effect a change in themselves and in the world.

SECTION CONTENT

One of the concepts within the YABC programme is that in order to change behaviour in a sustainable and enduring manner, one's corresponding thoughts, attitudes and ideals must first be changed. This section will focus on key changes in attitudes and mindset produced as a result of participation in YABC training.

METHODOLOGY

See Appendix 1 for detailed description and assessment of the sources referenced in this section.

See Appendix 4 for further qualitative feedback from trainee self-assessments

See Appendix 5 for in-depth interview data on attitude and behaviour change

Findings for this part of the report are drawn from a number of different sources.

First, **self-assessment questionnaires** and evaluation forms from 10 **YABC international, regional or national peer educator training events**. Of the various questions included in these forms, we have only focused on those most directly relevant to the research questions, in particular the perceived gains in understanding of YABC and the Fundamental Principles, and the unstructured feedback on the immediate effect of the training on their identity and direction. The gains in understanding were assessed using a 5 point rating scale, where 1 implied little knowledge and understanding and 5 implied high levels of knowledge and understanding. No further direct exploration of this question was included in the reports, but voluntary qualitative feedback effectively contextualised this basic quantitative data.

To contrast with this data, findings from the **in depth interviews with Peer Educators and Trainers** have been used, which offer critical qualitative context. These interviews took place some time after the training events, in most cases 1 to 3 years afterwards. They offer a perspective on sustained change.

Finally, an **independent 2009 Brighton University study** piloting state of the art values-based indicators among YABC trainers and peer educators attending a regional YABC training event in Jordan. The field study involved a series of rigorously conducted qualitative interviews, a focus group, surveys, unstructured observation, scenario and vocabulary analysis, focusing on the processes of attitude and behaviour change in YABC trainers within two years of involvement in YABC. In addition, it looked at the vocabulary they used to express their values in relation to concrete value priorities.

FINDINGS

The **self-assessment questionnaires** from each of the selected training events universally registered learning improvements in knowledge and understanding of the Fundamental Principles and of YABC.

In relation to self-rated increases in knowledge and understanding of the Fundamental Principles, scores increased either 1 or 2 points from a starting score of 3 or 4 out of 5, i.e. showing an increase from what can be interpreted as a moderate to a good level.

In relation to the knowledge and understanding of the YABC programme, the degree of increase was higher, from a low prior score (1 or 2 out of 5) to a good level, (generally 4 out of 5). This finding would be consistent with participants having some level of familiarity with the Fundamental Principles prior to participation, in line with their volunteering or work in the RCRC which generally includes discussion of the Fundamental Principles at induction. It is reasonable to expect that prior

familiarity of the participants with the YABC programme itself would be lower, given the specific nature of the programme.

The meaning of this information is contextualised by the YABC training event **testimonials**. When commenting on their understanding of the Fundamental Principles, participants do not comment on their intellectual appreciation for the principles in and of themselves. Rather they comment on how this has changed them and their individual mindsets. This fits with theoretical research on the cognition of self-assessment, providing a strong indication that the reported learning gains in relation to the Fundamental Principles relate to gains in self-efficacy, “a person’s probability of engaging in a task depending on how capable they believe they are in carrying out the task successfully” (Athanasou, 2006, p.2).

Indeed, the testimonials strongly suggest that the gains in understanding of the Fundamental Principles were not primarily conceptual (clearly the basic intellectual concepts of the Fundamental Principles were already there as per high pre-event scores), but rather that the learning outcomes related to gains in competence to engage in action based on the underlying concepts.

Given that what YABC adds to the Fundamental Principles and Humanitarian Values is precisely a set of concepts and behavioural skills related to the application of the Fundamental Principles in daily life, the suggested gains in self-efficacy correlate perfectly with the substantial score gains in understanding of YABC.

The elements illustrating the learning outcomes in terms of self-efficacy are in the first instance functional, addressing self-awareness, self-perception, increased ability to question one’s own thinking and increased ability to create a sense of mental peace (Appendix 4). Sample data includes:

“This training made me question the way I think, encouraged me to think outside of the box.” – Peer Educator

“Thanks to this training, I positively change my way of thinking; I started to think about myself in a different way.” – Peer Educator

Secondly, there is clear evidence that the participants have begun to assimilate the Fundamental Principles into their worldview. Examples include:

Humanity: *“I would like to use the knowledge and skills gained during this training to work on removing the stereotypes amongst people, by reflecting on how every individual has a choice to lead his/her life the way he/she wants.” – Peer Educator*

who they are. I enhanced my respect for diversity, and learnt how to reject racial discrimination and live peacefully with other cultures.” – Peer Educator

Neutrality: *Throughout this training, I learnt how to accept all human beings no matter*

Impartiality: *"I learnt how to address taboo issues and challenge myself in order to overcome my prejudices against sex workers and homosexuals so as to value each life as my own and truly model the change I want to see in my community."* – Peer Educator

Voluntary Service: *This initiative helps us think in a different way; I now feel more*

confident and believe that I can do something useful for my community." – Peer Educator

Universality: *"YABC enables you to discover yourself and others, and the quantity of people that are excluded in the world."* – Peer Educator

Moreover, the participants report an increased sense of urgency in the application of the Fundamental Principles:

The YABC program overcame my expectations and created this methodology which is totally convenient and applicable to the very urgent and strong crisis we experience. It has been one of the best experiences of my life." – Peer Educator

See Appendix 4 for further examples and evidence.

The **interviews with Peer Educators and Trainers**, conducted some time later, greatly reinforce these findings, indicating that the gains in self-efficacy in relation to the Fundamental Principles are sustained long after the immediate effects of the training. In fact, the interview findings indicate that self-efficacy gains tend to evolve and deepen over time in line with depth of involvement in the YABC programme, being clearest among YABC trainers. The data is very rich, and rewards detailed reading (Appendix 5). It is interesting to note the subtle and sophisticated understanding participants express in relation to the impact of the training on their thoughts and mindsets and the significance this has for further action.

The examples below illustrate the dynamics of self-efficacy gains:

- **YABC transmits the Fundamental Principles in a way that is meaningful to concrete application**

"Before, we used to teach our Fundamental Principles in a theoretical manner, and did not approach them practically. Yes we have Fundamental Principles, and so what? How do we

link them practically with our daily life, professionally, and with programmes? After so many years, we have now finally moved from the “sole” Fundamental Principles and Humanitarian Values to intra- and inter-personal skills, so we have moved from talking theoretically of the Fundamental Principles and Humanitarian Values to concretely applying them.” – Trainer, South Asia, Male

For further evidence see Appendix 5 quotation 1

- **Understanding the Fundamental Principles changes your perception of yourself and others**

“I started to realize that...what makes you change...is your own perception. What you think about yourself is the way people will see you, which will then affect others. This is thanks to my belief in the seven Fundamental Principles and underpinning values. Portraying and living these principles and values are factors that triggered my inner change.” – trainer, Africa, Male

For further evidence see Appendix 5 quotation 2

- **Recognition that accepting the Fundamental Principles inevitably translates into altered attitudes behaviour** – e.g. accepting others, personal responsibility, overcoming discrimination and making no distinction between victims

When working as a volunteer in the hostilities... I made no distinctions, no difference between both parties involved. I treat them all equally because I have neutrality and impartiality. I did not think of the goals of the victims, or of their ideological ideas, I just saw a victim, and this is thanks to the YABC programme, which helps me not just to know but above all to apply the principles. I don't think it would have been the same if I haven't gone through the YABC training. I think that ...my personal point of view would have affected the situation, I would have interfered.” – Trainer, Middle East, Male

For further evidence please see Appendix 5 quotations 2, 3, 4

It is interesting to note that many of the participants have come to find a much deeper respect and affection for the Movement as a result of this sustained, refined understanding of the Principles upon which it is founded.

“I actually further loved the Movement thanks to this deeper understanding of its principles and values which YABC helped me to gain. My personal commitment for the Red Cross Red Crescent increased a lot because of this...” Trainer, Western Europe, Female

For further evidence please see Appendix 5 quotation 4

TRIANGULATION

The new personal and behavioural connection to the Fundamental Principles is confirmed by external observers (Appendix 5, quotations: 13, 14, 18 and 21). The causal link between gains in understanding of YABC and gains in self-efficacy vis-à-vis the Fundamental Principles is

strengthened by the vocabulary analysis explored in section I.3.4 below, which shows the appropriation of YABC-specific vocabulary to articulate personal values, that are nested in and enhance the Fundamental Principles within the YABC framework. Finally, the links between the concepts and experience of YABC and personal identification and application of the Fundamental Principles also consistently emerges from the qualitative data from the Brighton University independent study.

In addition, as section I.4.4 explains, global survey data indicates a minimum of c.500 YABC-informed workshops on the Fundamental Principles were initiated by YABC peer educators subsequent to their training, implying a significant level of conceptual and practical appropriation.

These gains in self-efficacy help to explain the behaviour change explored next. In the academic literature, self-efficacy has been found to be positively related to the translation of learning into general practice and to the maintenance of behaviour change across multiple studies (Chiaburu & Marinova, 2005; Ford, Smith, Weissbein, Gully, & Salas, 1998; Gaudine & Saks, 2004; Gist, 1989; Latham & Frayne, 1989; Mathieu, Tannenbaum, & Salas, 1992; Saks, 1995; Stevens & Gist, 1997; Tannenbaum, Mathieu, Salas, & Cannon-Bowers, 1991).

CONCLUSION

In the training events, gains in knowledge and understanding of YABC translate into gains in self-efficacy in relation to the Fundamental Principles, or put another way, YABC training successfully teaches trainees how to apply the concepts in the Fundamental Principles to their own behaviour. This learning is at once empowering and deep seated, still present months and years later, and presenting great stability of reported impacts. This demonstrates the important point that YABC does not just result in positive attitude and behaviour change in its trainees, but does so in the direction of the RCRC Fundamental Principles and Humanitarian Values. In this light, YABC can be regarded as a uniquely effective delivery mechanism for the Fundamental Principles as transformative forces in people's lives.

I.3.4 MINDSET CHANGE: LANGUAGE

Key finding

YABC successfully imparts an ethical vocabulary to participants that mediates and empowers them to translate abstract concepts in the form of the Fundamental Principles into a nested vocabulary of concrete attitudinal priorities and behavioural skills.

SECTION

This section reviews the key findings of the 2009 Brighton University YABC Jordan Study with regards to the impact of YABC on the vocabulary used by its trainers to articulate their values and interpret their behaviour and ethical dilemmas.

METHODOLOGY

See Appendix 1 for description and assessment of the 2009 Brighton University YABC Jordan Study

See Appendix 6 for expanded analysis and findings of the vocabulary analysis

See Appendix 9 for the YABC Chart/Conceptual Framework

The language of values provides the categories by which we code the ethical content of intentions, attitudes and behaviours. We all have a values vocabulary, and whenever we are called to judge an intention, attitude or behaviour, we draw on that personal values vocabulary and its associated

concepts to make sense of its ethical content. The Brighton University study considered to what extent the values of the YABC programme have become integrated into the language of participants.

The YABC trainers and peer educators naturally have their own personal values vocabulary. To what extent does this vocabulary overlap with the values vocabulary of the YABC framework? If there is very little overlap, then the YABC language will not have been assimilated in a deep way, and its power to influence the ethical experience and perceptions of its trainers and peer educators will be more limited. **If there is a significant overlap, the YABC framework and vocabulary will impact very significantly on their ethical life, since the morality of all intentions, attitudes and behaviours, whether those of others or their own, will be understood through the filter of that vocabulary.** If their own spontaneous language of values integrates in a significant way with the values vocabulary of YABC, it will be an indication of a much deeper assimilation of YABC by its trainers and peer educators, shaping the very categories by which they make moral sense of the world, and will strengthen the conclusion that it is indeed YABC that accounts for the changes reported by the peer educators and trainers.

Through a mixture of a survey questionnaire, focus groups, scenario analysis, values based indicators and in depth interviews the Brighton University researchers mapped first, key behavioural and attitudinal priorities of 10 YABC trainers out of a total 163 values based indicators, and second, the unprompted values vocabulary they personally associated to those priorities. Importantly, this was done without reference to YABC, around research instruments developed in isolation from YABC as part of a broader research study. The fact that approximately half of trainers' values vocabulary comprised entirely personal value labels shows the presence of RCRC/YABC associated labels was not a function of conformity or social desirability bias, but an authentic reflection of personal value constructs.

FINDINGS

The Brighton study found a very significant overlap between the values vocabulary of the YABC Conceptual Framework and the personal values vocabulary of a maximum variation sample of 10 YABC trainers.

- Through the questionnaire responses and interviews, trainers generated an unprompted, spontaneous vocabulary of 93 values, which they associated to 126 attitudinal and behavioural indicators which they considered most important to their success as agents of behavioural change / YABC peer educators.
- Of these 93 values, 45 overlapped unequivocally with the YABC framework (48%), and 49 were entirely personal (52%).

- The 10 trainers interviewed showed significant convergence in values vocabulary between themselves, and that convergence clustered around vocabulary present in the YABC Conceptual Framework.

These findings suggest that it is YABC which has created a shared ethical vocabulary across highly divergent age, ethnicity, nationality, education and socio-economic background. In addition, two more values stand out because they do not form an explicit part of the YABC conceptual framework, although they may be said to be implied within it: motivation/encouragement, and evaluation. This is interesting because the same two themes emerge as top priorities for the 55 peer educators surveyed in Jordan by Brighton University.

Table 3: Most commonly mentioned values in the study

Values	Found in YABC Chart	Occurrence
Respect / Respect for the human being / for diversity	Yes	43
Inclusion / Inclusiveness	Yes	25
Trust / Trust enabling access	Yes	19
Responsibility	Yes	18
Understanding / Mutual understanding	Yes	15
Openness / Open-mindedness	Yes	13
Humanity	Yes	11
Non-discrimination	Yes	9
Commitment	Yes	8
Confidence / Self-confidence	Yes	8
Evaluation	No	8
Motivation / Encouragement	No	12

Looking at these findings in more detail, this common YABC vocabulary of 45 unprompted values contained the following elements of the YABC Conceptual Framework (Appendix 9):

- 4 Explicit Fundamental Principles
- 16 Components from 5 Fundamental Principles

- 14 Underlying Values from all 7 Fundamental Principles
- 11 Intra-/Inter-personal Skills from 4 Fundamental Principles
- 1 Thematic element

It is interesting to note that although all seven Fundamental Principles are embedded in the values vocabulary of the YABC trainers, only 1 is an explicit part of this common vocabulary (Humanity). How might we explain then the absence of spontaneous mention of the Fundamental Principles themselves when contemplating real life attitude and behaviour priorities?

It is clear from the evidence presented earlier in the report, that YABC empowers and extends the trainers and peer educators' connection to the Fundamental Principles. As several YABC trainers and peer educators and external observers have noted, before YABC they had difficulty relating to the Fundamental Principles. This is, they explain, because they experienced them as highly abstract and theoretical, disconnected, and hard to relate to real life practical situations. They affirmed that YABC transformed their emotional, intellectual and behavioural engagement with the Fundamental Principles.

We can see that the most relevant and frequently used YABC values vocabulary identified in the study concentrate on the middle sphere that connects the Fundamental Principles to behaviour, namely the components and underpinning values of the various Fundamental Principles. This suggests that the Fundamental Principles alone may in fact be too abstract to link immediately to concrete attitudes and behaviours in many people's minds. This makes them naturally less personally relevant. On the other hand, their nested definitions and values, being more specific, may trigger more concrete associations, and thus be more immediately connected to attitudes and behaviours. Thus, when faced with a menu of 126 concrete ethical attitudinal and behavioural priorities, the YABC trainers naturally related them to the intermediate layer of the YABC Conceptual Framework (see page 231), not in order to ignore the Fundamental Principles which all the data tells us they are acutely conscious of, but rather to apply them.

Thus we can affirm that YABC successfully imparts an ethical vocabulary to participants that mediates and empowers them to translate abstract concepts in the form of the Fundamental Principles into a nested vocabulary of concrete attitudinal priorities and behavioural skills.

TRIANGULATION

Of course identifying an overlap in values language does not imply a causal relationship with the YABC programme. The fact that the same vocabulary of values occurs in the YABC framework and in the vocabulary of the trainers could in isolation be considered a coincidence. However the fact that it was only the YABC vocabulary that was shared by the different trainers, and the non-YABC vocabulary was individually scattered, strengthens a causal hypothesis. The correlation in the self-

assessments of 281 peer educators between significant gains in understanding of YABC and a gain in self-efficacy with regard to the Fundamental Principles triangulates positively with the above findings. It further triangulates with peer educators and trainers interviews, describing the impact the YABC Conceptual Framework has had on both their comprehension and adoption of the Fundamental Principles and on their world-view, and the general language used in their extended discussions. It triangulates finally with the reports by external observers that YABC peer educators demonstrate a greater passion for the Fundamental Principles, a use of language more respectfully and calmly, and greater confidence to express the Fundamental Principles in conversation, (see Appendix 5, quotations 2, 9, 13, 21 and 22).

In this light, the presence of a YABC language of values expressed by YABC trainers may be confidently ascribed not to coincidence, but to the impact of the training in the YABC conceptual framework.

CONCLUSION

YABC generates a new ethical vocabulary that embeds the YABC conceptual framework into the language of values by which its trainers make sense of their experience and ethically interpret decisions and dilemmas. Its shared dimension suggests that YABC creates a common ethical orientation in its participants, a suggestion made conclusive in triangulation with other data sources. Given the way in which YABC concepts are ultimately and coherently nested in the Fundamental Principles, the presence of YABC vocabulary strengthens the evidence in the previous section for the personal appropriation of the Fundamental Principles by YABC peer educators and trainers. Given that the majority of this vocabulary, however, operates at a greater level of concreteness than the Fundamental Principles, it suggests that the Fundamental Principles themselves are not primary linguistic categories that they can apply to daily life without the additional, nested YABC concepts and vocabulary.

I.3.5 MINDSET CHANGE: ATTITUDES

Key finding

YABC nurtures an outlook in its peer educators and trainers combining a reflexive, critical perspective on their internal assumptions, attitudes, conditionings and reactions in the service of an outward orientation that is open to diversity, challenging of prejudice, and confident in the possibility of personal and collective change.

SECTION

This section reviews the key findings of the 2009 Brighton University YABC Jordan Study with regards to the impact of YABC on the vocabulary used by its trainers to articulate their values and interpret their behaviour and ethical dilemmas.

METHODOLOGY:

See Appendix 4 for sample training event qualitative feedback

See Appendix 5 for referenced quotes from the in-depth interviews

This section draws exclusively on the qualitative data from the training event evaluations and from the in-depth interviews of trainers and peer educators, both the internal IFRC ones and the external ones conducted by Brighton University. Their convergence with one another, with the survey data and with the strategic external observers means the findings can be considered representative.

FINDINGS

The immediate impacts of the events were not just, or even primarily, conceptual. Even within the relatively short period of a single YABC peer educators training event, as already hinted earlier, the indications are that the YABC methodology delivers significant attitudinal change. The central areas of significant attitude change expressed through the **training event evaluation testimonials** include:

Greater open mindedness and non-judgement

“YABC improves your vision of life and puts you on a platform of equals, enabling you to maintain and create bonds of friendship and brotherhood.”

Greater understanding and acceptance of diversity

“I was the kind of person who discriminated some people like those infected by HIV, and now my mind is totally changed. This training brought a change in myself as well as in my behaviour towards others.”

Enthusiasm to eradicate prejudice – particularly homophobia

This training truly opened my eyes on the cultural and societal norms that influence an individual as well as on the mechanisms of stigmatisation, discrimination and social exclusion. In the past for example, I had violently pushed and forced a friend of mine who is gay to act like a man and I deeply regret it now.”

Greater optimism and positive thinking

“The YABC initiative made you not only believe in yourself but also believe that societal change is possible.”

Greater self-confidence

We are ordinary people, just able to do extraordinary things.”

Greater humility

“I had a wealth of skills but sometimes I used to undermine others and think that I know everything. Thanks to this training, I now realise the true role and responsibilities of a YABC peer educator.”

Improved critical thinking

“This experience has been a turning point for me as I changed a lot in a very short period of time. Without this training, it would have taken me a lifetime to understand these issues and change myself.”

It is fascinating to compare this immediate but potentially temporary attitudinal impact immediately after a training event with the attitudinal shifts described in the in-depth **trainer and peer educator interviews** several months to three years after their own induction. We can see that the nature of the changes is extremely similar to that described by the peer educators, although the depth of the interviews allows for a much more detailed understanding.

Examples include a **more sophisticated understanding of diversity**, (Appendix 5, quotation 9), the translation of the principle of non-judgement and acceptance of diversity into concrete action in the field (Appendix 5, quotation 8). Again, acceptance of homosexuality is a dominant theme, including individuals recounting personal stories of homophobic acts and their attempts to 'right their wrongs' in the years following the training (Appendix 5,quotation 8). For example:

“Before I was homophobic, and thanks to YABC, I started to accept this concept of homosexuality which is taboo in society. We need to accept any form of humanity...In every individual, there is a level of tolerance; YABC increases it as it opens up minds. It is not about change: you might be a good individual in the eyes of society but have low self-esteem...Every individual has a need to better himself, whoever s/he is.” – Trainer, Africa, Male

Respondents express an appreciation that **to change society we must start with ourselves** and that self-esteem is central to the ability to experience tolerance and acceptance (Appendix 5, quotation 11). They have become more confident in their own abilities, refined through practice, including the delivery of YABC session, simultaneously accepting imperfection and learning through mistakes, (Appendix 5, quotation 15).

Respondents suggest that they have become **more accepting of small day to day challenges**, more patient and better able to manage stress (Appendix 5, quotation 12). They have developed an appreciation of the need to be open minded and to hear a diversity of views and opinions, adopting an active listening approach (Appendix 5, quotation 13).

A common theme across these interviews is **deepened reflection by the respondent upon the Fundamental Principles and how they apply to their own behaviour**, past and present. The majority of interviewees describe a journey of growing awareness and action learning inspired by the principles. This suggests that the training is developed and refined for each individual through daily application and that the attitudes developed through the training are fostered and refined in the months and years that follow. For example:

“It helped me to develop critical thinking, open-mindedness and non-judgment. In the past I was a very nervous person and I did not have tolerance for differences of opinions with other people. But after the YABC training I understood the other’s opinion, I found it normal and even healthy to have different points of views... I try to be open-minded, and I can appreciate different points of views and different opinions, especially in this critical political situation...In my opinion, when this active listening, open-mindedness, etc. becomes your natural behaviour, then it is the real change. I still have more to develop in my personality to reach this point.” Trainer, Middle East, Male

The **Brighton University study in Jordan** looks at these changes in more depth, analysing attitudinal change for trainers with two years' experience of YABC. Most trainers experienced a major shift that led to them feeling a new sense of power to effect change. The Brighton interviews make clear that the changes described in the data are not instant. Several trainers mention a shift in their attitude to the challenges of long-term change, where the process becomes as important as the outcome.

“Sometimes things don’t go as fast as I would like them to but the journey to get there is as important an experience as actually reaching the goal.” – Trainer

“I’m always looking at obstacles as a challenge, and ready to accept them; if there is no challenge, the change won’t have as great a significance.” – Trainer

The mere fact that the interviews were observing these inner changes also points to developments in the trainers' ability to **critically analyse** and understand their own behaviour. A few trainers actually mention this explicitly in their interviews, noting that this is something that either they were not capable or likely to do before their involvement with YABC.

“There were many moments when I realised that I wasn’t respecting some of the values we were working on, so it improved my capacity to analyse myself and improve myself in that sense. For example, we all discriminate, it happens to me, but now I realise I said something that is discriminating, it helped me to analyse this and change myself.” – Trainer

This allowed them to question taken for granted assumptions about oneself and society, particularly in the presence of difference and conflict.

“Thanks to this training, I better understand what violence and gender equality is. I gained awareness on the effective role of women in society, and learnt how to find alternative solutions and get what we want without resorting to violence.” – Peer Educator

“I would like to use the knowledge and skills gained during this training to work on removing the stereotypes amongst people, by reflecting on how every individual has a choice to lead his/her life the way he/she wants.” – Peer Educator

As the last quote intimates, the motivational mindset for action generated by YABC goes far beyond daily life. Respondents begin to think about themselves in a different way, as agents of change. Interviewees consistently refer to their **desire to take action in their community at large and beyond**. It is immediately evident, from the training **self-assessments** that participants experience a remarkable increase in their motivation for action, often associated with a powerful sense of personal commitment and responsibility:

“This training was awesome. It brought many positive changes in my personality. It further motivated me for social work and strengthened my commitment to work under the umbrella of the Red Cross and Red Crescent Movement.” – Peer Educator

“To be honest, I gained something special for myself; I feel tougher and motivated. I have learnt a lot during this training; it made me share my fears and I’m really determined to move forward with this initiative until I become a trainer of peer educators.” – Peer Educator

The forcefulness of these sentiments, the determination and courage expressed by participants is particularly noteworthy. Participants noted that this increased motivation begins as a personal initiative, but that it has profound implications for the collective:

YABC changes your personal life and cultivates success between ourselves and others. It initiates behavioural change and finally generates commitment. It will help us grow as individuals and as a Movement.” – Peer Educator

TRIANGULATION

The attitude impacts described by the newly trained peer educators immediately after a training event coincide consistently with the attitudinal shifts described by trainers 6 months to 3 years after their own induction. This is also consistent with the global survey, in which 97% of global survey respondents who felt they had changed positively as a result of YABC. The in depth Brighton University study of trainers in Jordan re-affirms that the YABC programme generates a process of attitudinal change.

This is further confirmed by the external observers who note a range of attitudinal changes, which they attribute to participation in YABC. They note in particular participants adopting a more positive attitude, non-judgement, becoming more accepting of diversity, a greater compassion, empathy and patience (Appendix 3, quotations 3,5,7,9, 14, 21, 22 44, 45 and 46). They also note that YABC trainees are more empowered to take positive action in both their personal lives and in the context of their broader community, (see Appendix 3, quotations 1, 2, 3, 9, 23, 28, 29, 40, 42, 44)

CONCLUSION

All the qualitative sources confirm the survey assertions that YABC had affected the vast majority of peer educators and trainers’ attitudes. The changes are deep and intimate, and begin by affecting their attitude to themselves and their own thought processes and reactions, combining the ethical orientation described in earlier sections with the self-awareness and reflexivity to identify progress and challenges in their own embodiment of the Fundamental Principles. This makes possible other attitudinal shifts which change their relationship to others, particularly those who are different or affected with widespread prejudice.

I.4 YABC IMPACT ON BEHAVIOURS

I.4.1 GENERAL BEHAVIOUR CHANGE IN INDIVIDUAL LIFE

Key Finding

YABC triggers a process of self-transformation in trainers and peer educators that consistently results in positive behavioural changes. The dimensions of behavioural change concentrate on their communication styles, stress responses and lifestyle choices.

SECTION CONTENT

Ultimately the objective of YABC is to achieve actual behaviour change in the trainers and peer educators, and also in the people around them. This section looks at how YABC has impacted on their overall behaviour.

METHODOLOGY

Having established in the **global survey** that the overwhelming majority of respondents reported positive behavioural impacts as a result of YABC (section I.1), a perception universally confirmed by the pool of external observers across the world (section I.2), this section delves into the qualitative data from the in depth interviews to understand the extent and range of expression of this behavioural change. The mechanisms underpinning this behavioural change are explored in depth later in this report when reviewing impact mechanisms.

In assessing the validity of self-reported behavioural change, it is important to bear in mind that self-reports of behaviour change have generally been found to be both valid and reliable as reflections of actual change in academic studies in diverse domains (Curry and Purkis, 1986; Fujii, Hennesy, & Mak, 1985; Warriner, McDougall, & Claxton, 1984; Arnos et al, 1991), although not universally so (eg. Corral-Verdugo, 1997).

FINDINGS

YABC peer educators and trainers consciously ascribe changes in personal behaviour and lifestyle to the impact of their YABC training and interactions. A wide diversity of changes are registered by participants. This is to be expected, as each participant will have taken from the training those aspects that are most pertinent to their individual situations, attitudes, beliefs, fears, hopes and personal life experiences. However, it is possible to group comments into a series of behavioural dimensions where changes are particularly consistent, being: overall communication styles and strategies, reactions to difference, responses to stress and changes in personal lifestyles.

It is important to emphasise that the commonality of process does not equate to the generaliseability of effects. Thus the fact that one individual changes their environmental behaviour does not mean that environmental behaviour change is a generalised impact of YABC. But while this particular lifestyle change is not generalised, lifestyle change itself is a consistent dimension of YABC induced behaviour change. Similarly, while improved stress responses are attested across the sample, for one this will manifest in their driving behaviour, for others in their medical practice. Hence, specific examples should be regarded as purely illustrative of common behavioural dimensions.

Dimensions of general behaviour change include:

Shifts in communication strategies:

- From sustaining conflict to conflict resolution (Appendix 5, quotations 17 and 19)
- Applying effective communication strategies to defuse violent situations (Appendix 5, quotation 17)

“...In developing countries, they believe in mob justice; they would kill a thief....I started talking with the perpetrators, those beating the man on the street to get them understand the consequences of killing him” – Trainer, Africa, Male

- From gossiping to non-judgement (Appendix 5, quotation 19)
- From swearing to non-offensive language (Appendix 5, quotation 12)
- From confrontational communication to active listening (Appendix 5, quotation 19)

“I was very violent, like most people in the region I belong to. I was vocally aggressive when interacting with others...but now I’m calm, I use non-violent communication, I don’t raise my voice anymore. When you listen more and actively to people, you then understand them better, people trust you more and are more friendly. I used to compel others not to be violent, now people and volunteers see me as a very calm and active listener.” – Trainer, South Asia, Male

- From competitive self-assertion to open-ended posing of inclusive questions and critical thinking (Appendix 5, quotation 12)
- From purely verbal to conscious non-verbal communication (Appendix 5, quotation 17)

Shifts in stress reactions:

- From panic to problem-solving (Appendix 5, quotation 18)
- From anxiety to resilience through visualisation techniques (Appendix 5, quotation 21)

"I think 'How can I find a better solution to the problem?' The YABC learning process and all its key activities helped me in that sense. I use them on a daily basis. When I have something that creates stress, I calm down and visualize myself solving the problem, then I ask myself 'If I can see myself solving the problem, why can't I do it for real?'" – Trainer, Eastern Europe, Male

- From reactive to reflective stress reactions through application of techniques for acting from inner peace (Appendix 5, quotations 12, 18 and 21)

"The components related to inner peace (Qi Gong and meditation) really opened in me another way to look at the world, another way to manage stress, even if I'm not constant in practicing it. I really thin Qi-Gong has benefits." – Trainer, Western Europe, Female

Shifts in lifestyle:

- From consumerism to responsible consumption (Appendix 5, quotation 18)

"I started to be more careful about how I spend my pocket money, what I buy with it. Now I think twice before buying a new shirt for example because I know that I have 10 others in my wardrobe." – Peer Educator, Eastern Europe, Female

- From intercultural avoidance to intercultural friendship (Appendix 5, quotations 12)
- From unhealthy habits (smoking, drinking) to healthy behaviours (Appendix 5, quotation 17)

"I realized that..I have to set the example so before I can do that I have to walk the talk. It started well: I stopped drinking, I stopped smoking and people couldn't believe that I could have changed this way so fast" – Trainer, Africa, Male

- From chaotic lifestyles to self-actualisation (Appendix 5, quotation 21)
- Toward greater simplicity and closeness to nature (Appendix 5, quotation 12)

"I also became simpler, closer to nature. The basic conditions we experienced in Mali made me come back to the essential and brought me closer to nature." – Trainer, Western Europe, Female

TRIANGULATION

These findings resonate with the comments made by external observers, including overcoming prejudice, overcoming cultural hostilities to form friendships with people from diverse communities (see Appendix 3, quotations 2 and 7), adopting new communication styles that are non-judgemental, calm and centred on active listening, (quotations 9, 14, 21, 22), developing greater resilience to challenge and stress (quotations 38). They likewise triangulate with the mechanisms of behaviour change identified in the Brighton University study and explored in part II of this evaluation.

CONCLUSION

Given the range of changes noted, it is not possible to quantify the representativeness of any one reported change, nor to precisely establish the extent to which any particular change has been generated solely by the YABC programme. Neither is it possible to evidence that any one individual would not have made the same change to their life without participating in the YABC programme.

However, the fact that, across the board, participants have made substantive changes to their lives of one kind or another, which they directly attribute to their participation in YABC, is strongly indicative of the fact that the YABC programme is responsible for generating a process of self-change within participants that is unlikely to have occurred without the presence of the programme's influence upon their lives.

I.4.2 BEHAVIOUR CHANGE IN SOCIAL AND PROFESSIONAL LIFE

Key finding

The changes in orientation and behavioural strategies and skills described in earlier sections have a domino effect which affects and frequently improves their peer and professional relationships.

SECTION

This section looks at how the changes in communication, stress reaction and lifestyle, in conjunction with the attitude changes mapped before, manifest in their social and professional life.

METHODOLOGY

See section I.4.1

FINDINGS

YABC participants report that after their engagement in the programme, their behaviour has also changed in relation to their social interactions and working life, as a result of new ideas, attitudes, and skills developed through the programme:

- Participants find themselves in mediator roles in conflict situations with and among their friends, as a result of insights and attitudes imparted by the programme, and the skills that allow them to mediate successfully.

"I tried to act as a mediator in situation of conflicts within my family or at school, between classmates and friends. For example, last month, two of my friends had a fight on a pretty stupid subject. I calmed them down by offering them a coffee and talked to them, trying to explain that they actually had no real reason to fight. Thanks to this intervention, they understood the situation and gave up yelling at each other." – Peer Educator, Eastern Europe, Female

- Participants consciously role model the YABC intra-and interpersonal skills. This not only motivates their own behaviour choices, but means they find themselves in an increased

advisory capacity, with their peers approaching them for advice or behavioural counsel in relation to diverse dilemmas.

“My friends and youngsters ask me for advice, which, for me, clearly shows that they have some kind of respect for me. Such advice can for example be related to making a timetable for school home work or about their relationships with their girlfriend, – Trainer, Eastern Europe, Male

- **The facilitator methods and culture** of the YABC peer educators training are integrated into their social and professional interactions.

“During the YABC peer educators training, we specify that we have to be able to find constructive solutions and build consensus. When I started my own private company, I noticed that the key to success was to ensure that everyone was comfortable with the solution found and involved in the decision-making process. Thanks to this approach, I make sure that my employees have job satisfaction.” – Trainer, Africa, Male

- **The new values and critical thinking creates receptivity to new relationships** across the separation of prejudice, and can result in a widened and changed social circle.

“There are stereotypes that people from X don’t have good relationship with people from Y. I had no tolerance for the people from Y... After the YABC peer educators training, I developed a very strong friendship with a person from Y who is one of the most beautiful person I have ever met. The training not only changed my perception of the people from Y, but also helped me to remove any bias or judgment I may have towards any person in this world. – Trainer, Middle East, Male

- The intra- and inter-personal skills are reported in some cases to have made a **significant improvement to their professional effectiveness.**

“When patients are now referred to me, I can find out what the problem is because I actively listen to them and find out the issue. I can find my inner peace and hence deliver the service in a better way. I keep calm, so that I can identify and solve the problem, by going in the right direction, giving the right treatment. I can really afford to help the patients. Before, sometimes, because of stress, I couldn’t provide proper service and treatment.”– Trainer, Middle East, Male

TRIANGULATION

While external observers made limited comments about the professional life of trainees, they did corroborate their changing roles as mediators and facilitators within their social environment, schools and community. (See Appendix 3, quotations 23, 25, 29, 31,34 and 38).

CONCLUSION

Behaviour change seems to be a feedback loop that feeds behaviour change. Thus shifts in orientation and behavioural strategies noted in the immediate aftermath of training events impact on day to day interactions, and hence on roles and identities. Thus, where the YABC training leads to changes in communication behaviour, a peer educator might find herself mediating a conflict in her friendship group. Such interventions can, as in one of the examples above, evolve into a role, reinforcing and refining the process of behaviour change. Likewise successful changes in stress reactions at work can change professional relationships and effectiveness and make possible further behavioural and identity changes in line with their YABC inspired values orientation.

I.4.3 BEHAVIOUR CHANGE IN FAMILY LIFE

Key finding

YABC inspired changes in values, attitudes communication and behavioural strategies resulted in significant improvements in the dynamics of the family unit as a whole

SECTION

This section looks at how the changes in communication, stress reaction and lifestyle, in conjunction with the attitude changes mapped before, manifest in their family life.

FINDINGS

In accordance with the interdependent nature of family communications, **the change in individuals' own behaviour consistently resulted in significant improvements in the dynamics of the family unit as a whole**, and even in some cases of other families within their social circle. Indicative examples of these processes include:

- Non-violent communication leading to conflict transformation (Appendix 5, quotation 24)

“Before, when my mother raised her voice, I used to raise mine twice as much. Now I tell her “Mom, please don’t raise your voice, try to rephrase it in a different way or think of something worse that could have happened”. I set the example and inspired her, then I noticed that she now tries to speak more calmly or rephrase. – Trainer, Western Europe, Female

- Greater commitment to family ties and responsibilities, leading to family harmony (Appendix 5, quotation 26)

“I think even my own marriage was on the rocks before ... I started washing dishes at home, helping my wife, etc. I think that I also listen more to her and it works...YABC made me mature, less dependent on the street, on my friends, etc. It made me choose to stay at home

because I now prioritize well and understand important things such as the need to look after what I have.” – Trainer, Africa, Male

- Role-modelling and values-based dialogue, leading to behaviour change contagion (Appendix 5, quotations 28)

As far as arguments with family members and friends are concerned, I try to act as a mediator and that's how my own level of tension and stress decreases too.”– Peer Educator, Eastern Europe, Female

- Challenge inherited prejudices, leading to better parenting (Appendix 5, quotations 26)

“When my boy was one or two, I was worried because he kept on taking his mum shoes and walking with them in the house. He was only two years old and I was already thinking of his sexuality. One of my YABC peers started explaining me that my son was developing both his feminine and masculine sides at this age. Without YABC, I would have reacted very negatively towards my child and his mother. It was good that I had this opportunity to discuss with my peers and open up on this issue. – Trainer, Africa, Male

TRIANGULATION

External observers comments touch only briefly on the topic of family life but this includes the positive regard family members have in relation to the impact of the YABC training on their children. (see Appendix 3, quotation 31).

CONCLUSION

The effects on family life are an extension of the same domino effect discussed in the previous conclusion. Where the behavioural changes affect a family unity as a whole to a significant extent, contagion effects can be seen as the transformations serve as role models for other individuals and families.

I.4.4 SOCIAL MOBILISATION BEHAVIOUR

Key Finding

YABC has empowered a significant proportion of its trainers and peer educators to plan and implement thousands of YABC inspired initiatives to mobilise their peers and the wider community in the direction of principled behaviour change.

A moderate estimate of total direct beneficiaries of YABC–inspired activity delivered by the peer educators themselves stands at c.120,000 people.

SECTION

The previous sections have looked at how YABC affects the behaviour of trainers and peer educators in their daily lives. But the aim of YABC is to go beyond effecting change in its peer educators and make them agents of similar change in others. This section looks at the behavioural impact of YABC on their efforts to do this.

METHODOLOGY

See Appendix 1 for a description and assessment of the global survey

See Appendix 8 for geographical breakdown of selected survey trends

This quantitative section relied on the global survey self-reported activity. The numbers should not be taken as exact, but rather good approximations. The data required considerable adjustment to control for non-fatal flaws in question design and evidence of double counting.

As per our methodological criterion, in order to include the data it had to be triangulated with a comparable data source. In this case a key informant approach was followed. Key informants have been found to be reliable in reporting on social composition of groups, particularly when asked about directly observable characteristics (Frenk et al, 2010).

In this case the key informant was Charlotte Tocchio, (Officer, Fundamental Principles and YABC) at IFRC, most directly involved in coordination of trainers and training of peer educators around the world. Concretely, her close and regular interaction with the core of YABC trainers around the world gives her a solid, up to date and reliable picture of developments in their respective national societies, supplemented and complemented by her own extensive travels as the principal global YABC trainer.

In relation to the specific data issues of this section, the most significant data-points were the number of beneficiaries engaged by the very high performers, who accounted for almost half of all people reached directly by YABC. The majority of these high performers are trainers in very close contact with Ms. Tocchio, and so any significant discrepancies between their survey data and her perception of the reality on the ground would make the consensus-focused triangulation invalid, because either source would be invalid.

In fact, the survey numbers, as adjusted in this report, matched closely her own global estimates, and the survey data on high performers likewise harmonised with her estimates based on following their activities over the full duration of the programme. Hence the consensus of the survey data and of the key informant input correlate and validate each other.

FINDINGS: QUANTITATIVE SCALE OF YABC SOCIAL MOBILISATION BEHAVIOUR

In this section we consider the impact of the YABC programme on trainers and peer educators' initiation of systematic action to mobilise others to replicate their own personal transformation, thus becoming conscious and skilled agents of behavioural change.

Participants report that they have engaged others on a large scale across a wide range of Red Cross Red Crescent programme areas.

- 75% of question respondents went on to engage in **follow-up activities** after the YABC training

- 157 peer educators reported directly engaging in a vast number of YABC-related capacity building and community outreach events. They report 5,000+ events over 4 years.
- Using elements of the YABC toolkit specifically, YABC peer educators reported personally engaging in the region of 60,000 people after double counting over 4 years, the bulk in the last 2 years.¹ This represents a modal average of 451 people reached with YABC inspired activities by each peer educator on their own. This average is only useful in estimating global numbers, since the actual distribution varied widely, as shown by table 3.

Given that this total represents the answers of 133 peer educators out of a total 620 peer educators and trainers, these numbers represent a definite minimum and most likely a significant undercount.

If we recalculate the average reach per person excluding the 13 high performers who reached 1000–16000 people on their own, the new total of people reached by the remaining 120 peer educators is 19,381, for a modal average of 161 people reached by peer educator – a much more realistic sum. If this new low modal average is extrapolated to the remaining 500 YABC peer educators and trainers in the world, the approximate total of people directly engaged by the YABC cohort using the YABC toolkit would be around 140,000. This would be a high estimate.

In the extremely unlikely case that fully one half of non-respondents had not engaged one single person in YABC inspired activity, and the half that did, did so at the lowest average rate reported in the survey, we would arrive at an extremely conservative estimate of c.100,000+ individuals engaged directly by YABC peer educators and trainers in YABC informed activity. This would be a low estimate.

A moderate estimate of total people directly engaged by peer educators in YABC inspired activity therefore stands at c.120,000 people.

FINDINGS: INDIVIDUAL SOCIAL MOBILISATION BEHAVIOUR

¹ This is the figure that comes from the 136 answers to question 33, the “total number of people reached on your own” (n. 81269). From the 81269 figure must be deducted a number of obvious and significant instances of double counting, notably for Pakistan where 4 PE reached 6991 people, and for Palestine where two PE reached 600 in the same distribution of activities. This is an inflation of 21,573. New total 59696. This count excludes the 10 respondents to the question who were neither peer-educators nor trainers and who reported reaching 4500 people.

While these figures tell us something of the global impact of YABC, they do not tell us much about YABC impacts on the social mobilisation behaviour of individual trainers and peer educators. There are two key findings in relation to this dimension that can be drawn from the survey data.

Firstly, in terms of active participation, **approximately 70% of the survey respondents each engaged over 50 people. Well over half of the group directly engaged more than 100 beneficiaries each in the YABC process.**

Table 3: Number of beneficiaries reached by Peer Educators and Trainers using YABC toolkit

	No. beneficiaries engaged					
	1–50	51–100	101–500	501–1000	1001–5000	5001+
% of PE or T (Total of 157 respondents)	28%	18%	36%	12%	7%	2%

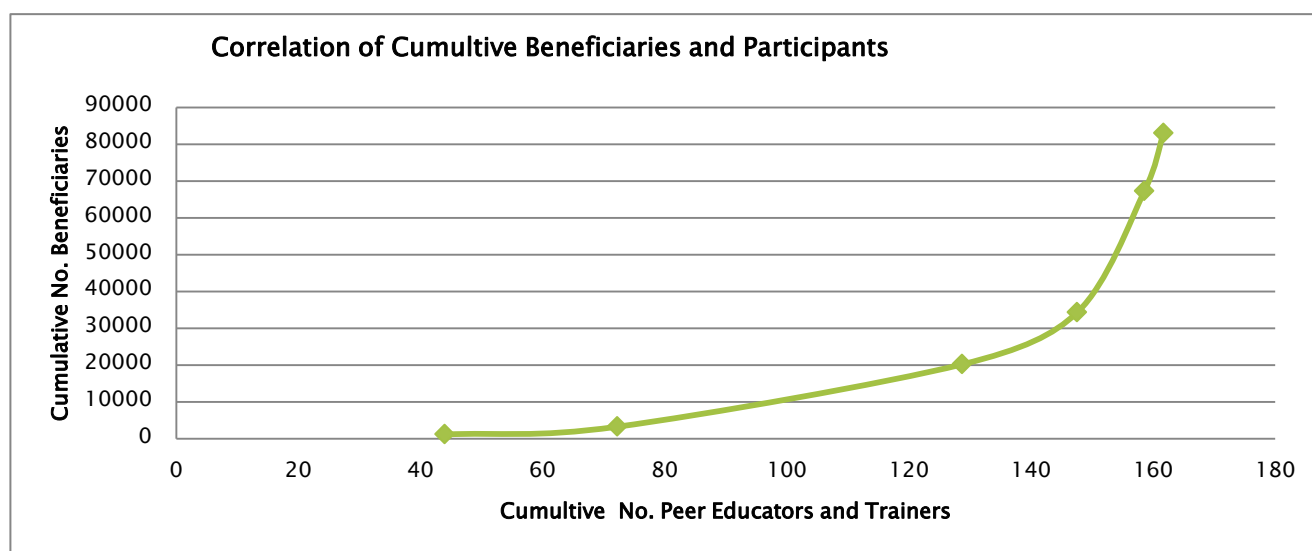
Secondly in terms of absolute numbers of beneficiaries, the vast majority of beneficiaries have been reached by a relatively small proportion of Peer Educators and Trainers, as demonstrated by the sharp incline at the upper end of the graphic in table 4 below.

These figures reinforce the picture of behaviour impact on peer educators across the board. We do not see a concentration of social mobilisation impact on only a small number of elite peer educators or trainers. Rather the motivation to take positive action is realised in the vast majority.

At the same time, while social mobilisation behaviour is widely distributed, the social mobilisation effectiveness of that behaviour is highly concentrated with a very small number of extraordinarily high performers and a large number of comparatively moderate to low performers. Thus out of the 60,000 people reached by the 133 respondents, a full 40,000 were reached by just 13 people. In other words, 10% of the trainers and peer educators accounted for 66% of all direct YABC beneficiaries in the sample.

The characteristics and factors that distinguish these 13 high performers merits further research.

Table 4: Correlation of Cumulative Beneficiaries with total number of YABC practitioners²



This suggests, as with specific lifestyle changes and other behavioural impacts, that while YABC generates a universal impulse to behaviour change, and a clear orientation to that changed in line with the Fundamental Principles, the extent of that impulse and the concrete manifestation of that orientation is mediated through a vast range of factors external to the YABC programme itself. Some of these factors are explored in part II of this report in relation to impact mechanisms.

FINDINGS: PATTERNS OF SOCIAL MOBILISATION BEHAVIOUR

The global survey of YABC trainers and peer educators shows that approximately **76% of respondents to this question (n.185) went on to engage in follow-up activities after their YABC peer educators training**; while 24% (n.61) did not engage in follow up activities³. The pattern of social engagement behaviour was as set out in Table 5.

Table 5 describes only those activities conducted by participants who completed this question and therefore the exact numbers for the wider cohort will vary. However, it is likely that the general patterns are representative, **with capacity-building events (workshops, sessions and activities), being the primary form of YABC follow-up activity**, lasting from under an hour to 12 hours,

² To generate this graph, the median data point for each group has been used as indicative of the level of beneficiaries engaged by that proportion of the total number of Peer Educators and Trainers who have carried out YABC inspired activities since undertaking YABC training. These numbers have not been controlled for double counting, so the graph represents an accurate distribution but inflated numbers.

³ Adjusted for 8% (24) of respondents who did not answer this question.

followed by community outreach initiatives (wider campaigns or more complex micro-projects), and finally bespoke applications of the YABC tools and methods.

Table 5: Pattern of Social Engagement by Peer Educators and Trainers

Social Engagement Activity	# PE/T involved	% (of 185 respondents)
Presentations of the YABC initiative	114	73%
Workshops, sessions or activities using the YABC toolkit (duration 0 to 4 hours)	122	78%
Workshops, sessions or activities using the YABC toolkit (duration 4 to 12 hours)	77	49%
Workshops, sessions or activities using the YABC toolkit (duration over 12 hours)	79	50%
Social mobilisation / awareness-raising campaigns using creative platforms on YABC-related topics	77	49%
Community-based micro-projects on YABC-related topics	64	41%
Other (if any)	35	22%

Specifically, the global survey also documents over 500 dissemination sessions on the Fundamental Principles imparted by 80+ peer educators worldwide. This number is likely to be an underestimate once non-respondents are taken into account, although additional numbers cannot be estimated.

TRIANGULATION

The ratio of respondents saying they went on to engage in follow up activities correlates with the 74% who felt much or very much empowered as agents of behaviour change as compared with the 26% who felt less so. The variations in the degree of confidence demonstrated by the survey answers of peer educators may also explain the distribution of social mobilisation behaviour. Almost everyone engaged in such behaviour, but some were far more able in their reach than others.

This variation in behavioural effects of YABC from individual to individuals is supported by the qualitative findings in the Brighton University study, and is explored in detail in the section on impact mechanisms below.

While the quantitative data on number of activities and number of direct beneficiaries comes exclusively from the survey, the patterns of activity identified are supported by the planning information in a number of internal field reports, examined in the next section on organisational impacts.

Finally the data was triangulated with a key informant as described in the methodology heading of this section.

CONCLUSION

The data suggests that while the rate of social mobilisation behavioural impacts generated by YABC is consistent, insofar as the vast majority of trainers and peer educators who were trained in YABC went on to engage in YABC-inspired social action designed to mobilise others into personal transformation; the scale of social mobilisation behaviour was incremental, with the largest scale of impacts concentrated on the smallest number of people.

This does not mean that those who mobilised most people experienced the greatest behavioural impacts from YABC since we don't have the data to establish whether such scale represents a significant expansion from their social mobilisation behaviour before YABC. Thus someone who had never organised a single activity and organises two after YABC is likely to have experienced a much greater behavioural impact than someone who regularly organises 100 activities and after YABC organises 102.

In this perspective the data on patterns of social mobilisation better complements the very useful data on rates of social mobilisation activity. We can say that YABC generates social mobilisation behaviour in the majority of its trainers and peer educators, and that the principal mode of social mobilisation behaviour is the running of YABC inspired workshops, which fulfils one of the primary training goals of YABC, namely to equip its peer educators with the tools, facilitation skills and confidence to apply the YABC toolkit group activities in their localities. By any measure, YABC amply succeeds in this goal.

I.5 CONCLUSION – BEHAVIOURAL IMPACT OF YABC

The data suggests that YABC peer educator training effectively triggers sustained attitude and behaviour change and lasting interpersonal skills in a majority of YABC trainers and peer educators. This is the overwhelming testimony of the trainers and peer educators themselves. External observers and partial insiders unanimously confirm this, affirming that YABC delivers significant attitudinal and behavioural impacts on its trainers and peer educators

In particular, YABC training events succeed in imparting a range of concepts in a way that enables trainees to readily and deeply internalise the Fundamental Principles and leave with a much enhanced self-efficacy, a readiness and ability to put the Fundamental Principles into action.

YABC successfully transmits an ethical vocabulary to participants that empowers them to translate abstract concepts in the form of the Fundamental Principles into a nested vocabulary of concrete attitudinal priorities and behavioural skills. This results in a new language of values that affects the way they look at their own selves and at the world, fostering a questioning approach to their own attitudes, a new openness to diversity and a strong belief in their power to effect a change in themselves and in the world.

This outlook empirically demonstrates the evolution of a reflexive, critical perspective in peer educators, on their internal assumptions, attitudes, conditionings and reactions in the service of an outward orientation that is open to diversity, challenging of prejudice, and confident in the possibility of personal and collective change.

The result in these changes in motivation, identity, vocabulary and attitudes, together with concrete behavioural skills, is that YABC triggers a process of self-transformation in trainers and peer educators that consistently results in positive behavioural changes.

Foundationally, the behavioural change impacts concentrate on their communication styles, stress responses and lifestyle choices. Such changes in orientation and behavioural strategies and skills have a domino effect which affects and frequently improves their peer and professional relationships. Naturally it affects their families

even more strongly and YABC-inspired changes in values, attitudes communication and behavioural strategies resulted in significant improvements in the dynamics of the family unit as a whole.

Beyond their own individual sphere, YABC equips its peer educators with the tools, facilitation skills and confidence to apply the YABC toolkit group activities in their localities. YABC has empowered a significant proportion of its trainers and peer educators to plan and implement thousands of YABC inspired initiatives to mobilise their peers and the wider community in the direction of principled behaviour change. A moderate estimate of total direct beneficiaries of YABC-inspired activity delivered by the peer educators themselves stands at c.120,000 people. The principal mode of social mobilisation behaviour is the running of YABC inspired workshops, but YABC is also integrated into a wide range of programme activity.

In conclusion, it is the unequivocal finding of this report that YABC represents an extraordinarily impactful behaviour change programme and an outstanding model of best practice in peer-education internationally.

The consistency with which it leverages the RCRC Fundamental Principles and Humanitarian Values to deliver transformational changes of attitude and behaviour, cross-culturally and on a global scale, in an extremely short period and sustained over a long time, makes YABC a truly remarkable achievement.

PART II: YABC BEHAVIOUR CHANGE IMPACT MECHANISMS

II.1 DYNAMICS OF YABC BEHAVIOUR CHANGE

The findings from part I demonstrate that the YABC programme generates the motivation to take positive action in the vast majority of participants. At the same time, while the social mobilisation behaviours impact is widely distributed, the social mobilisation effectiveness of that behaviour shows a considerable range of variation, with a small number of very high performers.

This suggests, as with specific lifestyle changes and other behavioural impacts, that while YABC generates a universal impulse to behaviour change, a method of behaviour change, and a clear orientation to that change in line with the Fundamental Principles. The extent of that impulse and the concrete manifestation of that orientation are mediated through a vast range of factors external and contextual to the YABC programme itself.

This impact study considers it established beyond credible doubt that YABC delivers positive and enduring behaviour change in a large number (and highly likely in a majority) of its trainees. We have seen that this change extends from mindsets to attitudes to behaviours, and that the behaviour change of each peer educator and trainer impacts on their surroundings produce further behavioural impacts on their personal and professional relationships. These secondary impacts in turn translate into behavioural and cultural change in their surrounding contexts, including within RCRC programmes.

The previous sections have concentrated on establishing the presence and analysing the nature of YABC-related behaviour change. This section will look at the dynamics and mechanisms of this change.

Three dynamics may be said to integrate the various changes chronicled in previous sections:

- First, YABC-driven behaviour change appears to be psychologically grounded in a personal redefinition, concretisation and appropriation of the Fundamental Principles. This takes place in a primarily experiential (non-cognitive), as opposed to purely intellectual way.

- Second, this shift is not an event, but a developmental process that takes place organically and incrementally over time.
- Third, behaviour change is not uniform, in rate, intensity or external impact, but manifests rather as a broad spectrum.

A. PERSONAL REDEFINITION OF THE FUNDAMENTAL PRINCIPLES

YABC participants come to understand the Fundamental Principles in a wholly new way, to intimately own them, and in so redefining them, making them applicable, and discoverable, in the day-to-day realities of their lives.

This dynamic involves the following shifts, as explained and illustrated in section 1.3:

- From being unable to experientially understand or personally relate to the meaning of **highly abstract** Fundamental Principles, participants begin to see each Principle as implying a range of more **concrete, understandable values**, and thus making the Principle personally meaningful.
- From seeing the Fundamental Principles and Humanitarian Values as **abstract ideals**, Participants come to understand them as **practical life strategies** requiring specific behavioural skills that can be gained through conscious practice.
- From seeing the Fundamental Principles as **disconnected, stand-alone ideas**, they come to understand their **interconnection** as they apply them to their own daily lives.
- From **emotional detachment** from the Fundamental Principles, they come to develop an **emotional investment** in them as they become integral parts of their personal identity and day-to-day interactions.
- From a vague **sympathy** toward the Fundamental Principles, participants develop a sense of **direct and sometimes urgent responsibility** for their application and promotion as a result of an understanding of their personal relevance to themselves and hence to those they care about.

- From learning about the Fundamental Principles as one-off information, they come to appreciate them as a lifelong learning process of application and critical reflection.

B. DEVELOPMENTAL PROCESS, NOT EVENT

Several interviewees mentioned *trigger milestones* such as their first YABC youth event, or joining the YABC initiative. These milestones produced a fundamental shift in outlook, as described in the immediate post-event evaluations. But this major shift was in turn followed by a longer-term process of inner change.

“You know what you have to change, it’s different to know it and to do it!” – Trainer (Jordan study)

The importance of *time* was mentioned in all the Jordan interviews, for instance, whether the trainers were reflecting on their own process of inner change, behavioural change, or changes in others.

“Normally developing skills is a process, it is not in seven days and then you have it. You need to develop them.” – Trainer (Jordan study)

“After the YABC training, first before you have to become a good peer educator, you have to change yourself... it’s a long process.” – Trainer (Jordan study)

“One thing is to prepare [a YABC workshop], the other is to deliver it, and the last one is to see change in others. And on top of preparing and delivering them, I have experienced changes in others... which has made me grow as a person.” – Trainer (Jordan Study)

The internal interviews similarly demonstrate that while the process of change is consistent, the speed of change is determined by individual differences. Thus of 7 trainers and peer educators that answered the question during interviews, the moment in which inner change was said to be noticed the timelines are quite evenly scattered (one noticed it both in the middle and after):

Table 6: moments of inner change

Key moment of inner change	Number	Example
----------------------------	--------	---------

	of T/PE	
<u>At the beginning of YABC training</u>	2	<i>I started to change since the beginning, I felt something changing inside me. I believe that I changed since beginning and still until now. I can feel something, but I cannot analyze it, not put it into words.” – Trainer, Male, Middle East</i>
<u>At the middle of YABC training</u>	1	<i>Questioning my own behaviour – Peer Educator, Female, Western Europe</i>
<u>At the end of YABC training</u>	3	<i>“It is [at the end of the training] that you let yourself go and you let more stuff come out of yourself, more emotions. Already there are blockages that have gone” – Peer Educator, Male, Western Europe</i>
<u>After the YABC training</u>	2	<i>“The information was still boiling inside... I took time to realize what happened to me in my life. Between 3 weeks, and 1 month and half, that’s when I noticed that something is changing inside” – Trainer, Male, Easter Europe</i>

This manifested in very concrete ways not only in their personal transformation but in their peer education process, as richly explored in the Brighton University Jordan study in which trainers reflected on their early experiences of YABC, in contrast to their most recent experiences, in many cases a two year gap. Key findings included:

- The trainers reported feeling more generally feel inspired when sharing their knowledge gained from their YABC experience in their most recent experience
- They noted that in the beginning it was more typical to have to resolve a conflict between two people in a group
- Further, the group seems to experience more consistency in their entities applying the IFRC values in recent times compared to two years earlier.
- The trainers reported role-model effects appearing and increasing over time.

The gradual process of assimilation and application is accompanied by challenges, and one of the notable characteristics of YABC is that it largely succeeds in instilling an ethical and motivational resilience in its trainees:

“...sometimes things don’t go as fast as I would like them to but the journey to get there is as important an experience as actually reaching the goal” – Trainer (Jordan Study)

“I’m always looking at obstacles as a challenge, and ready to accept them; if there is no challenge, the change won’t have as great a significance.” – Trainer (Jordan study)

These findings indicate that the translation of principles into attitudes, behaviours and organisational and inter-personal outcomes becomes embedded over time and that this can result in a strengthening of motivation and inspiration associated with the YABC methodology.

C. SPECTRUM OF INTENSITY

In our assessment of behaviour change, we noted that the range of YABC impacts varied from individual to individual, as did the form that change took.

HIGH-END BEHAVIOUR CHANGE

At the extreme positive end of the spectrum, we noted the presence of exceptional performers in social mobilisation. One single peer educator, for instance, reported personally engaging 16,000 people in YABC-informed activity, a claim considered credible by the IFRC officer most acquainted with the circumstances. At the level of personal transformation there were marriages transformed; university degrees completed; deep rooted, ingrained prejudices abandoned; dramatic lifestyle changes.

LOW-END BEHAVIOUR CHANGE: NEGATIVE CASE SAMPLING

The extreme prevalence of high end impacts in the data led the evaluator to pursue negative case sampling, in the form of questionnaires sent by the IFRC Principles and Values Department to the 9 (out of 270) respondents who reported no positive change on them from YABC in the global survey.

One respondent answered the questionnaire and did so in great detail. Her answers provide an extremely useful insight into the extreme low end of the spectrum of YABC behaviour impact, and the mechanisms that underpin its comparative ineffectiveness. The case is extremely atypical, but in its extreme, serves to illustrate fundamental impact factors that find continuity across the data as explored later in this section.

The respondent had answered in the original survey that YABC had had no positive impact on her, that it did not equip young people with the means to become ethical leaders, and that it did not increase the cohesion of the RCRC, or improve the quality of its programmes. These were all yes/no answers in the survey. In the open ended, qualitative questions as to why she had answered no to each of these, the nuances became apparent, and in fact at the most basic level inverted.

Thus, when speaking of the first question, she begins by saying that in fact the programme did have some measure of positive effect on her, but the external barriers were too great to apply to others.

"Je ne dis pas que le programme a eu aucun impact positif sur moi, mais je pense que le champ d'application est trop difficile. J'ai autour de moi trop d'exemple de personnes intolérantes envers les autres, et leurs différences, et parler avec elles, pour les orienter à penser autrement est impossible."

It is implied in her answers that YABC had a positive impact personally on her, but not on her sense of capacity to affect others. She locates the reasons entirely outside YABC, in her perception of prevailing intolerance all around her, personal, economic, religious and political.

Similarly, when addressing the reasons for her sense that YABC did not equip her to become an ethical leader, she says it is because ethics were not part of the concerns of most people around her, and also because she felt she lacked detailed factual knowledge of the key social issues addressed by YABC, so that she did not feel she could run school workshops because she anticipated the discussion degenerating into conflict:

Je ne me vois pas aller dans un lycée et faire un débat. Y'a tellement de possibilité que ça finisse en pugilat que je ne voudrais même pas essayer.

And yet, as with her previous answer, in relation to YABC, she in fact affirms the value of her learning in the YABC peer education techniques and toolkit :

Cependant, je ne remets pas en cause tout ce qu'on apprend sur l'animation des débats et des jeux. Toute cette partie est très intéressante.

But it seems that, above all, her negative responses were a reaction, not to any intrinsic limitations of the YABC training itself, but to an acute disenchantment with what she perceived as an extremely dysfunctional local RCRC chapter. It was her extremely negative experience of one local RCRC election, and the profound cognitive dissonance that it produced in relation to the Fundamental Principles, that made her despair of the capacity of YABC to be effective in what she considered a corrupt organisational milieu.

Once more, she in fact conceives the possibility in principle that YABC could be effective even in such a context, but states that she is so personally disillusioned that even knowing it could be done, she would not wish to try.

" Comment veux-tu inclure du YABC là-dedans??? Et même si tu me donnais la solution, je suis tellement dégoutée de leur comportement que je n'essaierai même pas."

And yet, she concludes, at the end of it all, by expressing that even against, or perhaps precisely in the context of her wider disillusionment with her society's capacity for change, YABC remains a source of ethical strength and encouragement, and asks and encourages YABC to persevere :

" L'enthousiasme que vous véhiculez lors de la formation YABC et en dehors, dans vos mails, est un soutien à tous ceux qui ont encore espoir en l'homme et au programme YABC. Continuez! ;-)"

FACTORS OF INTENSITY

From this we can conclude that contextual and individual factors can play a determining role on the efficacy of YABC as a behaviour change programme, and it is a token of its power that even under such adverse conditions, YABC succeeded in having a modest effect on the participant. And yet by comparison to the extreme-high end of the spectrum, the difference is immeasurable. It is between these two poles that the YABC experience takes place, concentrating in its vast majority in the upper end of the spectrum, and, as per the developmental nature of it, taking participants forward along its continuum over time, the YABC training mostly imparting a powerful enough impulse and shift of orientation to carry its unfolding into months and years thereafter.

II.2 DETERMINANTS OF YABC BEHAVIOURAL IMPACTS

If YABC–inspired behaviour change involves a developmental journey along a spectrum of redefining and applying with increasing effect the Fundamental Principles in personally relevant ways, what are the mechanisms that make this progressive and remarkable transformation happen in YABC trainees?

Behaviour change is an extraordinarily complex and theoretically elusive process, and it would be presumptuous to formulate a comprehensive model of behaviour–change mechanisms at work in all the YABC peer educators. What can be done, however, is to locate shared characteristics in the journeys of change, and identify or postulate those mechanisms for which there is definite evidence, as being directly and uniquely linked to the implementation of YABC itself.

It will be suggested that four core elements mediate the effectiveness of YABC as a positive behaviour change mechanism:

- Intervention factors: YABC pedagogy
- Human factors: Peer education and trainer cohorts
- Environmental factors: Organisational factors

Of these 3 factors, only the YABC pedagogy is presented as exclusively enabling. No aspect of the YABC training method or content has been criticised a single time in the 5550 pages of data, including, as we have seen, in the extreme negative case sample. Even in this case, none of the limitations identified were associated with the pedagogical process. In contrast, the amount of positive attestation was extensive and triangulated across sources and methodologies.

The remaining factors, in contrast, functioned as both, enablers and obstructers of positive behaviour and organisational impacts, with a wide range of feedback from extreme criticism to extreme validation.

This would suggest, in terms of modelling the YABC impacts established in this study, that it is the YABC pedagogy itself that is the effective driver of behaviour change in its peer educators and trainers, while participant selectivity, structural, situational and logistical factors are all contextual elements intensifying or inhibiting its effects.

To use an analogy, YABC is a proven, high quality engine of change: the remaining factors constitute the car, the road and traffic. The engine has a potential speed and capacity, yet the conditions of the car itself, the road and the traffic will determine the extent to which it releases and manifests its potential.

These mechanisms are not exhaustive, and many more factors may be at play, but these are suggested as the most clearly observable ones in the evidence.

II.3 PEDAGOGICAL IMPACT MECHANISMS

The behaviour change impacts of YABC derive primarily and directly from a unique pedagogical method and process which, when applied, elicits an intense cognitive and non-cognitive response in participants which leads to a series of associated changes. As described by the initiative's founder Katrien Beeckman in her introduction to the YABC Toolkit: "Its learning methodology is experiential and non-cognitive, connecting to the learners' heart, feelings and life experience, fostering self-awareness, self-reflection and personal transformation."

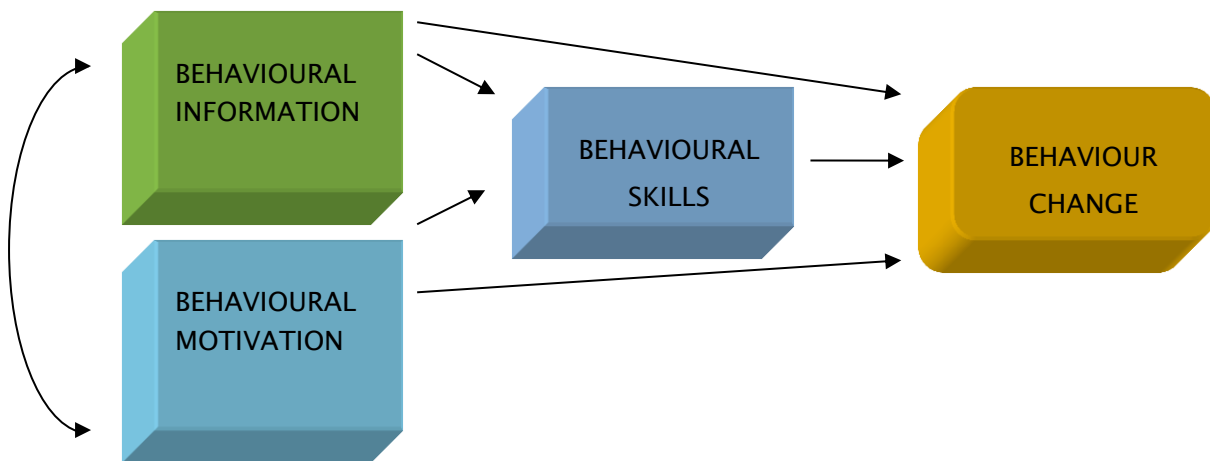
It would not be appropriate in the context of a programme evaluation to engage in a detailed contextualisation in the ample theoretical and empirical literature on behaviour change. A recent review (Darnton, 2008) identified at least 47 theoretical models of behaviour change. But it would be useful in terms of understanding, integrating and simplifying the many impact mechanisms outlined above to propose a simple but powerful pedagogical impact framework drawing on the close similarities to one particularly accessible behaviour change model.

Specifically, the *Information-Motivation-Behavioural Skills (MIB) Model* (Fisher & Fisher, 1992; 2000), originally developed in the context of HIV prevention interventions. Like YABC, the MIB model is fundamentally intervention based, created to more effectively design projects that stimulate HIV risk-prevention behaviour change. It is an evidence-based, theoretical approach with considerable empirical support, albeit in a relatively narrow sphere.

Its key premises are:

1. That "to the extent that individuals are well informed, motivated to act and possess the behavioural skills required to act effectively, they will be likely to initiate and maintain patterns" of constructive behaviour (Fisher & Fisher, 2000, p.39).
2. That information and motivation work through behavioural skills to influence behaviour. "In essence, the effects of ...information and ...motivation are expressed mainly as a result of the development and deployment of ...behavioral skills that are directly applied to the initiation and maintenance of [constructive] behavior."
3. That information and motivation are independent, so that one may be well informed without being highly motivated, and vice versa.

FIGURE 1: MIB model of behaviour change (adapted from Fisher & Fisher, 1992)

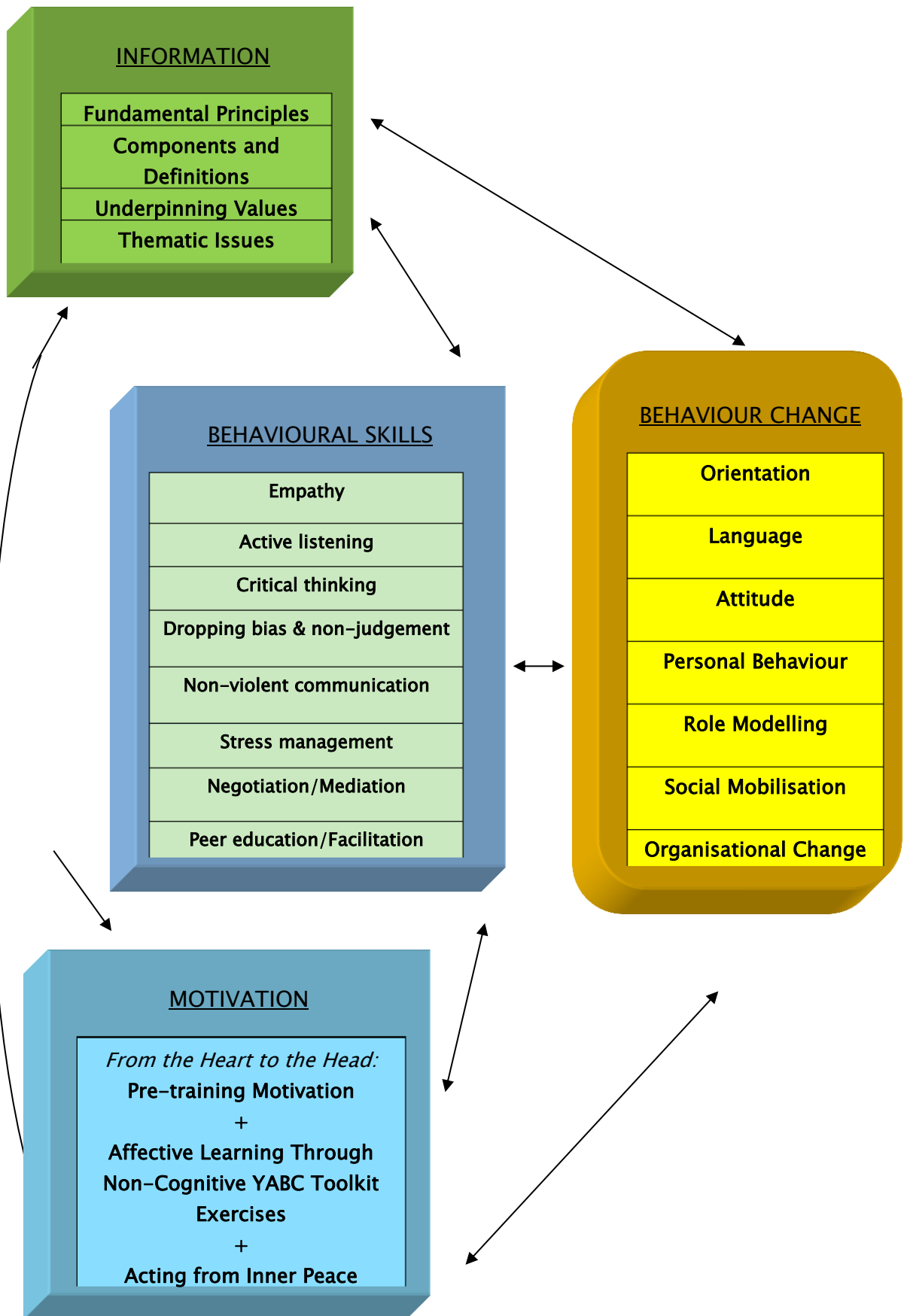


The YABC conceptual framework, and the empirical findings of this report regarding the pedagogical mechanisms of behaviour change reviewed above may be said to fit very well within the MIB model of behaviour change. Integrating the three sources, we are able to formulate a **YABC pedagogical impact framework**, captured in Figure 2 overleaf. This framework is a heuristic tool to facilitate reflection on the pedagogical elements of YABC impacts, rather than a comprehensive model of all the factors that play a part in YABC's effects, including human and environmental factors.

It consists of MIB's 4 core elements in Figure 1, which we have further modified into a fully reciprocal and interactive feedback mechanism. The proposed **YABC Pedagogical Impact Framework** functions as follows:

- The Fundamental Principles expand into the behavioural arena through the language and framework of the YABC chart, (Behavioural Information).
- This YABC-specific information combines with the motivation for change of the participants, tapped into, stimulated and intensified through the non-cognitive exercises in the YABC toolkit. Above all, this motivation is released in the course of the approximately one week of training that most IFRC coordinated YABC training events last. (Behavioural Motivation)
- This growing motivation in turn is channelled into behavioural skills imparted through the training element of the YABC toolkit, in line with, reinforced by and reinforcing the YABC Chart. (Behavioural Skills)
- This triggers/empowers/accelerates behaviour change in the majority of its participants in the direction of the Fundamental Principles. The behaviour change illuminates and expands both the understanding of the Fundamental Principles and the motivation to persevere in change (Behaviour Change)

Figure 2: YABC Pedagogical Impact Model



Clearly, while the nature of the behavioural information and behavioural skills is easily gathered from the YABC documentation, and is relatively straightforward to understand, clearly the most significant and elusive success of YABC is the power of its intensive and relatively brief training to release a profound motivation to change and to act in a transformational way. Explaining the mechanisms by which this motivation is released is perhaps the most important element of the pedagogical design and implementation of YABC.

The *YABC Peer Educator Manual* refers to three theories which may help YABC peer educators to understand what motivates people. The Incentives Theory refers to reward that people receive from a particular behaviour or change in behaviour. This may be a tangible or intangible reward. Maslow's Hierarchy of Needs suggests that an individual is compelled to meet their physical survival needs first before they can progress to 'higher' needs that relate to social interaction or 'inner potential'. Social Cognition Models see motivation as a process, whereby a person's understanding, but most importantly their intent (or volition), ultimately leads to behaviour change. It emphasises that no theory is 100% correct, and they should not be considered in isolation.

In fact, while there are materials such as the YABC conceptual framework, the YABC toolkit and the YABC Peer Educator Manual, articulating the underlying general principles as described, yet there is no formal articulation of the training methodology by which YABC is imparted to peer educators and trainers in the first place, as opposed to how trainees can use the training in a peer education context.⁴ Thus while some theoretical contexts are provided, and practical tips for peer educators to use in the field are set out, yet the way in which the YABC training itself generates transformational change has not yet been written down, a reflection of both, its pilot stage, and its rigorous evolution through iterative action, rather than fixed and predetermined models.

Instead, the mechanisms have been transmitted informally, verbally and through role modelling and practice first by the direct participation in the initial training-of-trainers by the founders and co-designers of YABC; and then by the transmission of these processes, cultures and approaches by the first trainers onto subsequent cohorts of YABC trainees.

In other words, the pedagogical design and methodology for the YABC training process itself (the most consistent impact mechanism found in this study) is yet to

⁴ As of January 2014 consideration was being given to producing a Training of Trainers Manual capturing these methodologies

be articulated in writing. It was therefore necessary to conduct in depth interviews with the founders of the YABC design and implementation process in order to extract the core components of the YABC pedagogy.

The individuals who were interviewed for this section included:

Dr. Katrien Beeckman: founder of the initiative as Head of the IFRC Principles and Values Department, Dr. Beeckman contributed the original YABC vision and the YABC values-based conceptual framework, recruited and selected the consultants and trainers, and has maintained strategic oversight over its unfoldment.

Juan Saenz was invited as external consultant to design the YABC training blocks and manual, translating Dr. Beeckman's vision into a concrete programme template

Alexandre Malet, also an external consultant, developed and introduced the "acting from inner peace" dimension, including mindfulness, physical movement and stress management techniques.

Charlotte Tocchio became the YABC Officer in the P&V Department and most experienced YABC peer trainer and facilitator in the field testing and fine tuning of the toolkit and training events.

The design and implementation process and the respective roles and timelines of these key informants are captured in Figure 3 below.

RELEASING MOTIVATION: THE FOUR STAGE OF THE YABC BEHAVIOUR CHANGE PROCESS

Although each key informant used their own vocabulary to describe the key elements of the process, they were entirely consistent in describing a very specific and consistent trajectory in four stages, which YABC was intended to achieve. In addition, a transversal method of Acting From Inner Peace was integrated and developed by the consultant Alexandre Malet.

The four stages that emerge included:

- 1) Deconstruction/destabilisation/stripping
- 2) Crisis/Shift of perspective
- 3) Reconstruction/reframing
- 4) Empowering into action

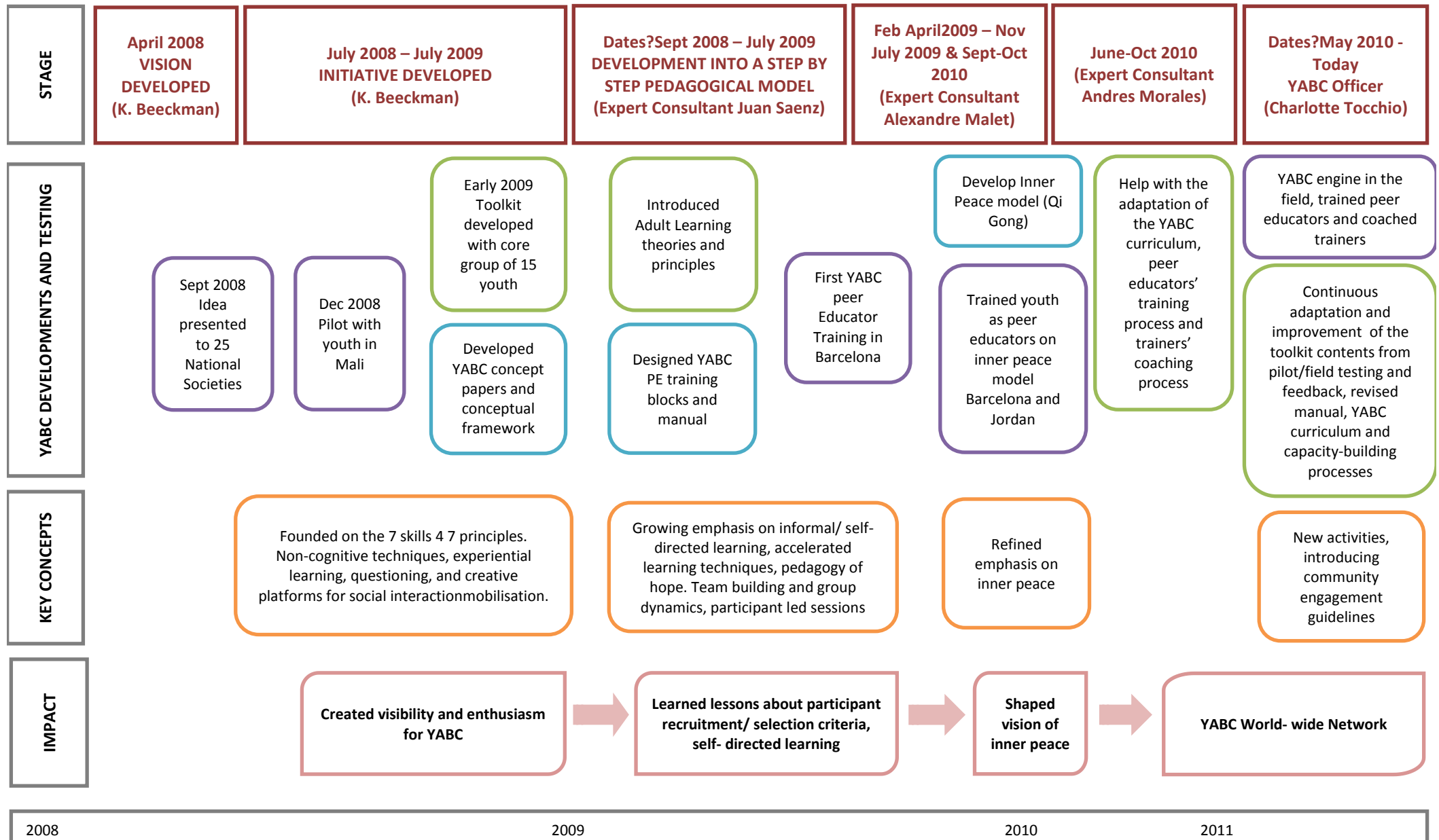
This journey underpins the pedagogy of the YABC process and experience.

DECONSTRUCTION

This first stage is possibly the most critical as the gateway into the entire process of transformation.

- Juan Saenz describes it as a process designed to expose the social conditioning of participants and a stripping of ego.
- For Katrien Beeckman, , it is a surprising, unexpected journey of progressive identity shocks achieved through a mutual mirroring and experiential process that takes you away from yourself, from your starting point, your taken for granted assumptions and your established identity to the point where you are ready to question them, revise them and renew them in alignment with a higher, deeper, more personal and more committed understanding of the Fundamental Principles and Humanitarian Values.
- For Charlotte Tocchio, it is a process of deconstructing your own self-perception and recognising and identifying the presence of dissonance and tension between one's values on the one hand, and one's attitudes and interactions on the other. She describes this as a process of arriving at a point of crisis through creative and critical self-reflection. She observes consistently that this process of deconstruction, although it varies from individual to individual, as a group process tends to happen toward the third and fourth day of training.
- This is stimulated through non-cognitive methods that impart a lived experience of social exclusion, prejudice, discrimination. Also and against that contrast, the liberating experience of non-exclusion and non-violent communication, becoming aware experientially and emotionally of the difference between the two and through critical self-reflection identify the gaps between values and actual attitudes and behaviour.

Figure 3: Development of the YABC Toolkit and Peer Educator Training



- This transition runs in parallel to the creation of a safe space.
 - This safe space is grounded first of all in the trainers themselves role modelling in an empowering way the vulnerability, the humility, the willingness to learn and the comfort with uncertainty that participants are increasingly journeying toward. In other words “high immediacy” is a pivotal methodological and cultural aspect of the impact mechanisms of YABC (see next section).
 - Non-judgement and minimum prescriptiveness are further factors in creating a safe space.
 - The focus on and constant attention of the YABC framework and training activities to humanitarian values and non-violent communication foster and constantly reinforces an increasingly inclusive group culture. At the same time the processes of cognitive dissonance and critical self-reflection are destabilising but also shared, so that feelings of inferiority and superiority within the group become increasingly replaced with feelings of solidarity and mutual support.

CRISIS/SHIFT OF PERSPECTIVE

- The combination of this inspiring, self-reflective, intense, supportive and highly bonding environment, with a facilitated, participatory experience of the challenges, difficulties, consequences and sensations of exclusion and inclusion, discrimination and conflict, and violent and non-violent communication, generate a critical point and a moment of reflection informed by uncertainty, instability, vulnerability, nakedness.
- By the same token that very destabilisation in the aspirational context of YABC awakens and systematically intensifies a desire, a need and an openness to redefine oneself, to rebuild one’s identity and one’s perceptions and attitudes and relationships on the basis of newly appropriated values, informed by the experience of both personal inadequacy and successful embodiment and expression of increasingly understood, owned and practiced principles and values.
- This moment of crisis, the lead trainer reports, is generally manifested and observed in intense emotions, sometimes tearfulness, and a measure of anxiety, and at the same time a reaching out for peer support and mentoring, where the diversity of background, approach and personality becomes an asset as participants turn to different trainers and participants for support following their natural affinity.

RECONSTRUCTION

- And it is at this point that the focus of facilitators shifts, from leading participants to this critical point of vulnerability, to gather the confidence, self-esteem and ability to reconstruct their identity, attitudes and interactions around a more nuanced, deeply understood and personally owned values-based framework.
- The exercises take on a more constructive emphasis, described by Saenz as giving the participants the experience of a new paradigm of interaction based around non-violent interaction and communication and a culture of peace
- In the experience of a new paradigm of interaction a new paradigm of identity becomes possible, and a sense of the nobility and potential of every individual and oneself becomes deepened and increasingly directed into service onto others, and particularly applying and role-modelling the principles and attitudes acquired in their personal and professional lives, within and beyond the RCRC

EMPOWERMENT

- As the participants arrive at this new sense of identity and direction, the energy and motivation released is channelled into personal and collective plans of action that translate inner change into immediate practical action, focused particularly on incorporating the practical tools and techniques to their day to day lives and their collective activities.
- The final phase of empowerment also involves the increasingly refined appreciation and familiarity with the YABC Toolkit and its non-cognitive activities and exercises which they have spent a week practicing and becoming competent in.
- This means that they end the week not only with the emotional and existential journey of transformation in values and attitudes but also with behavioural skills and tools for social action that allow the translation of values and attitudes into practice practical and possible, leaving participants with high levels of self-efficacy in relation to being the change they want to see.

YABC AS TRANSFORMATIONAL LEARNING

These 4 stages constitute the fundamental framework of the YABC pedagogy as it emerges from the testimony of the key informants behind its design and implementation.

In seeking to understand the dynamics of these stages and their relationship to the values and behaviour change documented in this report, one theoretical approach that seems to hold considerable potential is Mezirow's theory of "transformative learning", a form of communicative learning (Habermas, 1984) that takes place through a cycle of (1) disorienting dilemmas, (2) critical reflection, (3) rational dialogue, and (4) action.

Clearly these four stages bear striking resemblance to the model arising from the vision, design and implementation of YABC as articulated respectively by the founder, training designer and lead implementer of YABC, of (1) destabilisation, (2) crisis, (3) reconstruction, and (4) empowerment toward action. As we will see, the parallels are more than superficial as the primary methods of destabilisation or deconstruction are indeed the experience of disorienting dilemmas through a wide variety of non-cognitive exercises; the crisis or critical point is the climax and realisation of a process of critical reflection, and the resolution by which the participants rebuild their identity on the basis of values they have themselves explored together is fundamentally a process of dialogue.

As the YABC Peer Educator Manual states (section 1.3):

"Young people listen to one another and can exact great influence upon one another. Peer education uses that power in a positive way. YABC brings young people with a range of different perspectives together in a safe space where they can openly and honestly share their experiences and reflect together. In this way, their own thoughts and feelings, rather than intellectual analysis, are the entry points for learning, helping young people to embark on a journey of inner change. They commit to starting with themselves or to "*be the change we want to see in the world*", becoming increasingly positive role models for one another."

The conclusion of these three stages is the formulation of individual and collective plans of action.

Indeed, a closer look at Mezirow's theory of transformational learning bears strong resemblances to the YABC pedagogy and mechanisms identified above. This provides an element of mutual validation, insofar as a demonstrated system of personal transformation such as YABC inherently replicates processes held by Mezirow to be essential for the experience of learning to prove genuinely transformative.

This is not coincidental, as the lead designer of the training process, Juan Saenz, identified that Mezirow was indeed one of the theoretical points of reference in his development of the YABC methodology, along with "Jean Piaget, David Kolb, Maria Montessori, Paulo Freire and the various authors of Constructivism (e.g. John Dewey, Humberto Maturana, Ernst Von Glaserfeld, etc.)"

In fact it is not simply at the level of process, in that four stage model, that the resemblances lie. Rather they extend to the very framework of the YABC activities in the toolkit, which are the direct triggers of attitude and behaviour change.

Mezirow's 10 steps to transformational learning appear to be virtually identical to the methodological stages of almost all YABC exercises which may partly explain their exceptional success in transforming its participants as documented in part I.

The ten phases of transformative learning according to Mezirow (1978) include:

1. A disorienting dilemma
2. A self examination with feelings of guilt or shame
3. A critical assessment of epistemic, sociocultural, or psychic assumptions
4. Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change
5. Exploration of options for new roles, relationships, and actions
6. Planning a course of action
7. Acquisition of knowledge and skills for implementing one's plan
8. Provisional trying of new roles
9. Building of competence and self-confidence in new roles and relationships
10. A reintegration into one's life on the basis of conditions dictated by one's perspective

One difference is that of language, specifically in relation to guilt and shame, which are emphatically not part of the guiding vision of YABC, as explained by Katrien Beeckman:

"feelings of shame or guilt... is not the vision of YABC, which is to bring a "shock" - i.e. being confronted with your own mindset and behaviour through

the behaviour of the other. It is becoming aware. Not feeling guilty or shameful.”

There is evidence in the trainer and peer educator testimonies to suggest that such feelings of guilt and of shame may, beyond the issue of language, indeed be part of the experience of critical self-reflection that leads to transformation in many YABC participants. Memories of past discrimination or violence are suddenly reassessed in the light of new authenticity and the personal experience of discrimination, and often feelings of guilt and of shame are indeed described as emotional reactions to gains in awareness, prompting to dramatic shifts of both attitude and behaviour.

On the other hand there is no evidence in this report to suggest, as Mezirow implies, that feelings of shame and of guilt are universal or intrinsic to the process of transformational learning, as other accounts of transformational learning in the qualitative data emphasise, with Beeckman, a more positive sense of discovery including an acceptance of past perceived shortcomings due to earlier stages of ethical awareness.

One trainer provides a particularly incisive description and analysis of the process of transformational learning through affective triggers. The description is so precise and insightful that it is worth citing in fullness:

“Before, we had programmes talking about the principles and humanitarian values but these exercises did not go to the extent of making youth concretely live the situation. This is the most important particularity of YABC in my opinion. Finding ourselves for example victims of violence through an exercise or seeing ourselves through the eyes, the judgment and the behaviour of others enables self-questioning: “Am I really who I think I am? Am I really the volunteer I think?”

It is the fact of being destabilized that leads a person to change; destabilization seems to me a key step in the process of inner change. When the young person is face-to-face with another young person with whom he works to change his behaviour, he resists if he doesn't know or doesn't realize that he has an attitude or a behaviour that is inappropriate towards the other. And indeed, he will resist until he finds himself in this situation (for example victim of violence) which will enable him to become aware of his attitude (violence) and of the impact of this attitude on the other (suffering, violation of the dignity, etc.).

It is precisely at that moment, when he has this click and becomes aware of what he usually does without thinking and of the impact that this has on the

other (by taking the place of the other in a role-play for instance), that he will accept to change his attitude and behaviour. Since he accepts by himself, the realization comes from within him, and hence the change is not dictated. It is hence necessary that the YABC facilitator maintains this spirit, that he pushes to self-questioning and that he makes sure that the situation is close to reality.” – Trainer, Male, North Africa

His experiential description is uncannily close to Mezirow’s first five phases transformational learning mentioned earlier (Mezirow, 1978):

1. The experience of a ‘disorienting dilemma’ which may be triggered by an extreme life event, but can also be unlocked by a minor exchange or a discussion.
2. A self examination with feelings of guilt or shame
3. Critical reflection on one’s epistemic, sociocultural, or psychic assumptions
4. Recognition that one’s discontent and the process of transformation are shared and that others have negotiated a similar change
5. Exploration of options for new roles, relationships, and actions

Again, and confirming Beeckman’s earlier dissociation of YABC from Mezirow’s perception of the necessary role of guilt and shame, while step two occurs in this narrative by way of self-examination, and indeed implicit in the narrative is a sense of discontent with previous patterns of behaviour, yet the concept of guilt or shame is nowhere apparent, the engine for change being, indeed, a sense of new awareness, rather than a sense of present guilt or shame.

For Mezirow, the most powerful learning ‘involves identifying problematic ideas, values, beliefs, and feelings, critically examining the assumptions upon which they are based, testing their justification through rational discourse and making decisions predicated upon the resulting consensus’ (Mezirow, 1995, p. 58),

An example is given in the Jordan study:

“...there were many moments when I realised that I wasn’t respecting some of the values we were working on, so it improved my capacity to analyse myself and improve myself in that sense. For example, we all discriminate, it happens to me, but now I realise I said something that is discriminating, it helped me to analyse this and change myself.” – Trainer (Jordan Study)

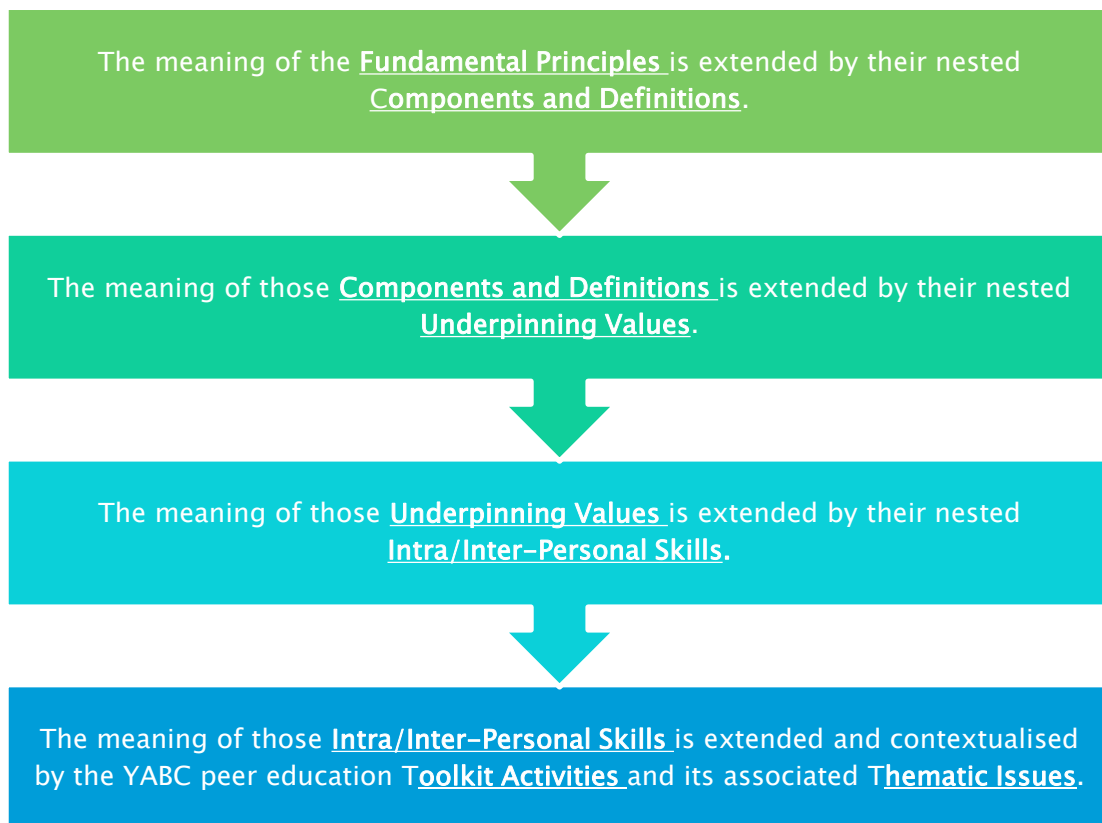
In YABC, the transformative power of this process is directed toward greater appropriation of the Fundamental Principles, and pivots on a single point, namely, the Gandhian concept: “be the change you want to see.”

“It is the moment you decide you will change that is the key.” Trainer (Jordan study)

BEYOND MEZIROW – THE VALUES DIMENSION AND THE YABC CONCEPTUAL FRAMEWORK

What YABC adds to Mezirow’s perspective is a unique and deep orientation toward the Fundamental Principles, that elevates the process personal transformation to the level of values, and generates not just personal transformation in general, but most particularly ethical transformation in ever closer and more profound alignment with the Fundamental Principles and Humanitarian Values.

To understand how this is achieved, it is important to describe how the YABC conceptual framework extends and enhances the Fundamental Principles, as embodied in the YABC chart (appendix 9). The framework has three layers of intermediary concepts that connect the Fundamental Principles to the behavioural demands of daily life. Each layer is in effect nested in the higher one, and **extends its meaning**. This can be summarised as:



This process of unpacking the Fundamental Principles and directly applying tools to bring these qualities into action is key to understanding how the YABC programme generates significant conceptual changes in its participants. It connects the abstract, cognitive concepts, to non-cognitive mindsets, attitudes, and behavioural skills. It is this connection, as we have seen, that releases the transformational impacts of the Fundamental Principles in the participants (section 1.3.)

How critical this element is to the entire pedagogical process, not only in theory but in practice, is attested by one of the most experienced trainers, who considered the transmission of this framework the most successful component of the 7 day training process:

*“For example, in the 7 days of the Training of Peer Educators I find that the **most successful part is the first day, when we have the session on the Principles –and Values.** They have to draw the principles in groups, and then after they did this, you go into definition of each principle, the history, the mission of the Movement.*

*After this, we give them some words, they should match it with the **principles.** Looking at the chart, it gives volunteers a sort of visualisation of the Principles and Values. When we look at the component and we do it in*

*this **dynamic way**, it is easier for them to **understand them**, it is very useful for them to understand the difference between neutrality and impartiality.*

*From the experience I have, it is a very appreciated part, because we saw that volunteers couldn't really understand the meaning of each Principle, **this allows them to understand the underpinning values and all.***

*I found it was very useful for them. It is a **very practical way to look in depth into the principles. It is really good to put it into practice**, because if you just look at them like this, the principles might seem artificial, but it is **important that they understand that all the system works together, the principles are all related.**" (Trainer, Female, Western Europe)*

This assimilation of the Fundamental Principles **manifests in the emergence of a common values vocabulary** derived from the YABC Conceptual Framework. (As described in section I.3.4) In the process, it also becomes a collective process, allowing group reflection and mirroring within a common and coherent framework. It is this **vocabulary that allows the translation** of the abstract Fundamental Principles into every day attitudes, choices and decision.

Indeed, the YABC conceptual framework (or "chart") equips participants not just with a new vocabulary and a new menu of concepts and tools, but with a new way to make sense of their dilemmas, perceptions and experiences. Respondents report that the YABC chart is often used not only in the RCRC but as a more general personal guide to resolve the challenges and dilemmas of their private affairs. For example:

"I've come to rely on the chart in my daily life... You understand what you need to do, and what you want to achieve and believe that...you will be able to do it... I believe in our toolkit, and in the fact that it can be used adequately by any individual if s/he has the basic understanding of the notions it addresses and the methodology it is based on " – Trainer, Africa, Male

For me the biggest strength is a systematisation of a tool to work on principles and values. It is the systematisation of all these exercise and systematisation into a format, into the YABC toolkit and materials, that is easy to use for all volunteers." – Trainer, Western Europe

The fact that the initiative is based on values is strongly linked to the description of non-cognitive methodology in several of the interviews. It is important to highlight this characteristic separately because it is often described as 'going a step further', the methodology acting as a platform for deeper meaning to emerge. In the Jordan

interviews, six of the trainers specifically mention values or the importance of a more spiritual approach.

“I realised that it’s not the material treasures, something more in the spirit.” – Trainer (Jordan Study)

“After YABC I have a different vision ... with the sense of humanity and in the light of the 7 Principles, I don’t find it fair to judge someone according to his religion or sexual orientation.” – Trainer (Jordan Study)

“I believe it is an initiative that can change the world because it is based on values.” – Trainer (from Jordan Study)

YABC AS AN ENGINE FOR AFFECTIVE LEARNING

If the magnitude of the inner impacts of the YABC process is directly linked to the degree of assimilation of the YABC conceptual framework itself, then as pedagogically essential as the framework itself, is the means by which it is transmitted to the participants, what is described in YABC as a non-cognitive method of delivery, or more poetically, “from the heart to the head.”

This is one of the features most widely mentioned in the interviews. By way of illustration, three interviewees note the importance of the emotional – as opposed to intellectual – element of the non-cognitive approach.

“This project is based on feeling and not on preaching” – Trainer (from Jordan Study)

“It is not writing it is empathetic, comes from within ...” – Trainer (from Jordan Study)

“The methodology which is peer education and non-cognitive, which is new to the RCRC. This is more effective to learn for the youth, because youth learn more by doing, they learn more by playing. It is more effective to play a game, and not think about anything else (such as the objective of the activity), but then at the end they learn that they need to change their behaviour and this is something which stays for their whole lives.” – Trainer, Male Middle East

Taking analysis further, if for Mezirow, transformation begins from “the process of becoming critically aware of how and why our presuppositions have come to constrain the way we perceive, understand, and feel about our world” (1990a, p. 14), there is considerable evidence to suggest that the experience of strong emotions, and their validation and conscious processing are fundamental prerequisites of such critical self reflection (Morgan, 1987; Coffman, 1989; Sveinunggaard, 1993).

The YABC toolkit exercises very directly, intensely and systematically harness the power of feeling and emotion to deliver transformational learning. They are designed to generate direct and indirect affective dilemmas around challenging situations that frame the practice of the Fundamental principles in actual lived experience. They achieve this through techniques including role-play, physical tableaux, sensory experiences, observation, game interactions, facilitator self disclosure, and group discussion.

At the heart of this wide diversity of delivery mechanisms lies a clear understanding of the variety of learning styles:

“An effective learning environment put the learner in the centre of the equation. However, people obtain new skills and knowledge in different ways according to their learning style. In general, there are five main learning styles: ‘Visual’ – in which people prefer images and photos, they need spatial understanding and like to visualise concepts; ‘Auditory’ in which people prefer sound and will learn by listening; ‘Kinaesthetic’ – in which people prefer to use their bodies and need tactile or physical activities to learn; ‘Logical’ – in which people need reasoning, logic and cause and effect, using strategies and systems to solve problems; and finally ‘Linguistic’ – in which people prefer words either through speech, reading or writing.” (*YABC Peer Education Manual*, section 2.2.5)

Beyond learning styles, research has abundantly demonstrated that such active learning approaches, including behavioural modelling, feedback and dialogue, and participatory methods, increase learning and decrease negative outcomes, as covered by Burke’s meta-analysis of 95 studies (Burke et al. 2006; c.f. Cranton, 1996).

But the YABC toolkit goes far beyond participatory learning methods and perspectives alone. It applies non-cognitive techniques to generate what is known in the education literature as “affective learning.” This domain of learning relates to “the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes” (Clark, 2003).

The theory of affective learning postulates, in harmony with the YABC rationale, that changing one’s ‘emotional states’, generates new ways of thinking (Minsky, 2007). Support for this, for instance, may be found in various studies across ages and professional contexts that demonstrate, for instance, that a mildly positive mood induces a different thinking process, in terms of greater creativity and flexibility in problem solving, as well as more efficiency and thoroughness in decision making

(Isem, 2000). Similar changes in thinking modes, both enabling and inhibiting, have been noted for a range of other emotions.

Mezirow himself increasingly recognised the role of affective learning in impelling and mediating progress through his postulated ten phases of transformative learning (Mezirow, 2000). Affective learning is so central to YABC’s goal and pedagogy, that it merits more detailed exploration. It is fully defined in table 7 below.

It is striking how, without reference to Bloom’s formulation of affective, as opposed to cognitive and motor learning, YABC is so amply resonant with Bloom’s conceptual framework as to be mutually expository.

If Mezirow’s transformative learning theory aligned with great exactitude with the pedagogical phases of the YABC training process, then Bloom’s affective learning closely describes the actual content of the inner changes YABC attempts with great success to achieve through its non-cognitive methods.

As with Mezirow’s model, what YABC adds to Bloom’s framework, is the coherent and undeviating values focus anchored on the Fundamental Principles as extended by the YABC chart, which turns affective learning, into growing ethical and not just emotional awareness, and empowers the profound transformations witnessed.

TABLE 7: Bloom Taxonomy of affective learning (from Clark 2003)

CATEGORY OF AFFECTIVE LEARNING	EXAMPLE AND KEY WORDS (VERBS)
Receiving Phenomena: Awareness, willingness to hear, selected attention.	Key Words: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon.	Key Words: answers, assists, aids, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: The worth or value a person attaches to a particular object, phenomenon, or	Key Words: completes, demonstrates, differentiates,

<p>behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	<p>explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</p>
<p>Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p>Key Words: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.</p>
<p>Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p>Key Words: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</p>

YABC: DELIVERING AFFECTIVE LEARNING THROUGH NON-COGNITIVE EXERCISES

The way in which the YABC pedagogy achieves the affective impacts that drive personal transformation, is through the YABC toolkit. It contains 56 non-cognitive, participatory exercises (a sample YABC exercise is included in Appendix 10). Many of these are not new to YABC, or even originating in the RCRC, but are group activities extensively used in group facilitation around the world. Three elements however make these exercises distinctive when integrated into the YABC methodology.

1. The exercises have been extensively piloted and tested and adapted for cross-cultural relevance with participants from over a hundred countries. Since “a dozen youth from different cultures, religions and backgrounds participated in the initial shaping of the toolkit in 2008.... Red Cross Red Crescent youth from all over the world have been pilot-testing the 56 games, role plays and other activities.” (*YABC Toolkit*, Introduction)

2. The YABC toolkit altogether revolutionises the potential of the exercises to instil values by integrating them in a deeply coherent way with the YABC chart. Thus converting the YABC exercises into vehicles for interconnecting their non-cognitive motivational, introspective and relational effects to the powerful cognitive learning that conceptually connects the Fundamental Principles to behaviour.

It achieves this by a coherent extension of the exercises into 3 post-exercise phases of debriefing and reflection:

- Phase 1: Understanding the experience
 - Example questions: *How did you feel about the way others were relating to you? Why?*
 - *How did they react to you?*
 - *How did you react?*
 - *How do you feel about how you reacted? Why?*

- Phase 2: Relating it to real life:
 - Example questions: *What do you take from this experience?*
 - *How do you relate this activity to real situations you have experienced or witnessed in your community?*
 - *Think of the consequences of these preconceived ideas, assumptions and generalisations on the daily lives of those people who you have seen experience this.*

- Phase 3: Applying the learning to the future
 - Example questions: *How can we as agents of behavioural change inspire and influence a positive transformation in mindsets, attitudes and behaviour toward a culture of non-violence and peace?*
 - *How can we recognise and free ourselves from our own stereotypes and prejudices?*
 - *How can we gently but effectively intervene when those around us express bias and judgement?*

EMOTIONAL IMPACT OF YABC NON-COGNITIVE EXERCISES

The key objective of the now 56 YABC, non-cognitive, toolkit exercises, is thus to catapult the individual through an experiential process of authentic, engaged, and

critical self-analysis taking place within the framework and vocabulary of the Fundamental Principles as extended in the YABC chart.

This takes place, as has been mentioned, by triggering strong and meaningful emotional reactions and personal insights, which are then anchored in diverse aspects of the YABC chart. They thus become embedded in an emotionally engaged vocabulary of values and behavioural skills that fill the Fundamental Principles with the motivational force of and self-efficacy of affective learning.

Independent evidence of the emotional impact of the YABC non-cognitive exercises comes from the Brighton University study of YABC in Sierra Leone, which observed intensely and closely these exercises over a 3 day period among a group of 60 former child combatants, through corporally representation, whole group simulation or small group role-playing situations dramatising “disorientating dilemmas” in the areas of inter-personal violence, communal dispute and individual stigma, of particular relevance to the target population.

It was noted by the academics that indeed, the non-cognitive exercises generated intense emotional involvement and totally immersive interactions, to the degree that “de-rolling” was necessary after each exercise to prevent the emotional intensity of involvement or role identification from overly affecting the ensuing group dynamics.

This immersiveness and strong emotional response appeared to trigger an ungrounding of the individual from many pre-existing assumptions, which in turn translated into profoundly engaged individual reflection and group discussion of the implications of their experience to their relationship to self and other, in a way that was not detached and abstract but grounded in affect, identity and life experience.

EMOTIONAL IMPACT FACTORS IN THE YABC NON-COGNITIVE METHOD

Having discussed the philosophy, aims and method of the YABC non-cognitive exercises, and evidence of their emotional impact, the question is what is it about the exercises that generates the trigger emotional response that sets in motion the transformational self and group reflection. A number of factors stand out from the evidence.

Empathy

Experiential empathy is a key mechanism mediating the emotional impact of the YABC non-cognitive methodology of this, and two interviewees in Jordan refer to the YABC methodology using the same terminology, that it “makes you put yourself in other people’s shoes”. Elaborating:

“When you apply the methodology, a person feels what others feel, you put participants in the place of other people, because we can all be ‘other’” – Trainer (Jordan study)

This empathy, in the context of the “disorienting dilemmas” around the YABC themes of non-discrimination, gender equality, violence prevention and social inclusion, generates strong feelings and emotions that shake assumptions and attitudes in each of these thematic areas.

Immersiveness

The disorientating dilemmas in the exercises become subjectively real for the participants even when objectively they are merely simulated.

These feelings and emotions are then acknowledged individually in self-reflection and collectively explored and honoured by the facilitators and by the group through optional sharing in the form of facilitated reflection. The Jordan study further noted that the processing of these emotions, experiences and dilemmas carried through to the informal interaction of the trainees in the unstructured social time of the residential training course.

Emotional climate

An atmosphere of emotional safety and trust makes this possible, as observed in both Jordan and Sierra Leone. This was fully in line with the *YABC Peer Educators Manual’s* encouragement to:

“establish the conditions to help the group protect and self-regulate the learning space. These conditions include promoting mutual respect, freedom of expression, experimentation and joyfulness, helping learners to step out of their comfort zone without transplanting them into the danger zone.”
(section 2.2.5)

It appears to be achieved through the bonding intensity of their shared experience of the exercises, their mutual sharing and self-disclosure, a culture and strong explicit emphasis on non-judgmental active listening, and the powerful group effects described in the next section.

Behavioural skills

In addition to the above elements the trainers often associate the effects of the non-cognitive exercises to their in-training development of behavioural skills such as observation, self-reflection, active listening and facilitation skills, as well as stress

management and an ability to deal more effectively with challenges and frustration, fundamentally achieved through acting from inner peace (explored below).

Self-efficacy (the feeling of capability to implement or practice the acquired learning)

The entire process is designed to increase participants' sense of their capacity to make a change, their belief in their ability to transform themselves and others. The Brighton University Jordan study documents some of the dimensions of self-efficacy that a 7 day YABC training workshop can generate:

- The feeling that implementing the YABC initiative will lead to positive change in an area
- Wanting to apply the YABC principles in other areas within their National Societies
- Experiencing visible positive impacts after facilitating YABC workshops
- Feeling inspired by sharing their experience and knowledge of the YABC initiative
- A sense of opportunity to make change at a global scale

ACTING FROM INNER PEACE

Beyond the dynamics of affective and transformative learning in the YABC training exercises, there is a critical and original pedagogical element to the YABC process. It is designated *acting from inner peace*, and it is both a philosophical orientation, and a set of techniques. It is one of the most innovative and effective pillars of YABC, and is consistently referred to across the qualitative datasets, both internal and external.

Acting from inner peace in YABC training involves the cultivation of mindfulness and self-control, through meditative techniques including relaxation, breathing, visualisation and mindful movement through the Chinese practice of Qi Gong.

These techniques are introduced and practiced every morning as the daily gateway to the YABC activities described above. This means that acting from inner peace influences, informs and inspires the way in which participants undergo the incredibly challenging and intense four stages described above.

At the heart of this element of YABC, as explained by Alexandre Malet, is the awareness that the physical state can be both an indicator, a warning sign and a fountain of stress, frustration, imbalances that can easily become translated into unbalanced and self-centred relationships to oneself and others. When one is in a state of frustration, stress or exhaustion, as articulated by Alexandre Malet, one becomes focused on resolving situations in a self-centered and urgent way to limit

and reduce frustration and stress as soon as possible, often resulting in dysfunctional, aggressive or self-sabotaging communication.

By developing techniques and mindsets that allow one first of all to understand and register the sensations of stress and frustration in one's body, the capacity to intervene and interrupt or reframe the processes opens up, and by providing techniques for recovering physical and mental balance one can improve one's responses to internal and external tension and recover from and alter situations of conflict and stress.

These techniques, experiences and practices every morning also set a tone and spirit that contributes to the environment of safety that enables the intense process of self-reflection to take place in a constructive, nurturing and uplifting way.

This is one of the most recurrent and emphasised elements of participants' experience of YABC, both during training and long after, and is linked to a wide range of behavioural and attitude changes. Five trainers in particular mention specifically the importance of integrating Qi Gong within the YABC methodology, in terms of empowering people in the process of inner change both individually and collectively. In addition, the broader techniques for the cultivation of mindfulness and inner peace are also highlighted.

Examples include:

“I learned many breathing techniques, relaxing techniques, visualizations techniques, it can be very powerful, it can really make me calm down... When I have something that creates stress, I calm down and I visualize, I see myself solving the problem, “so if I can see myself solving the problem, why can't I do it in real?” – Trainer, Male, Eastern Europe

“The components related to inner peace (Qi Gong and meditation), they really opened another look at world, another way to manage my stress, even if I am not constant in practicing it. I really think Qi Gong has benefits.” – Trainer, Female, Western Europe

PEER EDUCATION

The *YABC Peer Educator Manual* very consciously grounds peer education in three main theories:

- i) Social learning – based on interacting with others, where we learn by modelling behaviour, observing one another and perceiving the consequences of our actions
- ii) Reasoned action – where we perceive social norms and adapt our behaviour accordingly;
- iii) Participatory education – where positive change in mindsets is most effectively achieved when learner are empowered participants, generating knowledge together.

YABC does not only seek to empower the individual to achieve personal transformation, but also to equip them with the motivation, facilitation skills and tools for mobilising and accompanying others in a journey of transformation toward the Fundamental Principles. As one participant puts it:

*“Regarding peer education: when learning from peer, they accept it more easily as they feel the same, the facilitators are not talking from a superior position, when they say something the participants feel it closer to their minds and hearts.”*Trainer, Male, Middle East

The YABC peer educator is not conceived as a practitioner of peer education techniques, but as a peer not only in age, but in the humility of a lifetime commitment to personal transformation: “To be effective, YABC peer educators must themselves embark upon a life-long process of inner change and personal growth.” This conception forges the label of “peer educator” into a powerful role and social category, with attitudinal effects explored in the following section.

II.4 HUMAN IMPACT MECHANISMS: SELECTIVITY TRAINEE COHORT AND GROUP EFFECTS

The MIB model of pedagogical impact helps explain the process by which the YABC methodology generates behaviour change in its participants, however it also presents a partial picture. As we have seen, although behaviour change impact was the most typical outcome of participation in YABC, yet the intensity, speed and effectiveness of behaviour change impacts varied widely between individuals. **Given that the feedback was unanimously positive regarding YABC's contribution to behaviour change, the varieties in its effectiveness must be primarily contextual.**

Returning to an earlier metaphor, the YABC Pedagogical Impact Model proposed above, together with our evaluation of actual behaviour change in earlier sections, describes the engine of YABC-driven behaviour change, its potential to impel a positive behaviour change trajectory, its mechanisms and quality. However, a clear understanding of the engine is necessary but not sufficient to predict the journey of behaviour change, inasmuch as a wide range of factors can enable or inhibit the speed, capacity, route and endurance of the car.

In the first instance, is the condition of the car itself. It is to be expected that the effectiveness of YABC will be greatly affected by the starting point of its trainees, their initial levels of motivation, willingness to engage with its processes, their general outlook on life, and their pre-existing set of values. In other words, that the initial outlook and motivation of the YABC trainees is a mediating factor in the ultimate effectiveness of the YABC training.

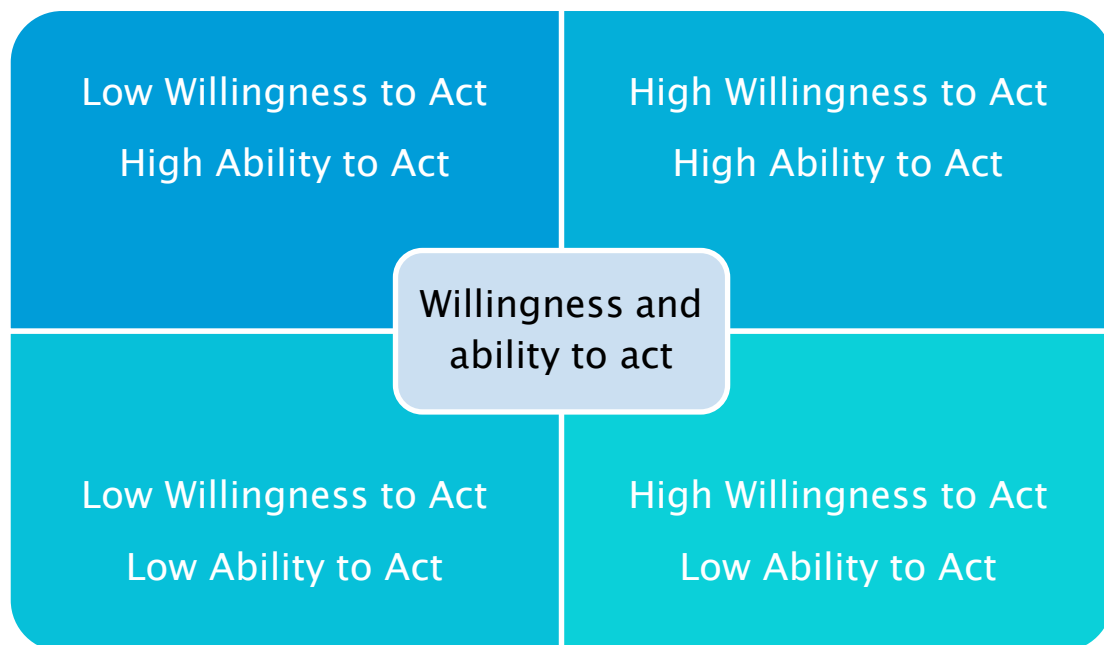
This expectation is in fact conclusively confirmed by empirical research into training effectiveness. An integrative review of 170 studies between 1987 and 2007 concluded that "a learner's characteristics influence training outcomes; that is, one of the more enduring conceptualizations in the psychology literature is that an individual's ability and motivation affect performance" (Burke and Hutchings, 2007, p.265).

A helpful way of thinking about this may be a recent social marketing behaviour change model developed by the UK government (DEFRA, 2008). Following an

extensive national study regarding environmentally friendly behaviours in UK (DEFRA, 2007), they were able to segment the population into 4 quadrants:

1. Those very willing to act in environmentally friendly ways, and highly able to do so.
2. Those very willing to act in environmentally friendly ways, but with low ability to do so.
3. Those not very willing to act in environmentally friendly ways, while being highly able to do so.
4. Those not very willing to act in environmentally friendly ways, and with low ability to do so.

FIGURE 3: Behaviour Change Population Matrix (adapted from DEFRA, 2008)



Adapting this model to YABC, there is considerable evidence to suggest that the YABC peer educator cohorts represent an atypical, already exceptionally motivated and receptive population on the high motivation side of the spectrum. On the other hand, as the social mobilisation evidence shows most clearly (section 1.4.4), the range of ability to act varies widely and covers the whole spectrum.

A. SELECTIVITY OF PEER EDUCATORS: ATYPICAL CHARACTERISTICS OF YABC RECRUITS

99% of YABC trainers and peer educators are part of the RCRC movement. The remaining 1% volunteer on other international youth organisations. This means that the peer educator cohorts are likely to share a number of characteristics that distinguish them from the wider, non-volunteering population, and mediate the individual impact of YABC.

Recent estimates put the total number of volunteers in the world at approximately 971 million (Salamon et al, 2011), or 14% of the world population. The YABC, belonging to this segment of the world population, already represent a highly selective and atypical group vis a vis the remaining 86% of the world. Research suggests that a number of characteristics are associated with volunteering, which represent a very significant contextual factor mediating the behavioural impact of YABC.

DISTINGUISHING GENERAL CHARACTERISTICS OF VOLUNTEERS: PSYCHOLOGICAL FINDINGS

Over the last 20 years social psychology has studied the qualities that lead people to volunteer (Aydinli et al., 2013). Two main areas of research have emerged. The first is the study of the personality based dispositions that incline people to volunteer. The second looks at the conscious motivations that lead people to volunteer and persist in volunteering. Regarding dispositions, those more engaged in volunteering had more pronounced pro-social dispositions, particularly relating to other-oriented empathy and helpfulness (Penner and Finkelstein, 1998; Penner, 2002). Likewise the higher that pro-social disposition, the higher the satisfaction with volunteering (Omoto and Snyder, 1995).

At the same time, Clary et al (1998) identified six types of motivation that animated volunteers: values, understanding, protection, enhancement, career and social motivations. Each of these themes is present extensively in the qualitative data as reviewed in sections 1.3 and 1.4.

In the light of this, we can, a priori, anticipate that the YABC trainers and peer educators, drawn from a pool of generally already well motivated RCRC volunteers, were likely to start the YABC process with such high pro-social dispositions and well developed ethical motivations already in line with YABC's philosophy and goals.

This a priori assumption of a strong starting point of dispositional and motivational affinity with YABC in prospective YABC peer educators finds strong confirmation in the data.

MOTIVATIONS OF YABC PEER EDUCATORS: BRIGHTON UNIVERSITY JORDAN STUDY

The Jordan study explored the attitudinal and behavioural priorities of 61 YABC peer educators from 34 different countries, including countries from the Middle East, the Asia Pacific region, Europe, Africa and Latin America. The most representative and widely agreed value priorities selected by the peer educators, as we shall see, link well with the literature discussed above in that they relate strongly to the disposition toward other-oriented empathy and helpfulness noted as a distinguishing characteristic of volunteers, confirming the relevance of the assumption that such studies are representative of the RCRC youth volunteers in Jordan too.

A list of 166 values-based indicators was provided by the Brighton University team and reviewed by 55 peer educators. The list as a whole was found either relevant or very relevant by every one of the respondents to their work as peer educators.

Within this broad resonance, 11 behavioural and attitudinal indicators generated the maximum degree of consensus across the diversity represented by 34 countries, almost evenly divided in gender, and provide a sense of the collective attitude and behaviour priorities connecting most participants at the international YABC training event.

TABLE 8: Value-based indicator priorities for 61 Peer Educators from 34 countries
People have a sense of power that they can effect change
People respect the differences in others
Entity acts in a manner that is impartial and non-discriminatory (not discriminating on the basis of nationality, ethnic origin, colour, gender, sexual orientation, creed or religion)
People are creative

Performance goals are measured
People are perceived to be respectful in their interactions with others
Everyone has their place in the team
Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality)
People become aware of how their existing knowledge, skills, resources and/or traditions can contribute to a project or the whole entity
People feel that they are encouraged to reach their potential
Differences of opinion are acknowledged and valued through dialogue

As has been noted, these indicators were devised without reference to the YABC Conceptual Framework, or indeed to any Red Cross documents at all. Yet these indicators may be said to capture key aspects of the organisational culture of YABC and its learning environment, and the attitudes and behaviours they point toward triangulate very closely with the qualitative data for values and attitude changes reviewed above.

The list suggests a very strong consonance of values between the YABC pedagogy, and the values culture of the participants, which is likely a combination of pre-existing values and the group effects of the YABC training process.

While the Jordan study provides an idea of the “motivation baseline” and values-culture of the YABC trainees, it also involves the confounding factor of the fact that the survey took place half way through the YABC training, and the mindset and values impact of its process would certainly have influenced the values orientations of the participants.

However, the triangulated observation of the two academic researchers attests to the exceptionally high levels of motivation in the trainee cohort independently of YABC. The researchers also noted that the majority of participants had been selected and funded to attend as delegates to the international training event by their

national societies, as a reflection of their degree and quality of personal involvement in RCRC youth activity in their respective countries.

This means that whatever their variations in ability, their degree of motivation was uniformly high, as also observed by the external researchers in workshops as well as in informal settings. Indeed, the majority of prospective peer educators in Jordan could be considered local or national youth leaders within the RCRC, indicating both an exceptional profile, and a likely more pronounced presence of the dispositional and motivational characteristics of volunteers in general.

In the above mentioned meta-review, one of the most strongly evidenced determinants of training impact was the level of motivation of the learners (Burke and Hutchings, 2007; Chiaburu & Marinova, 2005).

One key wellspring of this motivation was the fact that all the participants shared an intense and sustained organisational commitment to the RCRC. Organisational commitment has been said in the literature to include at least three core elements (Mowday, Porter, & Steers, 1982, p. 27):

1. A strong belief in, and acceptance of, the organization's goals and values
2. A willingness to exert considerable effort on behalf of the organization
3. A strong desire to maintain membership in the organization

These three elements may indeed be considered the single strongest characteristic shared by every participant in the Jordan peer educator training, and further, may be said to be typical of the characteristics of the other international training events chronicled in the documentary data. This is a key impact factor, as these characteristics have been postulated to affect trainees' receptiveness to training and predispose them to view the training as useful both to themselves and to their organisation (Tannenbaum et al., 1993)

This is of great significance as a contextual factor for the impact of the YABC pedagogy, since several studies found very strong evidence that organization commitment translates into learners with a high desire to learn and use their new knowledge in post-training settings.

It can therefore be said that the pool of YABC peer educators in Jordan began from an atypically high baseline of predisposition and affinity toward the YABC approach, and a high level of concordant motivations and value priorities. A finding that triangulates well with other data reviewed next.

A more robust measure of pre-YABC motivation is provided by the Brighton University study of levels empowerment in a Sierra Leone Red Cross (SLRC) peer education programme. The programme planned to launch YABC among former child combatants, building on the existing SLRC programme of community integration through peer education.

The pre-existing project consisted of an agricultural programme engaging 120 youth, former child combatants of both sexes, who, divided into four groups of 30 each, were provided with tools and arable land, and supported by local (non-YABC) peer educators and volunteers. They participated in residential and non-residential youth activities, vocational training and also worked the land together with a view to the eventual harvest.

The training event attended by the researchers brought together 60 of these 120 programme participants in a residential workshop. This event was participants' first partial introduction to YABC, and the participants were not RCRC youth leaders, but rather direct beneficiaries from among the former child combatants, now Red Cross volunteers.

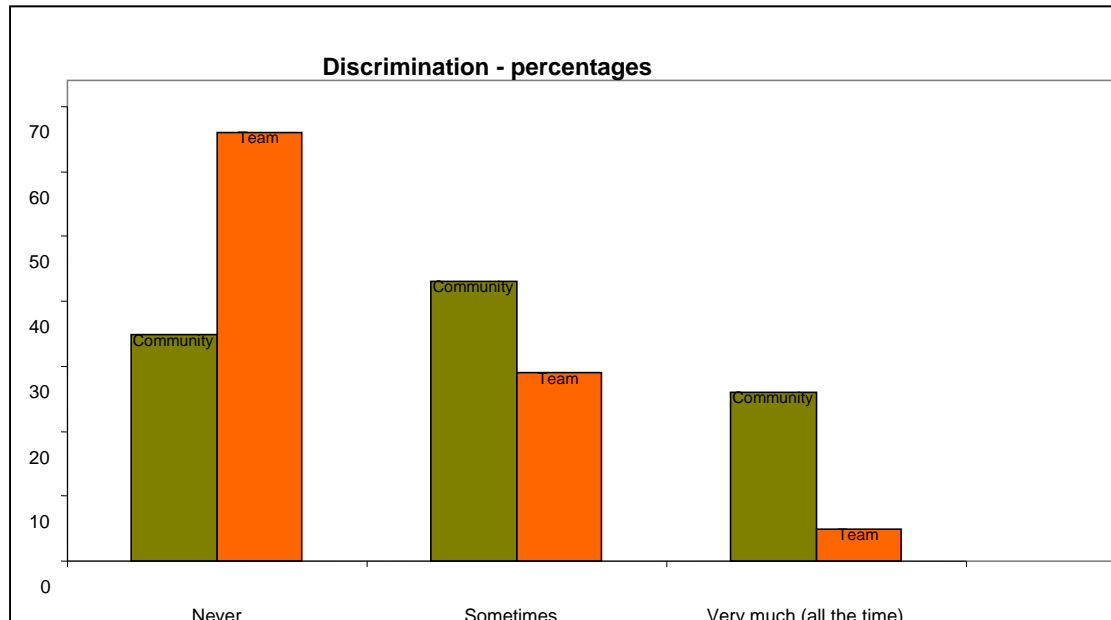
In this regard, if the youth leaders in Jordan may be considered to be at the atypically high end of the spectrum at the level of starting ability and motivation, the Sierra Leone workshop participants were more representative of the widest range of engagement with the RCRC movement, and came from extremely troubled backgrounds with a history of highly destructive attitudes and behaviours. They were, moreover, highly socially excluded.

Two academics from Brighton University and from Charles Laurier University (Czech Republic) assessed the degree of empowerment of the participants, using the above mentioned values-based indicators. As part of the study, two survey questions were asked of 59 participants:

- *In your village, do you feel discriminated because of your past, tribe, gender or anything else?*
- *In your team, do you feel discriminated because of your past, tribe, gender or anything else?.*

What is most notable (see graph 1 below), and indeed a very significant achievement on the part of the SLRC project, is that there was a very dramatic difference in the

culture of discrimination inside and outside the existing Red Cross peer-education programme.



GRAPH 1 Percentage of participants feeling discriminated in their community and in their RC team (n.59)

Clearly, the seed of YABC was being sown in fertile ground, in the context of a highly atypical, and much higher baseline of values and motivation than was the case in the general community.

Yet more positive evidence from this study, comes from a question on perceived treatment of women:

- *Do you think that women are treated as they should in your team?*

Men and women were asked to answer the question in separate rooms, to ensure women could speak freely without conformity or social desirability bias, and also to triangulate male and female perspectives. The responses were as follows:

Table 9: Agreement with statement “women are treated as they should in your team”

	Yes	No
Women	27	0

Man	29	3
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While there are no comparable figures for the wider population, UNDP (2010) estimates that nearly all Sierra Leonean women will experience violence in their lifetime. Moreover, violence against women has been shown to be higher in areas with higher populations of former combatants (Albrecht and Jackson, 2009), such as make up the RCRC teams. It may be safely assumed therefore that these results are highly atypical of the baseline of values and behaviour in wider society.

B. RECRUITMENT SELECTIVITY AND YABC BEHAVIOUR CHANGE

Two dimensions of recruitment selectivity may be said to intensify the behaviour change dynamics generated by the YABC pedagogy.

The first is the receptivity and predisposition of the recruits to the messages and goals of YABC, which lowers any barriers to participation and inner engagement in the YABC process.

The second, related dimension, is that this receptivity facilitates recruits' identification with each other and with the YABC individual and group identity. This strong identification in turn generates powerfully transformative group effects that reinforce and enhance the impact of the YABC pedagogy.

HIGH RECEPTIVITY/PREDISPOSITION TO YABC

Research suggests that highly important values to the individual are generally unverballed and more strongly linked to feelings than to ideas. In contrast, less important values are more cognitive and articulated (Maio and Haddock, 2006). From this may be deduced that where there is a high degree of consensus in values priorities, there is likely to also be a strong affective engagement and motivation. This would apply to both, information that aligns closely with those implicit priority values, and to mutual affinity between participants in group situations.

The Jordan study, as described above, noted that there was indeed a high level of overlap in value priorities as captured by the shared values-based indicators. In addition, the indicator priorities were strongly consonant with key pillars and motifs of the YABC values framework and methodology.

This suggests that the cohorts of YABC trainees, perhaps not surprisingly given their belonging and strong identification with the RCRC, shared a values culture to a significant extent across countries. Such values consensus greatly facilitates the group dynamics upon which the YABC methodology relies for its pedagogy.

Further, the fact that those priorities link so closely to the YABC values framework, particularly in its more concrete aspects of components and behavioural skills, means that any work to further develop those elements and increase participants' confidence and capacity to practice them, will tap into strong existing affective motivations and facilitate assimilation.

An example of this is the following comment from one of the trainers:

“You know before attending the training in Jordan, I already thought we should change our attitudes, we are too negative, I thought we should have some kind of activity. So when I heard about the YABC, it was totally in line with it.” – Trainer, Male, South East Asia

Finally, given that YABC's methodology is grounded in non-cognitive methods that begin from that affective core and connect it to the cognitive processes, the presence of a strong existing affective predisposition will presumably heighten the emotional effect of the exercises, and hence also its cognitive and behavioural impacts. It will also be more likely to embed new learnings in deep affective motivations, facilitating likewise the sustainability of the will and commitment to change.

GROUP EFFECTS

The high levels of implicit values consensus; the theorised and observed exceptional pre-existing pro-social dispositions (other-oriented empathy and helpfulness) in the trainee cohort; and the powerful effectiveness of the YABC toolkit group exercises themselves, all result in a vibrant group dynamic in YABC training events.

Examples of this are abundant in the interview data, indeed they are highlighted by every interviewee in both the IFRC and the Brighton interviews.

*“And it was the fact of being there on our own, isolated with our groups, **and exchange with different nationalities, different cultures** (with physical contact), day after day I reached this state of peace.” – Trainer, Female, Western Europe*

“My first meeting was a huge positive shock... as per before I was living in streets, here I was feeling special, I was with the elite of the world. I simply had more courage in decision making; I was more self-confident and had the courage to take over leadership when we were working in groups for example.” – Trainer, Male, Eastern Europe

Indeed, it would be hard to under-estimate the critical importance of group effects in the gathering such an atypical and exceptionally motivated group of young people together in one place for an intensive collective journey into the Fundamental Principles and into their own drives and conditionings. One of the strongest findings that emerge from the data, is the way in which YABC trainers and peer educators quickly develop a high degree of group identification.

YABCs behavioural emphasis on active listening and empathy, together with the Fundamental Principles of universality, humanity and compassion for instance, systematically work to help participants develop a profound sense of similarity within a respect for diversity in their peers.

This further interacts with what we have seen are personality characteristics that, in common with volunteers in general, tend to be high on other-oriented empathy.

Finally, YABC taps in its group dynamics into a pronounced degree of commonality around implicit value priorities, generating a strong affective engagement with each other and with YABC.

Some of this commonality may be ascribed to the fact that the prospective peer educators overwhelmingly start from a shared social identity as members of the RCRC movement.

The accumulation of perceived similarity between self and group as the YABC training gets underway sets the stage for self-categorization as a “YABC peer educator”, which increases the chances of positive relationships within the group (Chattopadhyay et al., 2004). In addition, the very fact that YABC is regarded as a positive, exemplary, inwardly powerful and outwardly attractive group creates a powerful incentive to identify with it. The subjective value of the group reflects on the self (Hogg & Abrams, 1988; Tajfel & Turner, 1986).

The reason this is very important in assessing the contextual impact mechanisms of YABC behaviour change, is because there is very substantial evidence for the fact that group identity has drastic effects on individual values and behaviours. The academic literature on social identity sheds a great deal of light on these underlying dynamics (Korte, 2007).

According to social identity studies, socialization of the individual into a group imparts the values and emotional attributes of group membership (Hogg and Terry, 2000). “It is not a loss of personal identity but rather the acquisition of an additional identity.” (Korte, 2007, p.170). Strong groups produce a shift from a primarily individual identity, to a primarily group-based identity. This is a very powerful

process, as the evidence suggests that social identity has a greater influence upon individual behaviour than individual identity.

Thus the shift to a new group identity induces a corresponding change in motives, expectations, affective connotations, background knowledge, beliefs, norms, and values (Turner and Onorato, 1999).

So powerful are the effects of social identity, that individuals may under the influence of group and identity dynamics (“I am a YABC peer educator”) display motives and behaviour in conflict with their personal identities (Ashforth and Mael, 1989). This fits with the destabilising effects at the heart of the attitudinal shifts produced by YABC toolkit exercises as described in the pedagogical impact mechanisms above.

Similarly group members may take or advance stronger positions than they might have individually, and they will change their personal behavior to adopt group norms and values, while striving for consensus within the group (Turner and Onorato, 1999). An example of this is the team culture of the Sierra Leone peer education programme, where the group attitudes and behaviours stood in stark contrast to those of the wider community, and individuals who outside of the programme face severe social exclusion and had themselves come from exceptionally disrupted and disruptive backgrounds and situations developed in-group behaviours that were examples of inclusivity.

The difference between pursuing behaviour change in an individual and in a group context is wistfully reflected by one interviewee:

*“I wish I could be in YABC every day, so I could experience that change more.”
- Trainer*

C. IMPACT BARRIERS GENERATED BY RECRUITMENT SELECTIVITY

While the effects of cohort selectivity are overwhelmingly positive for YABC trainees, peer educators and trainers, in a minority of participants they can create “perverse effects” – a type of unintended consequences where succeeding in achieving a goal simultaneously undermines it. There is in fact only two instances of such effects reported in the data, but they may well represent points within a spectrum of similar barriers faced to greater or lesser extents by fellow peer educators.

COGNITIVE DISSONANCE/CULTURE SHOCK IN PEER EDUCATORS

The first perverse effect is that by bringing together of such a collection of already exceptional human beings, **success in creating the transformational YABC training environment can produce a degree of cognitive dissonance upon return to wider society. This can result in reverse culture shock**, where having become used to a

unique and extraordinarily positive group culture, returning to less motivated or dynamic environments creates new adaptive tensions.

At its most extreme, this was a fundamental factor in largely neutralising the post-event effect of YABC in the negative case sample.

As she explains:

“When one completes the training one is among Red Cross volunteers. If one comes to this training it is because we all have the same ideas of non-violence, tolerance, openness of spirit... But when one returns to our delegations, our private or professional lives, we are confronted with a different mindset... in all the milieus outside YABC there are many people who don't even want to hear that someone different is before anything else a human being.” – Peer Educator, Female, Western Europe

Upon her return from the YABC training, she was confronted with fellow RCRC volunteers with perceived mixed motives, a serious local RCRC organisational conflict, and a peer context experienced, perhaps under these conditions, as resistant to change. Clearly in her case the gap between her immediate social contexts and the YABC social context were extreme and entirely atypical, as was her low reported personal and organisational impacts. However the dynamic is likely to be mirrored in a lesser way for other YABC trainees.

Indeed, as will be examined below, the single most consistent obstacle identified by both, YABC trainers and peer educators, and by informed external observers, is the gap between the YABC culture and the organisational culture and response of their local and national RCRC Societies.

Returning to the willingness–ability matrix (Figure 3 above) **The higher the YABC peer educator network is on the spectrum of willingness to change and ability to do so, the greater the cultural gap YABC peer educators will face in their routine environments.**

While in the overwhelming majority of cases this was not enough to nullify or even seriously diminish the personal impacts of YABC, yet it appears to be a potential impact inhibitor.

COGNITIVE DISSONANCE/CULTURE SHOCK IN NON-PEER EDUCATORS

Like the cognitive dissonance and reverse culture shock dynamics above, where the **willingness–ability to change** gap is significant enough between the YABC cohorts and their environment, those around them may experience similar challenges in adapting to the YABC peer educators in their midst.

“A YABC peer educator rolled out a superb initiative with the aim to minimize the environmental impact of the camp... This pushed us for instance to use only one disposable plate per person per meal instead of several before, which also diminished the quantity of water and washing liquid used and thus reduced the overall environmental impact of the operation.... This unfortunately also created resistance from some others who did not follow YABC

“...The YABC initiative strengthens the bond of friendship between youth who participate in it and creates a strong sense of belonging to the programme. This may unintentionally lead them to create a group apart from others and to adopt behaviour that the other volunteers who hadn't participated in YABC feel excluded, hence their resistance. To avoid generating this kind of “YABC elite” in the eyes of the people, it would maybe be good to deeply look at what happened before and what happens now, by getting together and actively involving the decision-makers in the process so as to make them understand well how the YABC approach and dynamics functions.” – Former Coordinator of relief Operations during Civil Unrest, National Society

Again, the data suggests that this is very rarely a serious problem and this example is a negative case sample. On the contrary, as will be covered in the organisational impact review (section III.3), YABC peer educators have consistently cohesive effects on their non-YABC environment, be it groups, programmes or institutions. By providing a rare extreme, however, it may indicate the presence of a spectrum, where such effects may be less noticeable or disruptive but nevertheless dynamics that successive YABC cohorts may find themselves having to navigate or manage. Again, indications of this are present in the organisational barriers they described as examined below.

II.5 HUMAN IMPACT MECHANISMS: SELECTIVITY OF TRAINER COHORT

Among the determinant contextual factors that mediate the effectiveness of the YABC pedagogy is the quality of the trainers. No matter how well designed the materials may be, poor training could constrain them, and excellent training could release them. Thus the quality of training can act as both an impact enabler and an impact barrier. In fact, all the key informant interviews with the creators of YABC, whether founder, lead designer, the designer of the *acting from inner peace* process, or the lead peer trainer and implementer, unanimously agreed in ascribing enormous and sometimes equal or greater significance to the personal qualities and attitudes of the trainer, as to the YABC methodology and tools themselves.

A. TRAINER SELECTIVITY: ATYPICAL CHARACTERISTICS OF TRAINERS

Secondary analysis of the post *Training for Peer Educators* event evaluations likewise conclusively demonstrate the presence of high quality YABC trainers as an outstanding feature of the YABC process. The aggregated evidence comes from 15 regional *Training of Peer Educator* workshops that took place between May 2009 and January 2013.

Trainees were asked at the end of the training event to rate the quality of their training team on a 5 point scale (5 being the best score) on 8 different aspects of trainer quality. The dimensions on which trainers were rated included:

- Introductory session
- Knowledge of topics
- Team work and integration
- Ability to motivate and animate
- Interpersonal skills
- Coherence and key messages
- Leadership and commitment
- Creativity and innovation

The ratings given for every one of these dimensions without exception by 358 participants from 99 countries over 3.5 years ranged, in every single workshop, between 4 out 5, and 5 out of 5.

The aggregated average rating of all 358 participants was 4.5 out of 5, in every single dimension.

This demonstrates that the quality of trainers was exceptionally high, suggesting a similar recruitment selectivity process as noted in the previous section with the cohort of peer educators. This selectivity went beyond facilitation skills, including the high pro-social dispositions particular to volunteers; the values orientations and motivations measured in Jordan and Sierra Leone and documented and evidenced throughout this report; and extremely high levels of organizational commitment, with all the associated effects academic literature and evinced in the actual behaviour impacts identified in part I.

In the DEFRA quadrant above, the YABC trainers would be at the top of the spectrum of high willingness, high ability.

THE PRESENCE OF HIGH “IMMEDIACY” AS A CHARACTERISTIC OF YABC TRAINERS

In addition to the above elements which the trainers shared with the trainee cohorts, there was a particular trainer-relevant quality that was atypically high in the YABC trainers and which may be confidently affirmed to have played a critical role in the behavioural impacts of YABC, and is designated as fundamental and irreplaceable by all the co-designers and the leading trainers in YABC.

This attribute is technically known as “immediacy”, and consists of the qualities of self-expression, verbal and non-verbal, that reduce the sense of psychological distance between trainer and learner. “Immediacy refers to the ability to exude accessibility and affability, and can be manifested verbally and nonverbally” (Cordero et al., 2010).

Direct participant and non-participant observation of 11 YABC trainers by three different academics over a total of 14 days in Jordan, Sierra Leone and Geneva, individually, in group settings, and in direct training, uniformly identified very high levels of immediacy in all the trainers.

The external academic observations triangulate closely with the 315 participating trainees’ observations which agreed across events and over years in giving very high ratings to YABC trainers’ interpersonal skills and ability to motivate and animate.

These observations also triangulate with the trainer’s own values and indicator priorities documented in Jordan, which were very high in immediacy factors. The top

7 values (out of 93) most mentioned by the 10 trainers in Jordan (working in 9 countries in 6 IFRC zones) were, as noted earlier:

Respect / respect for the human being / respect for diversity
Inclusion / Inclusiveness
Trust / Trust enabling access
Responsibility
Understanding / Mutual understanding
Openness / Open-mindedness
Motivation / Encouragement

These are foundational and inseparable elements of immediacy, and were the most frequently mentioned values in their own spontaneous values vocabulary.

Secondary triangulation may also be made with a comprehensive meta-analysis which found an extremely strong correlation between high levels of immediacy and high levels of perceived learning (Witt et al., 2007). The high ratings in perceived learning discussed in section 1.3.1 are consistent with the indications of high immediacy in the direct evidence triangulated above.

B. IMPACT OF HIGH TRAINER IMMEDIACY ON AFFECTIVE LEARNING AND YABC EFFECTIVENESS

The presence of high levels of trainer immediacy is significant because the research literature has amply established that immediacy significantly affects the efficacy of educational processes.

High levels of immediacy have been shown to increase learners' love for the subject matter (McCroskey & Richmond, 1992), which would apply in this case to the Fundamental Principles and the YABC pedagogy, as indeed has been previously demonstrated abundantly. High immediacy has also been found to improve cognitive learning, as pressured by perceived learning, learning loss and recall (Kelley and Gorham, 1988). It fortifies group dynamics, enabling learners' willingness to speak (Menzel and Carrell, 2009), among other learning outcomes. Above all however, and critically as regards behaviour change, high levels of immediacy have been found to greatly influence **affective learning** (Witt et al., 2007; Witt et al. 2009; Allen et al. 2007; Messman et al., 2001).

Against this backdrop, it is highly significant that a meta-analysis of 20 years of research involving 24, 474 learners concluded that trainers with above average immediacy were 244% more likely to generate above average affective learning in their trainees. That is, trainers high in immediacy will more than double the chances of trainees to achieve high levels of affective learning. In a further study, Witt and Wheelless (2001) found that immediacy accounted for 26% of the difference in affective learning between high and low immediacy trainers.

In conclusion we can say that the high psychological accessibility of YABC trainers played a very significant role in maximising the affective-behavioural impact of YABC, independently of the YABC pedagogy itself, resulting in a powerful intensifier effect.

C. DILUTION EFFECTS OF TRAINER REPLICATION

There is evidence to suggest that the degree of impact trainers have is initially diluted as the YABC training is replicated by the peer educators in their own subsequent facilitation.

Two of the post *Training of Peer Educators* event evaluations compared the quality of the experienced trainers and the supporting peer educators who, recently trained, now assisted the YABC trainers by facilitating training sessions.

One of these events was a national event, with 34 peer educators from 10 different branches of a single national society. There were 2 international YABC trainers, and 2 national peer educators as training facilitators. The average rating for all 8 dimensions was 3.5 for the national peer educators, as compared with an average 5 out of 5 for the trainers. The national peer educators were thus ranked as above average, while the international trainers were ranked as outstanding.

The second event was an international event, with 27 peer educators coming to be trained from 5 national societies to be trained by 3 international YABC trainers. In this case, about half the activities were delivered by the participants themselves to develop their facilitation skills and familiarise them with the toolkit. A similar pattern was found here, with the international trainers ranked as outstanding, and the remaining facilitators ranked as above average to good.

This dilution of effectiveness can sometimes carry into the field. Where the gap is substantial, this can generate significant impact barriers, and in extreme cases even nullify or reverse the benefits of YABC by intensifying cognitive dissonance. One trainer and partial-insider observer makes this clear:

“The facilitators who talk about positive change without being a living example of it generate a reverse effect from the one initially desired because they say something and do something else. We would hence need real “Mahatma Gandhi”, figures without placing unrealistic demands on the facilitators. .. I think it is possible when we look at the many facilitators who are committed and ‘walking the talk’.” – Former Coordinator of relief Operations during Civil Unrest, National Society

The last sentence makes clear, as with previous impact barriers identified in the previous section, that such situations are rare, and represent a negative case sample. As in previous cases however, this may represent the extreme end of a spectrum, and a dynamic which may well be part of the incremental process of transformation and skill building that experienced trainers describe as noted in section II.1.

The trajectory that newly trained peer educators may need to traverse in the presence of the effectiveness gap as compared to experienced trainers can include a proper appreciation of the YABC pedagogy, resulting in its inadequate application and a serious dilution of its impacts.

“At the beginning, we sometimes took (and there are some that still take) YABC as a set of simple games, through which youth have fun, with no meaning because the facilitator put emphasis on the playful aspect of the activity rather than on the learning and self-introspection approach. It is important to accompany the person throughout the duration of the process of change and this requires stronger membership and commitment from the initiator of change (i.e. the facilitator).” – Trainer, Male, South East Asia

If in this case the dilution came from too much selectivity in applying the YABC elements, dilution can also come from the opposite side of the spectrum, namely, uncritically applying the whole of YABC contents without adapting to local cultural and group dynamics:

“I can think about some topics that need to be more cared about in some communities. For example, there are some sensitive issues when you talk about social inclusion and respect for diversity, such as when you tackle homosexual issues. Some people will not agree with these topics, it is against their culture and sometimes religion. They should still be in toolkit, but the PE or trainer should be careful to adapt to the culture.” – Trainer, Middle East Male

What the previous two quotes suggest however, is that the dilution can be temporary, as long as the peer educators maintain their YABC practice and reflection over time. Likewise, one of the national peer educator facilitators who received a score of above average, with more experience and further training became a trainer, and in subsequent evaluations where he was one of the international trainers, was rated as outstanding as part of the training team.

One experienced trainer considered that practice was not enough to replicate the quality of the original training, and that repeated, follow-up training would be necessary to achieve the skills and personal transformation necessary

D. SELECTIVITY VS EXPERIENCE IN TRAINER QUALITY

The evidence of quality improvements with further training or practice is far from conclusive in the absence of sufficient data to make any generalisations. Clearly practice and further training will improve skill and effectiveness, but it is unclear to what extent they will do so, particularly as regards the ability to deliver affective learning.

Likewise, the presence of high levels of immediacy in the international trainers does not provide answers as to the extent to which this immediacy was the direct result of YABC training and practice, and to what extent these were pre-existing personality traits.

In contrast to the affirmations of the value of training and experience in achieving the intended YABC outcomes noted above, other experienced trainers emphasise the importance of personality traits, and strongly suggest that selectivity based on such pre-developed traits should be part of the recruitment of prospective YABC trainers.

“I have a concern about how we develop our YABC peer educators network. We approach a NS and ask “we need to have 30 participants for a PE training”, this is not the way we selected the trainers in the first place. We should first have a normal YABC workshop, we just conduct an activity, from this we identify potential YABC PE, based on their behaviour. ... I believe everyone

should be a YABC PE, yes, but I don't think everyone can convey the spirit of YABC." – Trainer, Middle East, Male

"First, the facilitators need to be well selected and as National Societies have their say, we cannot always choose who we would like. If there is a certain form of restriction in the selection criteria, we create resistance since it is always the same who are able to participate and facilitate the YABC sessions. The other members of the National Society who are not (included) in the programme wonder why and this generates interpersonal conflicts and resistance from their side to the extent that the YABC peer educators end up being "stigmatized". – Former Coordinator of Relief Operations during Civil Unrest

Researcher observation of YABC trainers noted clearly the presence of both elements. In Jordan, the trainers varied in their degree of experience and observed facilitation skills, while they shared in the degree of personal immediacy, suggesting personality traits were key parts of the effectiveness of the programme. On the other hand, in their in depth interviews, they ascribed many of those same personality traits to the transformational impact of YABC. This harmonises with the almost unanimous data from all qualitative sources and the findings of the degree, spread and nature of attitudinal impacts reviewed in earlier sections.

At the same time, we have also identified the pre-existing presence of such traits in the cohorts of trainee peer educators, by virtue of being committed RCRC volunteers.

It would seem that the best way to look at this is as a feedback loop with an initial baseline. The higher the initial baseline of personal traits, the higher will be the likely impact of YABC training. As an example, research on the link between personality traits and skill acquisition in a medical context found that communication skills correlated positively with Warmth, Emotional Stability and Perfectionism, and negatively with Privatness. Data gathering skills were negatively correlated with Abstractedness and positively with Warmth (Manuel et al., 2005). Thus a high baseline of these traits would naturally facilitate the acquisition of those skills, although those skills could still be acquired in the absence of the strong presence of those attributes, possibly more slowly however, or with less impact.

Similarly, YABC has overwhelmingly demonstrated its capacity to generate the traits of immediacy and other dispositions and character traits that enable and maximise affective learning – which underpins effective peer education and personal transformation. At the same time, we have also identified that the degree of pre-

existing traits can have a powerful intensifier or inhibitor effect on the power of the YABC pedagogy to nurture such traits.

Against this perspective, it may be considered that recruitment selectivity for pre-existing traits, particularly immediacy, may be more important for successful trainers than for peer educators, since the degree of role-modelling and facilitation required to become an effective trainer is greater than that required to become a successful peer educator, as the comparative rankings suggest. Or put another way, a high quality trainer is more likely to be a high quality peer educator without further training, than a high quality peer educator is likely to be a high quality trainer without further training.

It should be noted that the selection process for the right participants can, in itself, be problematic, creating division within National Societies. On the other end of the spectrum, the process whereby participants are selected by National Societies who may not fully appreciate the quality required to deliver the programme can result in inappropriate selection and diminished or even counter-productive outcomes.

II.6 ORGANISATIONAL IMPACT MECHANISMS: ENABLERS OF BEHAVIOUR CHANGE

In training research, “transfer” refers to the translation into practice of the learning acquired during training. For transfer to take place “learned behavior must be generalized to the job context and maintained over a period of time on the job” (Baldwin & Ford, 1988, p. 63). In the case of YABC peer educators, the “job context” is much wider, and includes both their personal day to day lives, and their RCRC work, whether as volunteers, staff, or both.

In the case of YABC, effective transfer requires that YABC trainees

1. Identify and exemplify the Fundamental Principles and Humanitarian Values
2. Assimilate their components as defined in the YABC chart
3. Practice the YABC behavioural skills in their daily life
4. Motivate others to replicate their change through role modelling in their personal relationships and through application of the YABC toolkit and peer education techniques in the context of RCRC programmes and their own social mobilisation initiatives.

Successful learning transfer has been consistently identified with three elements: pedagogical, individual, and environmental. We have examined in detail the first two. In this section we assess the way in which the environment, and most particularly the RCRC organizational environment acts as enabler or inhibitor of the YABC impacts, and through what mechanisms.

A. ORGANISATIONAL ENABLERS OF CHANGE – EMPIRICAL CONTEXT

Five key factors have been found in broader empirical research to enable behaviour change by learners in their organisational context post-training: transfer climate, strategic fit, opportunity to perform; accountability; and above all, peer and supervisor support (Burke and Hutchings, 2007).

TRANSFER CLIMATE

Transfer climate refers to the prevalence of factors within an organisation that either enable or obstruct the ability of trainees to transfer their learning into their work sphere, in this case including voluntary work. The literature notes a number of key

enablers of behaviour change in trainees' organisational contexts. Characteristics of organisations which facilitated behaviour change and the application of learning in trainees include organizations that:

- Had a high appreciation for innovation, encouraged risk taking, and allowed freedom to set goals (Baumgartel et al., 1984).
- Favoured participation by subordinates, innovative behavior, and independence of thought. The effect was non-significant after three months, but apparently grew stronger with time, and was significant 18 months after training. (Hand, Richards, and Slocum, 1973)
- Had a culture of continuous learning (Tracey et al., 1993)

STRATEGIC FIT

In addition, there is some evidence to suggest that strategic fit also increases the likelihood that learning would be transferred by the learners to their organisational arena (Montesino, 2002; Lim and Johnson 2002; Watad and Ospina, 1999). This was the case where:

- There was alignment between the training received and the strategic direction of the organisation.
- The trainees' learning outcomes matched the departmental goals
- The local decisions and daily work of the learners in their organisational context were linked by the organisation directly to its organisational mission.

OPPORTUNITY TO PRACTICE

- Opportunity to use trained skills was found to be a critical component of trainee skill maintenance (Baldwin and Ford, 1988; Swezey et al., 1988)
- Opportunity to use trained skills was the highest rated form of support in one study (Lim & Johnson, 2002)

ACCOUNTABILITY

Accountability is defined as "the degree to which the organization, culture, and/or management expects learners to use trained knowledge and skills on the job and holds them responsible for doing so." (Burke and Hutchings, 2007)

- Accountability signalled to trainers the importance of their training to the organisation (Baldwin et al. 1991)

- Accountability, for example by requiring post-training reports from the trainees, improved learning transfer by increasing the sense of responsibility for implementation in the trainees (Longnecker, 2004)
- informing trainees that there will be post-training follow-up or assessment likewise increased trainee learning transfer post-training (Baldwin & Magjuka, 1993)

SUPERVISOR AND PEER SUPPORT

This is by far the most important enabler of training transfer to the organisational context, and the most amply evidenced in the literature (Clarke 2000). Key management behaviours that greatly enhance the trainees' incorporation of new learning into their organisational practice include:

- discussing new learning both pre and post-training , helping trainees set training goals, participating in training, providing encouragement and coaching to trainees about use of new knowledge and skills on the job (McSherry & Taylor, 1994; Smith-Jentsch, Salas, & Brannick, 2001; Tannenbaum, Smith-Jentsch, & Behson, 1998, Huczynski and Louis, 1980, Cohen, 1990)
- trainees with more supportive supervisors entered training with stronger beliefs that training would be useful (Cohen, 1990)

B. ORGANISATIONAL ENABLERS OF CHANGE – RCRC CONTEXT

ORGANISATIONAL TRANSFER CLIMATE

The global survey data indicated that 68% of respondents reported that they receive adequate support from the leadership of their National Society to implement YABC initiatives (see table 10 below).

A further 20% stated that they had not asked for support,

12% stated that they had not received the support they needed.

As a global phenomenon, this speaks to a good to excellent RCRC culture in terms of welcoming the dynamics that YABC brings to an organisation (depending on whether one assumes the 20% who did not ask for support felt enabled enough not to need it, for an 88% support climate, or whether one considers that they did not ask due to purely individual personality factors).

This would suggest a generally positive global transfer climate for peer educators to integrate the new learning into their lives. On the whole these percentages of adequate RCRC support were maintained at regional level, with a variance of +/- 5% points from the global average of 68. The data for Africa is somewhat lower, however, this data is excluded given that the extremely small sample size does not allow for regional inferences. Clearly, for the healthy organisational transfer climate for YABC trainers is typical across the board.

Table 10: Q14. Do you receive adequate support from your National Society Leadership to implement YABC initiatives?

	Total surveyed	Response rate	% Yes	% Didn't ask	Variance % pts
Americas	61	92%	72%	18%	4%
Asia	78	94%	68%	20%	0%
Europe	65	95%	71%	26%	3%
Middle East	46	87%	63%	19%	-5%
Average for all			68%	20%	

While there is no possibility of causal links or even correlations, triangulating this data with the empirical literature on what creates a healthy transfer climate in organisations may suggest the hypothesis that the positive learning climate might be a proxy indicator for the prevalence of one or more of the qualities of innovation, risk tolerance and empowerment in the global and regional RCRC culture.

This hypothesis should however be treated with caution, as there are many confounding factors, and one cannot determine for instance whether such qualities would have played a greater or lesser role than strategic fit or opportunities to practice.

Far more significantly however, the figures may represent a distortion of the underlying picture. This is because the majority of YABC peer educators do not have strategic institutional roles, and their interface with their national society is at a more personal and comparatively superficial level.

When it comes to actual institutional enabling and engagement with YABC the picture is much more complex, as will be made clear in the next section when looking at resistance to change under organisational impact blockages.

STRATEGIC FIT

Notwithstanding this caveat, as was reviewed in our evaluation of organisational impacts, 73% of question respondents reported that YABC was now integrated into the strategic plans of their National Society, and 75% of question respondents said that YABC activity was integrated into mainstream programmes, further suggesting strategic fit at a more immediate organisational level.

This indicates that YABC has a high degree of strategic fit, which is not surprising given its provenance in the IFRC Principles and Values Department, which is deeply involved in the formulation of global organisational strategy.

It highlights that one of the contextual impact mechanisms is likely to be its initiation, international strategic ownership and championship at high level global strategic management, whereby the strategic fit will cascade down and be applicable across the organisation. A national origin and design process designed for the national strategic context might not have been globally transferrable in terms of strategic fit, and therefore in support and investment by National Societies at a global level.

OPPORTUNITY TO PRACTICE

As we have seen in section 1.4.4, the extraordinary amount of follow up activity conclusively demonstrates that this was highly present, and therefore likely to have been a critical factor in YABC's exceptional success. As is logical, no matter how dedicated the peer educators were post-training, if the organisation did not create or allow opportunities for the peer educators to conduct YABC activities the impact of YABC, both behavioural and organisational, would have been dramatically less. At the same time, as is clear when looking at the organisational impact blocks, it is suggested that the great successes mask trapped potential and greater opportunities to practice, and therefore greater behavioural change and organisational change remain within reach.

ACCOUNTABILITY

We have less evidence for the presence or absence of specific accountability mechanisms, although several trainers or peer educators who are also in leadership or coordination positions report having to write reports,

demonstrate impact and justify investment. This suggests that wherever YABC is integrated into RCRC national strategies there will be greater or lesser degrees of accountability, but it is unlikely that they will directly affect the vast majority of peer educators, who are not in strategic leadership positions.

On the other hand, there is a degree of informal “soft” accountability generated by the IFRC’s Principles and Values Department through their very active follow-up, encouragement and contact with peer educators and particularly with trainers. This means that they are reminded and encouraged through regular written communications, frequently contacted by skype, connected through online social networks, and often met in the course of successive training events across the world.

This would clearly signal the global institutional importance of their local and individual efforts, which as reported above plays a significant role in behaviour change following training. It might also be inferred that such regular contact from the global to the local level in an individualised way would be likely to increase the sense of responsibility, as reported in the literature. Finally, exercises like the global survey itself are a clear example of assessment that reinforces learning transfer, social identification and behaviour change.

SUPERVISOR AND PEER SUPPORT

Clearly this would be a key element included in the reported satisfaction with the levels of institutional support, at least with regard to supervisors. In addition, the following proxy indicators may be said to corroborate such a conclusion:

- The 75% incorporation into existing programmes
- The integration into a majority of national strategic plans
- The plans for translation of the materials into a vast number of languages, requiring human and economic investment
- The levels of sustainability achieved in a majority of reported cases for the programme nationally

As all these indicators would mostly or wholly require hierarchical approval, they may be considered strong indicators of generally good levels of supervisor support.

At the level of peer support the following proxy indicators suggest an exceptionally high level of peer support:

- The estimated and extraordinary 120,000 people reached by the peer educators supported by the fact that while the distribution varied greatly, virtually the entirety of the sample reported some peer engagement.
- The fact that the vast majority of these beneficiaries were youth and therefore peers in age
- The fact that the vast majority were also affiliated to the RCRC and therefore organisational peers

Supervisor support, moreover is key to the integration or mainstreaming of YABC across existing programmes, a key factor in personal learning transfer, coherence with the YABC workshops' planning sessions, and in generating the organisational impacts mapped in part III. Where managers are actively involved, participation can result in sustainable integration of YABC:

The strength of YABC is that you can integrate it into different areas, and sensitize more people and mobilize them. For example, the managers of the blood donor programs, they are the ones who want to integrate it and ask me to shape the module. Managers are present during the youth camps so they can see what is YABC and they know everything about the YABC programme. Also, by the end of every youth camp, the youth members present a declaration and resolutions and request the senior management to integrate the YABC in all activities and trainings. – Trainer, South East Asia,

ASSESSMENT RCRC ORGANISATIONAL ENABLING FACTORS

In sum we can say that the RCRC institutional and organisational setting was on the whole an enabling contextual factor, that in light of the academic research would have played an intensifier role reinforcing the YABC pedagogy.

Case Studies: Effective Institutional Support

The following cases studies provide examples of how the YABC can be effectively integrated and developed when there is robust institutional support and practitioners are working hand in hand with managers and strategic leads.

South East Asia: “The chair person and SG and the whole senior management, they want this programme to be implemented, they have pushed (encouraged) me to include YABC into the agenda of national youth camps. They realized that this is a positive programme for youth during the national youth and volunteer committee meeting. They gave me a green light (encouragement, empowering me). It was a discussion all together, that yes we can include the YABC in the agenda. We normally develop a plan of action for 2015, in that, I proposed YABC peer educators training, and the SG has endorsed it. Usually it is supported by the ICRC and IFRC, but the main thing for them is agreeing to it. Everywhere you go [in the country], you hear about this YABC programme, whether it is a volunteer or a senior management person. We organized one YABC PE training in 2010, and now in 2013 and in 2014 we are planning to have 52 YABC workshops per year!” – Trainer, South East Asia, 30–36

Eastern Europe: “Since October (this is when we started implementing YABC in schools), we have had meetings every week in our National Society (with other PE and with our youth coordinator). In these meetings, we share our impressions, difficulties, challenges, we put questions and everyone answers; this exchange helped us to develop our PE knowledge and give better knowledge / session next time. This is supported by the leadership and I think the leadership had the idea to have these meetings. The leadership is helping us to become better PE. They (our youth coordinator, she’s the one we are mainly talking to) encouraged us to conduct more activities. Regarding funding, for example they gave money for transportation and telephone, whenever we are implementing the YABC in schools. They also provide materials (papers, flipchart, notebooks).” –Peer Educator, Under 20

II.7 ORGANISATIONAL IMPACT MECHANISMS: BLOCKS TO BEHAVIOUR CHANGE

In the same way as research has documented enabling organisational factors there is an abundance of literature empirically identifying key organisational blocks to behaviour change post-training.

A. ORGANISATIONAL BLOCKS OF POST-TRAINING BEHAVIOUR CHANGE: EMPIRICAL CONTEXT

Only three of the factors identified as enablers above have generated a literature with regard to the negative effects of their absence or inversion. These are poor transfer climate, low opportunity to practice, and lack of supervisor/peer support.

POOR TRANSFER CLIMATE

Factors that have been identified as key constraints on the chances of post-training behaviour change include (Huczynski and Louis, 1980; Peters et al., 1985):

- Shortages or inappropriate resources
- Lack of required services from others
- A poor physical work environment
- A lack of role relevant authority
- Work overload
- Crisis work

LOW OPPORTUNITY TO PRACTICE

There is evidence that upon completion of training, trainees tend to face differential opportunities to practice and apply what they have learned. If their opportunities to practice are low or absent, they are likely to become de-skilled over time. Indeed research has consistently shown that positive transfer is limited when trainees are not provided with opportunities to use new learning (Brinkerhoff & Montesino, 1995;

Gaudine & Saks, 2004; Lim & Morris, 2006). One study found that limited opportunity to perform skills was the highest impediment to successful training transfer (Clarke 2000).

LOW SUPERVISOR AND PEER SUPPORT

Lack of peer and specially supervisor support is among the most important blocks of post-training behaviour change. Among the manager behaviours that have been demonstrated to obstruct learning transfer are:

- No follow-up procedures with their returning trainees Michalak (1981)
- Lack of reinforcement, or coaching or modelling (Robinson & Robinson, 1985).
- Lack of manager support post-training even limited the positive influence of peer support on continued skill maintenance (Hawley and Barnard (2005)
- In addition, when it comes to peers, Peters et al. (1985) noted problems with a lack of support from peers after training.
- Likewise, failure to convince older workers had negative effects on post-training behaviour change (Huczynski and Louis 1980)

B. ORGANISATIONAL BLOCKS OF BEHAVIOUR CHANGE – RCRC CONTEXT

In contrast to all other areas reviewed so far, where the feedback has been almost uniformly positive and critical comments have been outliers and isolated negative case samples, when it comes to organizational blocks to behavior change and the deployment of YABC more generally the data, from both peer educators/trainers and strategic observers documents the presence of significant obstacles and barriers faced by the YABC programme from local to international level.

To contextualise this, we can recall that in the global survey a full 12% of trainers and peer educators stated that they do not feel adequately supported by their National Society. This is slightly more than one in ten. It is possible that a proportion of non-respondents to the survey might enhance this percentage, although it is impossible to know. In addition, the Jordan study of progression among a cohort of international trainers, described facing significant and ongoing barriers over the one to two years of intense, sustained and institutionally engaged peer education in their countries.

Thus, while we can say that on the whole the organizational climate of the RCRC is nurturing and healthy for the deployment of YABC, it can also be said that the presence of organisational blockages is significant enough that it is reasonable to expect that the full potential impacts of YABC are not being released.

As a thought experiment, were we to add 12% to for instance, our estimate of total beneficiaries reached, it would amount to an extra 14,400 people reached. This would include an extra 4500 non RCRC beneficiaries. The minimum pool of people expressing a desire to volunteer in the RCRC would rise by nearly 2000 people. Of course there is no way to crudely correlate 12% of people feeling unsupported by their national society, with a 12% rise in these numbers. But it is a thought experiment to illustrate the point that however outstanding the effects of YABC have been so far, their potential, even with the existing pool of peer educators and without further multiplication, is significantly greater than has been achieved, and susceptible to organisational influence subject to appropriate leadership.

6 factors of poor organisational climate for the deployment of YABC have been identified:

- Cultural resistance to change in the National Society
- Marginalisation against competing priorities
- False consultation
- Inadequate programme integration
- Limited structured support to assist participants to implement their ideas.
- Lack of role/progression clarity

These factors not only are not typical of the largemajority that feels supported or does not feel they need support, but also no one factor necessarily represents the experience of others within the 12% who felt institutionally blocked. As in other cases these examples may be seen as negative case samples illustrating potential points in a spectrum that may illustrate the type of challenges peer educators may sometimes face, even if the specific challenges will vary.

RESISTANCE TO CHANGE

An organisational culture that resists change was noted in some localities resulting in resistance to the YABC programme itself.

FIXED AGENDAS: JORDAN STUDY SCENARIO ANALYSIS

In the Jordan study, the researchers carried out an exercise called scenario analysis. Trainers were asked to share a personal experience that illustrated examples of a time where they felt very empowered to make a change, and an experience where they felt very disempowered to do so as YABC trainers. Each stories was then turned into a spectrum scale. To validate it, the remaining trainers were asked whether the anecdotes shared were recognisable to them as good examples of those two poles in their own experience, even if the anecdote was someone else's. Once everyone agreed that the scale was valid for them and measured empowerment in their own experience, they were asked to place a circle in the point in the spectrum which was most typical of their day to day experience as YABC peer educators, from very rare to very typical.

In this case, 5 out of 6 trainers who participated in the scenario analysis, some two years into their very active service in their national societies as YABC peer educators, considered it was extremely typical for them to have to struggle in the face of fixed institutional agendas.

Given that they came from a diversity sample comprising 5 different national societies in 4 different IFRC zones, and that these international trainers were far more deeply engaged in the interface between the YABC programme and national institutional processes, this finding may in fact suggest that the 68%–12% ratio of feeling supported vs. feeling unsupported by national societies figure is too simplistic once it is triangulated with this mixed methods data. That may be an adequate reflection of the support given to peer educators to conduct their individual activities, but it would seem to be a potential distortion of the organisational barriers when it comes to embedding YABC in national RCRC societies.

A further fascinating finding that comes from triangulation with the survey data, is that a number of those feeling very typical institutional resistance to YABC due to fixed agendas, were also among the most active and high-performing peer educators. This underscores that the presence of highly positive effects can mask a much greater potential held back by organisational factors.

COMPLACENCY AND UNFAMILIARITY

A source of resistance to change was a sense of complacency vis a vis the Fundamental Principles and lack of familiarity with the distinctive features of YABC. Thus one strategic observer described that

“...a lot of people did not take part in YABC either because they did not see the usefulness of the programme or because they considered that they already –knew enough about the principles... It is good to highlight that the YABC approach is unknown to most people (volunteers mainly), which contributes to creating this resistance.” Former Coordinator of Relief Operations during Civil Unrest

As hinted in this quote the YABC methodology can be misjudged and seriously under-estimated, confusing the non-cognitive mechanisms with mere entertainment, to the degree that, competing against more traditional or familiar training methods, can marginalise the application of YABC.

“The first major problem as we started the programme from the very beginning was that no one knew about YABC. It was very new for my NS and they took it very lightly, “what do you mean when you are playing games with 30 volunteers”; they thought it was more useful to train volunteers on first aid and other trainings.” – Trainer, Middle East, Male

This phenomenon is clearly not unusual, at least in the early stages of introducing YABC, as yet another trainer shares:

“The challenge to convince the provincial branches about YABC programme and its methodology. As the programme managers were used to the traditional way of learning, they were following the traditional methodology; the YABC was totally a new concept. They were reluctant to change (there was resistance to change, not cultural problem). The programme managers who were reluctant to change inform the secretaries and say they don’t want this programme.” – Trainer, Male, South East Asia.

All three of these testimonies are balanced by the fact that they largely overcame the initial scepticism and barriers until YABC has become a core part of their National Society activity. But it re-emphasises the emergent finding that success may mask constraint, and high impact may lead to underestimates of potential

GENERATIONAL GAPS

Resistance to change was also perceived around generational gaps in another region, impacting upon the potential for integration and replication of this approach. It was suggested that whilst young people may readily accept new ideas and be prepared to make significant changes in their world views, this was more difficult for older generations.

“Bringing YABC to programme managers and in general to non-youth in [this country] would be a challenging issue. I see it very necessary, but it would be

a very different piece of cake than bringing it to youth, what has been done so far. This said, it is not impossible: it's just that it's much easier to talk about values with youth than with senior people in this or in any country. Youth are usually much more open than others to change.
– IFRC Head of Delegation, Middle East.

LOW LEADERSHIP SUPPORT

The most common barrier to the efficacy of the YABC programme was lack of support at the **National Society Level**. Trainers stated that YABC has not been highly regarded by many at the leadership level, creating obstacles to its implementation.

“There is no well acceptance from the leadership level, and that makes our process slower to get the desired results. Right now, what's happening is that it is the Federation pushing for it. For example, we have excellent trainers in this region but D was not authorized to go for the training in Sri Lanka. This is because of the lack of understanding of the whole concept of YABC at the NS leadership level. They think it is just a training like any other.” – Trainer, South East Asia, Male

We have already touched on this in relation to resistance to change, marginalisation against priorities, false consultation and imposition of or resistance from fixed agendas. Here we can examine in more detail why the key constraint (TOC) is in fact the RCRC leadership, even as they are the key organisational enablers.

The consensus of the qualitative data, both internal and independent, is that the principal factor that tips the RCRC leadership away from the support required to release the full potential of the already extremely impactful YABC programme, is simple lack of familiarity.

In particular, one of the major reasons for a lack of institutional support from National Societies seems to be an ignorance of the potential benefits of the programme across senior and operational levels. It was stressed by several respondents that until there is a strong sense of ownership of the programme across strategic, operational and volunteer levels then the proper traction will not be achieved.

One thing is that it should be institutionalized, and everyone should be aware and really understand the YACB concept, from governance and management side. The leadership, senior management and youth themselves should take the lead on this, but they can take the lead only when they understand the importance of it. There should be a clear acceptance from the leadership. How can we reach to this? I think we should ask the leaders of the NS to get the solutions – Trainer, South East Asia, Male

It was also suggested by one trainer that there are no quantitative indicators routinely used to evaluate the impact of YABC on the ground, which might help to provide evidence for the programme.

We have YABC being implemented on the field, but there must be some kind of indicators to measure the impact of YABC in order to relate it to the people on the field. We need an indicator to measure the impact at the community level. Actually, for all National Societies it is important to know what change, what impact is happening or if it is just talk in the wind.” – Trainer, South East Asia

Some participants have, however, found that this can be overcome where managers are able to observe the impact of the YABC programme in practice and are won over to the approach.

In the beginning it was very difficult, and bit by bit it was accepted. Now it is very popular... when they talk about youth they talk about YABC, when they talk about training they talk about YABC. We have personal relationships with project managers and we explained them the benefits of YABC, then we conducted the trainings, and with the evaluations we got from participants, we could show that to the project managers for them to believe. Then they are the ones convincing the senior management. – Trainer, Middle East, Male

Further, where training takes place at a national, rather than international level, it may be more likely that senior and programme managers will take part, increasing their exposure to and confidence in the approach.

“I think it is important that NS knows about programme and all yes, but at the same time I think it is important that there is a large number of volunteers from the same NS to be able to start together. When it is a national training it is always better, because maybe the Head is participating, more people from the NS participating, and also it is important to have both volunteers and staff during the training of PE.” – Trainer, Western Europe, Female

However, it was noted that this lack of institutional support also exists at the **international level**. Respondents, both grassroots trainers and senior managers within the Federation, expressed profound concern about this.

“Sometimes, from the Federation itself, there is not much importance given to the training. For example, if I planned a YABC training for a NS in my region, then the IFRC will say ‘No, no, it is not required/needed for this one (this NS)’. Why? .. As a Federation, we are committed to promote these things, and if there is a blockage within the Federation itself then it is a difficult thing.” – Trainer, South East Asia, Male

"I believe that your department (IFRC Principles and Values) is not taken seriously by your senior leadership and management. For example, we are running a project of \$90,000,000 here, so P&V should be involved. But during the two months discussion I had with IFRC Geneva about it, nobody brought in the P&V department. We had the lawyers, finances, risk management and the usual bean counters monopolizing the discussions and our programme." – IFRC Head of Delegation, South East Asia

MARGINALISATION AGAINST COMPETING PRIORITIES

In the Brighton university study, trainers highlighted that the problem is often that YABC issues and initiatives come up against competing priorities within National Societies. This was also found in the IFRC interviews with trainers, one of whom noted:

"It is IFRC strategy, but the level of priority depends from delegation to delegation. Sometimes it is given more priority but definitely not a top priority. Even within the delegation it varies, the leadership can give priority and then programme people don't and so on. I would rate it between 1 to 5, it's like 2.5." – Trainer, South East Asia, Male

This was not only a national issue but was perceived by one strategic observer to extend to the global level, in terms of the way YABC in particular, and the Principles and Values Department more generally was de facto treated as marginal by the highest leadership levels in certain areas of decision making.

For instance, within the GSMT, YABC has been mentioned but it is not discussed as an agenda item. What should be discussed is what is needed to make YABC sustainable, what is expected from directors of zones to make it sustainable. So many YABC activities have been going on in the field. There is not yet (enough) ownership of the initiative at the zone level. This is a missed opportunity. Ownership is needed at all levels. – IFRC Zone Director

RESOURCE BARRIERS

The cost of YABC programmes was also noted by a number of respondents. In one case the trainer noted that finding sufficient funding was 90% of the challenge in implementing YABC training.

"Funding is always a problem, for example if I want to organize two trainings next year then I don't have the funds for it. Right now I am starting to think about partnerships (blackberry, coca cola) to get the funding, because their focus is also youth." – Trainer, South East Asia, Male

The challenges of administration, and the logistics of mobilising and coordinating young people to implement initiatives was also noted.

TOKENISTIC YOUTH CONSULTATION

A further challenged encountered sometimes is what a trainer in Jordan referred to as “false consultation”, meaning tokenistic gestures of creating spaces where youth in the society can articulate their ideas and priorities, and even get nominal acceptance and effusive encouragement, yet not translate into significant influence on decisions or on outcomes. This appears to be a significant problem, as 9 out of 9 trainers in Jordan who participated in this scenario analysis, from seven national societies and 5 zones unanimously experienced this as very typical in their experience since they first trained.

INADEQUATE PROGRAMME INTEGRATION

It would not be surprising if the places where integration of YABC into mainstream RCRC programmes is inadequate coincided with places manifesting low transfer climates, with fixed agendas and priorities, resistance to change and lack of genuine democratic, participatory consultation. However there is no data to validate such a connection, merely to hypothesise it.

The process and impact of programme integration of YABC has been examined in section III.1. It was noted that in the global survey 75% of question respondents reported that the implementation of YABC was integrated into their National Societies programmes. The other side of the coin is that in one in four cases such integration, with the powerful organisational effects that have been observed, may not be taking place.

Table 10: Is the implementation of YABC integrated into your National Societies Strategic Plan?

	Total surveyed	Response rate	% Yes	Variance % pts
Americas	61	92%	83%	8%
Asia	78	94%	63%	-13%
Europe	65	95%	90%	15%

Middle East	46	87%	78%	3%
Average for all			75%	

The degree of integration reportedly varies somewhat by region, in the range of +/- 15% point from the average (excluding the insufficient Africa data). While the statistical issues with this data mean that no hard and fast conclusions should be drawn, the findings indicate that there may be a lower than average integration of YABC into strategic planning in Asia.

A lack of integration can prove to be a significant barrier to the learning transfer of YABC peer educators in line with the empirical literature signposted above:

“One of the gaps is the lack of link with other programs, for example where there is no integration of YABC, and if YABC is conducted on its own, then I think it is a gap. YABC should be included within the tools that a NS uses to develop its strategic plan. You can train people and then what? If they don’t integrate it into other work areas, then I think it is not effective.” – Trainer, Western Europe, Female

It was noted that integration needs to be within sustainable programmes however, not activities with a short term focus only.

To be sustainable YABC should be included in programs having a long term vision, like a 5 years program, we need to include it in programs which are not going to be abandoned by the NS, programs which are sustainable themselves. – Trainer, Western Europe, Female

LIMITED STRUCTURED SUPPORT FOR PARTICIPANTS TO IMPLEMENT THEIR IDEAS.

There may be limited structured support to assist participants to implement their ideas.

“When you go back to your country after the training, a young person who has just been trained needs a section, a structure where they are included to carry out these activities. It is true we do it (use YABC) in our daily life, but in reality if we want to see a change, we need to be supported by the Red Cross, we need to be supported by the group we belong to. It is more difficult for people to conduct activities by themselves. It is unrealistic, because a young volunteer when he comes back from a training, needs to be included in a group or the [National Society] youth section. It is more realistic then for him to conduct activities.

” – Trainer, Western Europe, Female

This is a recurrent idea, and an important one. There are indications that a proportion of peer educators require greater support locally to complete the transfer of their learning into practice. Thus another trainer valuably suggests that part of the YABC training should include guidance on how to integrate with the plans and structures of their national society, and have a clear bridge into a local support structure as suggested above, without which, it is strongly implied, learning transfer will greatly suffer, and practical application in relation to social mobilisation might become, in the words of the previous citation, “unrealistic”.

For example, in the RCRC YABC group on Facebook, there are many people from NS asking me what to do next. They are asking me who to contact in their NS. So they don't have a clear vision of what they should do next. In the training, the last day we ask them to develop a plan for one year, but I think we should do more, we have to come up with something else. We (IFRC) should think more on how to link their plan with the NS and put it in the training pack. So we should include in the toolkit and the training some guidelines of what they can do and how, like options they can explore including next steps after the training, for example they can work in communities, they can do integration, etc.) and also how to link with the National Societies.” – Trainer, South East Asia, Male

LACK OF ROLE/PROGRESSION CLARITY

One of the areas that remains blurred is the exact point at which a peer educator becomes a trainee. There is no definite structure coming from the IFRC Principles and Values Department yet, and no clear mechanism for training of trainers in most national societies.

“Another problem is that nobody understand the process, nobody understands the process of becoming a trainer. We don't know the official line for PE who have been coached. Nobody knows when you are an official trainer, there is no clear guidance. We don't know if she (a trained participant) is allowed to train other in [that country] now. Giving coaching for PE is ok, but we don't know if now can go ahead you are a trainer “officially”. – Trainer, Western Europe. Female

It is worth bearing in mind this comment is coming from one of the experienced international trainers. This a critical constraint, as in a number of areas the expansion of the YABC programme is stalled for lack of training capacity to generate new peer educators, and even more new trainers, and the trainer above is far from alone in knowing who, when, and how can someone start training new cohorts of peer educators.

IN-GROUP/OUT-GROUP DYNAMICS

The unintended “perverse effects” of peer educator selectivity, social identity, and high level behaviour change in relation to the potential for mutual cognitive dissonance with non-participants has already been mentioned. It was noted that the close cohesion of YABC trainees could make peers within the movement who have not been selected for the training feel excluded and thus diminish their engagement with the peer educators, inhibiting the learning transfer and creating an unwelcoming climate. This can start even before the training, at the selection point, so that one trainer states that one of the sources of resistance to YABC peer educators comes from peers who *“were offended at not having been integrated in the initiative since its beginning.”*

ORGANISATIONAL CRISIS:

In addition 1 trainer out of 6 also experienced being blocked due to internal RCRC political issues within the national society. The remaining 5 found this entirely atypical. That it is not entirely isolated however, may be gathered from the fact that his recalls similar dynamics experienced by the European negative case we explored in section II.1, and the example given in appendix 5, quotation 35 of a similar experienced in Africa, but in this case dramatically resolved through application of YABC. None of the other trainers in this study however reported being blocked for political issues, which they considered extremely atypical.

PART III: ORGANISATIONAL IMPACTS OF YABC

III.1 STRUCTURAL IMPACTS OF YABC ON RCRC PROGRAMMES

Key Finding:

The vast majority of reported YABC activity was deployed in the context of its integration into existing RCRC core programmes. This integration, moreover, was not primarily episodic, but represented structural adjustments in these programmes, advanced enough that in a large proportion of cases it was considered systematic and assured into the future.

SECTION

In this section we will consider how the influence of the YABC programme has transitioned beyond the behaviour of individuals and teams into core, structural change in programme delivery. The triangulation data has been integrated into the body of the findings.

FINDINGS: DEGREE OF STRUCTURAL INTEGRATION INTO PROGRAMMES

One of the key dimensions of the evidence relates to how the YABC programme has influenced core service delivery. This is particularly the case where YABC methodologies have been explicitly incorporated into core programmes.

The survey reports that fully **75% of all reported YABC activity was deployed in the context of its integration into existing programmes**, and only 25% as stand-alone programme or activity. A sense of the scale to which this was the case may be gained from the fact that respondents to the Global Study report an approximate minimum of over 5,400 incidents of the integration of YABC methodologies into core programmes, (from 125 respondents). This is certain to be a significant undercount.

This integration, moreover, was not primarily episodic, but represented structural incorporations into the existing programmes. Thus, 176 respondents (73%) reported that YABC was now part of their National Society's strategic plan; 125 respondents could name a designated person in their country with responsibility for integrating YABC into national programmes; and 89 respondents confirmed that the integration of the YABC initiative into other areas of their National Society was now "systematic and ensured for the future." These **approximate minimums** already represent a

significant cross-section of RCRC National Societies, suggesting **this may be the case in a majority of countries where YABC has been fully deployed.**

FINDINGS: PROGRAMME AREAS INTEGRATING OF YABC

The global survey identified those areas where the YABC programme has been most commonly integrated, as summarised in table 10 below. There was nearly universal integration into youth and volunteer development programmes. Around half of respondents had integrated YABC into health and care, (including emergency relief), social services/ inclusion and disaster management.

Table 10: Percentage of Global survey respondents who have integrated YABC methodologies into a range of core programme areas

Core programme areas	%
Youth / Volunteer development	93%
Health and care (including emergency relief)	61%
Social services and inclusion	55%
Disaster management	49%
Road safety	23%
Humanitarian diplomacy	18%
Climate change mitigation	14%
Road safety	14%
Shelter and livelihoods	11%

In relation to health, the themes of AIDS/ HIV and First Aid were most commonly mentioned, with 400 and 866 incidents of integration reported. In relation to social services, there was a spread of responses across sub themes, with above 60% of participants applying YABC to vulnerable youth psycho-social support (517 and 205 incidents reported).

FINDINGS: FORMS OF YABC PROGRAMME INTEGRATION

An example of the practical ways in which YABC training translates into programme modification is given by the following peer educator (appendix 5, quotation 40):

“Taking part in the wonderful YABC peer educators training in Barcelona was very valuable to me personally but more importantly to my National Society. The youth trainings we conduct are not the same since we got the YABC tools. Our staff in charge of dissemination and trainings has changed the

methodology and now includes in every youth training some non-cognitive activities” – Peer Educator, Middle East, Female

The evidence suggests indeed that the structural impacts of YABC on RCRC programmes when integrated, took the form of enhancements, in terms of introducing new methodologies, new activities and new dynamics to existing programmes, with qualitative effects explored in the subsection below.

The range and relevance of such YABC applications to programme delivery was extremely wide and the documentary record offers a window into this phenomenon. A significant part of the YABC peer educator training events involved participants making their own follow-up commitments and action plans to implement YABC in their National Society contexts. Their ideas have been captured in many of the IFRC evaluation reports of these events and triangulate perfectly with the survey, providing valuable contextual data to understand what the above figures may look like in practice, as expressed by 393 YABC participants.

It should be noted that these were statements of intention, and their implementation has not been explored in this report, however, they provide a sense of the way in which YABC gets incorporated into programmes on the field, and provides context for the reported minimum 5000+ events, which is of course a partial sample of the total social engagement impacts achieved by the full 620 YABC trainers and peer educators. Even if not all these plans were fully implemented, they give a clear idea of the sort of contexts in which the vast majority of people mobilised and engaged by YABC peer educators would have been exposed to YABC inspired activities. Below are some examples of how YABC trainees have planned for YABC integration into existing programmes of their National Society (or outside the Red Cross Red Crescent for external participants).

Mongolian Red Cross Society

Integration of the YABC initiative into existing activities: Exploring Humanitarian Law, blood donation, HIV/AIDS, Community-Based Health and First Aid, disaster management, etc. with a special focus on personal resilience. non-violent

Bangladesh Red Crescent Society

Pilot-test the integration of the YABC methodology into the program “*Live our principles*” aimed at disseminating the

Guatemala Red Cross

Integration of the YABC initiative into climate change awareness raising activities

Samoa Red Cross Society

(Youth and Volunteer Division)

Integration of the YABC initiative into HIV and STIs program through skills-based peer education on active listening, empathy and non-judgment

Clearly, the range of programme areas in which the YABC was considered relevant is very diverse, and table 11 below represents only a small subset of the range contexts of YABC activity around the world. It suggests that **YABC is both, highly adaptable and highly adaptive, resulting in a clear motivation to bring YABC methodology into core services.**

Table 11: Examples of programme applications where integration of YABC was planned during YABC training events

<p>Dissemination of the Fundamental Principles</p> <p>Bahamas Red Cross Grenadian Red Cross Peruvian and Salvadorean Red Cross Samoa Red Cross Society (Youth & Volunteer Division Bangladesh Red Crescent Society Pakistan Red Crescent Society</p>	<p>Intercultural dialogue and social inclusion of migrants</p> <p>Australian Red Cross Society Mongolian Red Cross Society Papua New Guinea Red Cross Society</p>
<p>HIV/AIDS and STIs</p> <p>Antigua & Barbuda, Barbados, Guyana and Trinidad & Tobago Red Cross Haitian Red Cross Jamaican, and St-Vincent and the Grenadines Red Cross Cook Islands Red Cross Fiji Red Cross Kiribati Red Cross Micronesia Red Cross Society Mongolian Red Cross Society Palau Red Cross Samoa Red Cross Society (Youth and Volunteer Division Tuvalu Red Cross Society India Red Cross Society Nepal Red Cross Society</p>	<p>Humanitarian law</p> <p>Mongolian Red Cross Society</p> <p>Disaster risk reduction/ preparedness/ management</p> <p>Cook Islands Red Cross Cuban Red Cross Kiribati Red Cross Solomon Islands Red Cross Tuvalu Red Cross Society Vanuatu Red Cross Nepal Red Cross Society Pakistan Red Crescent Society</p>
<p>Substance misuse</p> <p>Surinamese Red Cross Fiji Red Cross Palau Red Cross</p>	<p>Climate change awareness</p> <p>Guatemala Red Cross Cook Islands Red Cross India Red Cross Society</p> <p>Food program, supplies distribution, home visits, community clean up</p> <p>Grenadian Red Cross</p> <p>Blood donation</p> <p>Mongolian Red Cross Society</p>
<p>Violence prevention and psychosocial support (inc gender based violence)</p> <p>Belize Red Cross Chilean Red Cross Haitian Red Cross Honduran Red Cross Jamaican, and St-Vincent and the Grenadines Red Cross Surinamese Red Cross Fiji Red Cross Tuvalu Red Cross Society</p>	<p>First aid</p> <p>Mongolian Red Cross Society Samoa Red Cross Society (Youth and Volunteer Division Timor-Leste Red Cross Nepal Red Cross Society</p> <p>Water and sanitation/ hygiene</p> <p>Papua New Guinea Red Cross Society India Red Cross Society Pakistan Red Crescent Society</p>
<p>Youth issues</p> <p>Tonga Red Cross</p>	<p>Road safety</p> <p>India Red Cross Society</p>

CONCLUSION

The vast majority of reported YABC activity around the world was deployed in the context of its integration into existing RCRC core programmes. This integration, moreover, was not primarily episodic, but represented structural adjustments in these programmes. This structural integration, moreover, was advanced enough that in a large proportion of cases it was considered systematic and assured into the future.

The mechanism by which this integration happened appears to correlate to increasing degrees of institutional incorporation of YABC, from being part of the strategic plan, to having designated individuals responsible for its integration into respective National Societies, to of course having YABC-trained personnel apply their new skills and tools to their existing programme activities and initiating new ones.

YABC operated primarily as a youth focused programme tool, integrated almost universally into youth programmes, but it was also, and in a very significant way, integrated across the board of core programme areas, with particular focus on health and care, emergency relief, social services/ inclusion and disaster management. The range of applications demonstrates the cross-cultural and cross-functional relevance of YABC to programme delivery, and the variations in complexity also suggest a wide range of scalability, from individual initiatives to large scale campaigns.

In conclusion it can be confidently said that YABC had a structural impact on RCRC programmes in the majority of National Societies where it was deployed.

III.2 NUMERICAL IMPACTS OF YABC ON RCRC PROGRAMMES: ACTIVITIES, VOLUNTEERS AND BENEFICIARIES

Key Finding:

YABC generated an increase in the diversity and number of RCRC initiatives, in the number of youth volunteers, and in final beneficiaries. All estimates are indicative of trends rather than exact quantifications. The trends suggest: a high impact on the diversity of activity; a definite but unquantifiable impact on the number of activities; a high impact on the number of people wishing to join the RCRC as volunteers; a definite but unquantifiable impact on actually recruiting them; and a comparatively small but numerically significant increase in the number of final beneficiaries reached.

SECTION

This section looks at the extent to which YABC has multiplied the number of RCRC activities; has increased the number of RCRC beneficiaries; and has grown the recruitment pool of RCRC volunteers.

FINDINGS: NUMERICAL INCREASE IN RCRC ACTIVITIES

As noted in section 1.4.4, the global survey registers that 75% of question respondents (185 people) engaged in follow-up YABC related activity, with a total of 5,129 events reported. Over 90% of these activities related to YABC capacity building or community outreach activities. At the very least we know of a minimum of 98 workshops on YABC itself have been generated as a result, which are intrinsically additional, while 93 workshops on the Fundamental Principles are also likely to have been stimulated in significant measure by the YABC programme.

In more detail:

- 63% (98) of 157 respondents did **YABC presentations**. Approximately 15,000 people were reached in these presentations.
- 82% (128) did **YABC toolkit workshops** and activities. Of these an approximate minimum of 50% lasted 4–12+hrs, which can be considered

YABC specific/additional, as opposed to YABC enriched activities. These workshops engaged approximately 18,000 people.

- Approximately 26,000 people were engaged through **social mobilisation / awareness-raising campaigns** using creative platforms on YABC-related topics.
- Approximately 5000 people were engaged through **community-based micro-projects** on YABC-related topics.

The most common vehicles for these sessions were:

- Dissemination sessions on the 7 Fundamental Principles (989 events)
- RCRC Induction (956 events)
- School and youth club interventions (920 and 750 events respectively)
- Youth camps/ gatherings (827 events)
- Youth leadership training (603)

This reinforces the findings above that YABC did in fact work fundamentally as a peer education programme, inasmuch as the vast majority of activities are youth-specific. On the other hand, a significant number of these activities comprised induction sessions and workshops on the Fundamental Principles. The qualitative evidence indicates that many and perhaps most of these were not youth specific, but reached adult populations as well, with organisational implications explored below.

As is the case with judging any form of additionality from the survey data, it is impossible to quantify how many of these activities represent a net increase in the activities of the RCRC, in other words, how many activities have been added to, rather than substituted by, YABC initiatives. In the first instance, what is definite is that there was a numerical increase in the range of activities provided, amounting to a diversification of available provision.

In addition to an expanded range of activity within existing delivery streams, there were activities that were also YABC-specific and therefore additional, such as YABC presentations and toolkit workshops. The qualitative data further suggests that a proportion of volunteer trainers and peer educators did engage in activities they would not otherwise have undertaken, and increased their previous level of activity to deliver new, YABC-linked activities (appendix 3, quotations 1, 2, 3, 9, 23, 28, 29, 40, 42, 44).

This means that **there was both, a significant numerical increase in the range (number of types) of activity deployed as a result of YABC, and also a net increase in the actual number of activities delivered**, although the scale to which this was the case cannot be assessed from the data.

FINDINGS: NUMERICAL INCREASE OF “VOLUNTEER RECRUITMENT POOL”

Several observers in leadership positions in the RCRC shared their perception that YABC has had a positive impact on volunteer recruitment (Appendix 3 quotations. 39, 40, 45, and 46). As an example, an IFRC Zone Director, shared that:

YABC is a platform to capture new and retain volunteers. [Three countries in our zone⁵] are good examples of this. We have seen that following YABC activities offers new dimensions of work to volunteers and captures the interest of new ones.” – Zone Director, IFRC

(Appendix 3 quotation 39)

The survey data does not permit a quantification of the number of volunteers recruited as a result of YABC, but the figures allow us to quantify the potential of YABC as a volunteer recruitment mechanism.

The pool of *potential* volunteers, namely, participants in YABC activities who expressed directly to a peer educator their desire to join the RCRC as volunteers, but whose conversion into actual volunteers has not been confirmed, is what we refer to as the volunteer recruitment pool. This is the pool that could have been drawn on to expand RCRC volunteer numbers, and could be drawn on systematically in future.

Working on approximate minimums from the actual survey respondents the following figures emerge.

- A approximate minimum of 154 YABC peer educators and trainers imparted YABC-informed capacity building and community outreach sessions which included non-RCRC participants. This equates to the presence of at least one non-RCRC participant in 90% of the total YABC activities conducted by peer educators.
- The aggregated pool of non-RCRC participants in YABC-informed activities amounted to a reported 35% of the beneficiaries reached through YABC.
- These individuals came from a range of organisation types, in particular schools, but also to a lesser extent community groups, marginalised groups, NGOs, leisure centres and youth clubs. (See table 12 below)

⁵ The names of these countries have been redacted to maintain the anonymity of the interviewee.

Table 12: Sources of participants of YABC follow up activities who were external to the RCRC Movement.

Source of external participants in follow up activities	% of peer educators who engaged beneficiaries from each context
Schools	81%
Community organizations or associations	44%
NGO	36%
Leisure centres (youth or other)	35%
Marginalized groups or beneficiaries	34%
Sport clubs	20%
Government	9%
Other	6%
UN	1%

Note: A total of 124 respondents answered this question, from a total of 154 who had conducted follow up activities. Respondents could tick more than one category.

- On an estimate of c.54,000⁶ beneficiaries reached by these peer educators and trainers through follow up activities including non-RCRC participants, this would translate to approximately 19,000 non-RCRC beneficiaries reached through YABC workshop sessions by the survey respondents. If we extrapolate this to our estimated 120,000 total beneficiaries of YABC activities, **the approximate number of participants in YABC activity from outside the RCRC was 38,000.**
- 8 out of 10 of these peer educators reported that between 25%–100% of the non-RCRC participants they engaged expressed a desire to volunteer at the end of a YABC session, (the majority reported 50%–100% rates, 51% being the mean rate).⁷ This would suggest an approximate minimum of 6,000 potential new volunteers, (at the 25% conversion rate), but more likely **minimum of c.13,000 potential new volunteers** (at a 50% conversion rate) generated through YABC follow up activities. If we extrapolate these percentages to the estimated 120,000 YABC beneficiaries **the minimum potential volunteer pool generated by YABC could easily be 16,000+.** This would represent a likely under-estimate of real figures.

It is important to emphasise that these figures of an expanded volunteer pool do not express the number of actual volunteers recruited through YABC, since the fact that

⁶ Calculated as 90% of our estimated 60,000 beneficiaries reached by YABC survey respondents through all follow up activities. This is not a reliable figure, insofar as it is unclear what proportion of the numbers come from each activity. However it provides an upper limit which may be considered a close approximation, given the patterns of post-training activity noted in the previous section.

⁷ Calculated using the mid point for each band, and weighting by the %'s to get a mean score.

participants expressed a desire to volunteer does not mean that the peer educators enrolled them, or if they did, that the participants' desire was followed by action. Research suggests that in many cases intentions are not translated into behaviour (eg. Schwartz, 1973).

Indeed, we have a very clear example in one of the trainers, who reported that 50–75% of participants from outside the RCRC expressed a desire to volunteer after a YABC session. And yet, he notes that:

“I have noticed their interest for example after the exercise, participants really start asking questions like “what is this exercise, how do I do it, how do I become a peer educator, etc.” I did a project with another NGO, in Turkey, in Macedonia, in Poland, in primary schools, they were all interested. Then, I have explained the YABC project. But after showing the interest, they have not actually volunteered. Not at all.” – Trainer, Male, Eastern Europe

However, on the whole, it has been found that intention is a significant and predictive influencer of behavior. A meta-analysis of the data from 82,107 individuals (Sheeran, 2002), identified that intention accounts for a third of final behavior, and in subsequent research (Webb and Sheeran, 2006) the conclusion was that a "medium-to-large" change in intention leads to a "small-to-medium" change in behavior.

This is in line with a more nuanced picture from another trainer, who reported that between 75% and 100% of non-RCRC participants wished to volunteer after a YABC session:

“They came directly to us and ask us about the possibility to join the RC and ask about how to get more training on these issues related to YABC. They went to the youth department in the [National Society] and asked the application form to become volunteers. Actually, i did not follow-up, because i am not involved in this, if they became volunteers or not actually, that I don't know, because i do not have access to the database of volunteers. We just put them in contact with the youth department and give them some information, we tell them the requirements, give them some papers, and sometimes we call the youth department to tell them that these youth are interested so for them to pay attention to them. Sometimes when we go to the youth department we see some of these youth, sometimes we don't see them. But this is another story.” – Trainer, Male, Middle East

Here we see a very high potential conversion rate, but an uncertain follow-up. There is definite testimony of some recruitment but the implication that not everyone would have completed their enrolment, even when they went to the trouble of requesting application forms. The process, moreover, shows a disconnect between the trainers as prime recruiters, and the prospective volunteers when it comes to formal incorporation into the RCRC, which is likely to limit the number of actual enrolments, without diminishing the actual potential of the volunteer recruitment pool. The combination of high interest and low follow-up is attested by two more interviewees.

The potential of the opposite approach, where high interest is joined to systematic follow-up is dramatic, as one trainer illustrates:

“For us in the youth department, school visits is one of our major activities. It is in a form of membership-drive when we go there. In the past we have been taking history of Henry Dunant and the movie, now taking the YABC there is fun and during the fun they realize that this is something that they can be part of... Now most of the youth are going to schools and engaged in volunteering as such. If you want to be a YABC, you have to be in the Movement. ...They expressed interest to become a volunteer; everytime we go, if it's a new school that not already has a RC group, it's 100% willing to join.

...We have the database that we update monthly (with student name, school, etc.), every program administrators for each branch to report on the number of people enrolled and then they follow a mass-orientation training in a quarterly report (during which they have focus on 7 FP, using YABC, talking about thematic issues and underpinning values, etc.). these are after school sessions so they always pop up in the membership because their presence already demonstrates commitment.” – Trainer, Male, Africa

Thus as with other aspects of the YABC impacts, although interest is invariably generated in volunteering (an expanded volunteer recruitment pool), we have a spectrum of impact on actual recruitment, ranging from no recruitment in spite of high interest, to moderate recruitment, to very high levels of volunteer recruitment. Beyond individual differences, the data suggests that the key factor in the capacity of YABC to generate new volunteers is the degree to which the motivational power of YABC to non-RCRC members is accompanied by systematic mechanisms for actual recruitment and follow up.

One further distinction that comes from the qualitative data is that, since most of the non-RCRC participants were already affiliated with major volunteer movements, such as the Scouts or YWCA, there was a very high interest in joining YABC itself as peer educators, or incorporating and expanding it within their organisations, but this did not necessarily translate into a desire to join the RCRC per se. This phenomenon was attested by 4 of the trainers.

What these figures suggest is that YABC is likely to have generated a definite if unspecified increase in RCRC volunteers and a much larger volunteer pool from newly motivated non-RCRC YABC participants who explicitly expressed the desire to become RCRC volunteers.

FINDINGS: NUMERICAL INCREASE IN RCRC BENEFICIARIES

The next question is whether the increase in RCRC activity and number of volunteers established above translated into an increase in new beneficiaries reached. As we have discussed in section 1.4.4, **it is estimated that YABC peer educators and trainers have directly reached an approximately 120,000** people specifically through YABC-informed initiatives. As noted in that section, it is hard to definitely state how many of these beneficiaries would have been reached by the YABC peer educators and trainers independently of YABC. A tentative approximation may however be attempted by looking at two previously examined data-points.

- As noted, 75% of YABC related follow up activities reported were integrated into RCRC programmes.
- In addition, as also noted, an estimated 35% of YABC beneficiaries came from outside the RCRC, which means that approximately 65% of beneficiaries were already associated with the RCRC movement in some way.
- Clearly, all new beneficiaries would have to come from the 35% of non-RCRC activity participants, which creates a maximum pool of 38,000 new beneficiaries reached by YABC. However it is impossible to accurately establish how many of these 38,000 would have been reached by the RCRC in any case through its existing programmes.
- Against this backdrop, it is reasonable to assume that where YABC has been integrated into existing programmes, the majority of its beneficiaries would have been reached in any case through pre-YABC activities, as in the example above where participation changed the way induction was delivered, not who it was delivered to.
- As a vague approximation, therefore, we could deduct the 75% figure of programme-integrated activity from our maximum pool of new beneficiaries,

to arrive at **an estimated 9500 additional RCRC beneficiaries reached specifically through YABC.**

This is not an exact correlation, as it is entirely possible that at least some of the programme-integrated activity was focused on new populations targeted exclusively as a result of the incorporation of YABC.

Secondly, the fact that as explored in the next subsection YABC appears to increase in many cases the efficiency and effectiveness of its trainees could also mean that existing efforts yielded an expanded outreach, so that the number of beneficiaries reached by an existing programme could rise directly as a result of YABC qualitative impacts.

Thirdly, the proportion of non RCRC beneficiaries reached through non-programme-integrated activity could easily be higher than that reached through programme-integrated activity, so that the percentage of the total pool of 38,000 non-RCRC beneficiaries reached for the first time by YABC could be much higher than the 25% applied in this estimate.

The qualitative and survey data, from both observers and trainers and peer educators, supports these considerations making clear that YABC motivated many of its trained volunteers to initiate action they would not otherwise have undertaken, to increase the hours they volunteered, and to become skilled in group facilitation that expanded the numerical scale of their previous engagement with RCRC beneficiaries,

In light of all these considerations, it would be reasonable to suggest that a **conservative estimate of new beneficiaries reached by YABC could stand at c.10,000 people, or 8% of the total YABC beneficiaries.**

This means that it is highly likely that YABC resulted in a quantitative increase in the number of beneficiaries reached by the RCRC worldwide.

CONCLUSION

It is clear that YABC had a definite quantitative impact on the RCRC movement across the world. The survey data is inadequate in judging additionality with exactitude, but is quite clear on overall trends, allowing for informed approximations.

As regards RCRC activity, YABC numerically increased, above all, the diversity of activity types by introducing YABC-specific presentations, workshops and toolkit exercises. In an unquantifiable proportion of these cases it is certain that this

increase in range of activity also constituted an increase in quantity of activity additional to the number of activities that would have been delivered in any case. As proof of concept, the evidence definitely establishes that YABC increases the diversity of RCRC activity and can at times increase the quantity of local RCRC activity.

As regards volunteering, the evidence is that YABC dramatically expanded the pool of individuals expressly interested in becoming RCRC volunteers. It further suggests that in many contexts this increase of receptivity created by YABC activity in participants from outside the RCRC did translate into expanded volunteer recruitment, particularly among peers. **As proof of concept, YABC may be said to have the potential to dramatically expand the number of RCRC volunteers.**

Finally as regards beneficiaries, the vast majority of YABC participants had existing links to the RCRC. A significant number, however, came from outside the movement, and a percentage of these would have been reached for the first time directly as a result of YABC impacts on individual initiative, individual productivity or programme reach. We conservatively estimate this numerical increase of beneficiaries as 8% of beneficiaries, or 10,000 new beneficiaries, which nevertheless amounts to a substantial numerical addition to the RCRC movement, particularly given the comparatively small numbers of peer educators. **As proof of concept we can confidently state that YABC has the potential to extend the numerical reach of the RCRC outside the movement.**

III.3 QUALITATIVE IMPACTS OF YABC ON RCRC PROGRAMMES

Key Finding:

YABC consistently delivers improvements to the quality of RCRC services, in relation to direct service delivery by YABC-trained personnel; wider organisational culture; and programme efficiency and effectiveness.

The extent to which it regularly does so is entirely unquantifiable without further research, but triangulation suggests that it is likely to take place to some degree in a large proportion of cases, and to a high degree only in a small proportion of cases, where the numbers of YABC personnel are high, where there are YABC high performers present, or both.

SECTION

This section looks at the ways in which personal transformation can impact on the quality of service delivery of YABC trained individuals, on the organisational cultures of their local/national contexts and on the efficiency and effectiveness of RCRC services.

FINDINGS: NATURE OF QUALITATIVE IMPACTS

The self-perception of peer educators of their own impact on the quality of RCRC services was very definite.

- 93% of trainers and peer educators felt that the YABC initiative improved the qualitative dimension of RCRC's work when it is integrated into other programme areas (e.g. service delivery / programming in health, disaster management, etc.)

External observers offered numerous examples of how participants in YABC have developed new outlooks and behavioural patterns that transformed their effectiveness in the field. This in turn frequently resulted in wider reported impacts on the organisational culture and programmes of their local and national RCRC.

On the basis of the whole dataset, four impact dimensions on quality of service delivery are evident:

1. Qualitative improvements in service delivery by YABC-trained personnel
2. Changes in collective culture
3. Changes in efficiency
4. Changes in effectiveness

THEME 1: QUALITATIVE IMPROVEMENTS IN SERVICE DELIVERY BY YABC-TRAINED PERSONNEL

A common theme expressed by external observers was a **more positive outlook, increased motivation and initiative** of volunteers and staff.

Sample data includes:

“I ... noticed that the youth who had passed through the YABC process had a tendency to take more initiative than those who had not taken part in it. They were for example the ones who organized exchange parties between locals and foreign citizens.” – Former Coordinator of Relief Operations during the Civil Unrest, National Society

(For further evidence please see appendix 5 quotations 3, 4, 23,26,35, 42)

Further, they noted that trained volunteers and staff demonstrate a **greater sense of connection** to the values and institutions of the Red Cross Movement itself.

“The program can really influence the volunteers to feel more emotional, more attached, more inspired, when talking about activities that the Red Cross is doing.” – Youth Coordinator National Red Cross Society, Eastern Europe

(For further evidence please see appendix 5 quotations: 40, 43, 44 and 45, 50, and appendix 3 quotations 2 and 4)

A particularly interesting finding is that YABC participants appear to also experience a greater willingness **to tolerate risk**. Greater risk-resilience appears to be derived from a greater degree of emotional resilience in the face of stressful situation or

enduring pressure, achieved through the application of inner-peace techniques taught through YABC. (appendix 3, quotation 35).

“The cleaning exercise in the tuberculosis and leprosy control village was very significant. The YABC peer educators training really gave me the courage and audacity to mobilize volunteers to go there and do that. I had to overcome my own fear so as to accompany youth in overcoming their own fears and do something for these people who are really excluded, marginalized and stigmatized, and that no one wants to visit and help. It was somehow risky but very beneficial to most of the volunteers.” – Trainer, Africa, Male

Further, the increased motivation and commitment experienced by participants seems to be translating into **innovative, creative thinking**, particularly in relation to their work in the field, Examples include: (appendix 3, quotation 35).

“I have two guys (two volunteers) who have been working quite closely with me on this YABC initiative; they have now reached out 17,000 people with a mobile cinema for the cholera campaign. They are basically going around the country, setting up screens, and influencing the planning for hygiene promotion. They wanted a different approach than the usual flipcharts and presentations, so they use the YABC methodology.” – Trainer, Africa, Male

External observers coincide with peer educators in stressing that such changed attitudes towards risk taking, creativity and innovation, has resulted in effectively redirecting activities in relation to both their aims and also the style of implementation, using creative new approaches that directly reflect both the principles and the tools of the YABC programme (appendix 5 quotations 26, 34, 35).

In some cases the impact of this enhanced operational approach appears to have been transformational for the National Society, where trained individuals occupy positions of considerable influence and responsibility within the society:

“I have realized that many of the new elected presidents at the youth centres were involved in YABC during last year. This gives us an idea about their positive behaviour and attitudes and maybe commitment towards Red Cross voluntary work which encouraged the centres’ volunteers to vote for them and also encouraged them to take more responsibility within the Red Cross and give more time for the cause!” – President, Youth Department, National Society, Middle East

(See appendix 5 quotations 20, 33, 44 and 45).

THEME 2: POSITIVE CHANGES IN ORGANISATIONAL CULTURE

Reported changes included **fostering a more integrated, collaborative work culture** on the ground, which is sometimes related to the effective translation of the Fundamental Principles into practice.

- In the global survey 94% of question respondents (n.248) said that YABC strengthened the cohesion among and collaboration between volunteers from different branches and/or areas of work in their National Society.

As one YABC trained strategic leader corroborated:

“Unity contains two important points in the framework of relief operations: to open our service to the entire vulnerable population of the country, and ensure that everybody participates in the operations in order to limit division among the volunteers and to create a stronger internal cohesion and sense of belonging. YABC personally helped me to ensure the application of this principle as coordinator of the relief operations at the border.” – Former Coordinator of Relief Operations during the Civil Unrest, National Society

Collaborative effects included a **diminishment of interpersonal conflict among staff and volunteers** through the application to conflict resolution of YABC intra- and interpersonal skills, (appendix 3, quotation 35).

When there is a conflict among volunteers, using this YABC approach for conflict resolution which is about enabling them to see the bigger picture and realize by themselves the consequences of their dispute has been very advantageous for me. During the last youth election (when we elect our chairman), a serious dispute based on ethnic and tribal divide broke out. After, there were a lot of interventions from the management and the governing board, and this divide escalated even into the other high levels of the National Society. So we did one of the most basic YABC exercise (“Let’s gather!”) and people started to see that the conflict was completely outside the norms of a Red Cross Red Crescent society as it was actually bringing politics and tribal divide into an election process for youth leadership which is contrary to our Fundamental Principles. We thus reheld the election after this exercise and did not intervene into the process. Finally, as a solution, only the vice chairman changed; this experience was a very big success for me. – Trainer, Africa, Male

Several participants note a more responsive and respectful relationship with subordinates and with “host” National Societies – an expression of personal humility. Sample data include:

“I had participated in the Mali international YABC gathering and what I took back really helped me to change my approach. (I used to think) “I’m the activist, you’re the beneficiary.” It made me start to realize that I needed to

be brought down a level. With volunteers management as well, it has changed my approach towards people, my relationships with them. I did not anymore act in a dictatorial way but let them tell us what they wanted to do (and not tell them what to do). ” – Trainer, Africa, Male

Before I used to say this is my National Society's project. Now I say it is another RC Society's project, which is financed by my National Society, so it is a whole change of language. And little by little, starting with changing my language, I also changed my attitude: I put myself at the disposal of this other National Society, started to critically agree and listened more to them. At the beginning, I was more used to go directly to communities, but I then understood that it was not up to me but up to the members of this other National Society to talk to communities. I became more humble.” – Trainer, Western Europe, Female

(See appendix 3, quotations 4, 35 and 38, plus corroborating finding from external observer, appendix 5 quotation 50)

Further, external observers noted that YABC trained staff demonstrated a **greater capacity to maintain neutrality and independence** when working in partnership with others:

YABC is really useful here, as it develops these skills, and by doing so strengthens their ability to work with the authorities without being associated with them or a particular group, to translate the Red Crescent's auxiliary role at community level in a conflict area while maintaining the Neutrality and Independence of the National Society. Without those, their capacity to work at community level, and being accepted by the community, would dramatically diminish.”– Head, IFRC Delegation, Middle East

(See appendix 5 quotation 18 and appendix 3 quotation 3)

THEME 3: IMPROVEMENTS IN EFFICIENCY

Both peer educators/ trainers and observers noted, as mentioned above that YABC trained volunteers and staff showed a **greater resilience to stress** and therefore a greater ability to operate calmly and flexibly, able to cope and adapt in crisis situations. Volunteers were also more willing to engage in activities that are particularly distressing or unpleasant, such as dead body management. Those examples offered demonstrate a marked change in attitudes and approaches to these activities. Sample data includes:

According to my experience in the field as the coordinator of the relief operations, I can say that the volunteers who have been initiated to the YABC programme have the ability to stay longer and to resist longer while keeping

more or less the same productivity. They revitalize themselves more quickly and need much less time to rest, which leads to a bigger impact. In principle, the volunteer works during a week, maximum two, then rests during a week. But the YABC volunteers – who feel less stressed during their work – managed to stay longer without showing signs of stress or tiredness in the workplace as they found enjoyment in their work, they are less exposed to developing stress and hence have less need to go back home to recharge their batteries. Thanks to YABC, they also learn to verbalize their problems and maintain healthier social relationships, which also reduces the work constraints in situations of emergency. In this framework, YABC definitely has an impact on strengthening individual resilience.”– Former Coordinator of Relief Operations during Civil Unrest, National Society

(For further evidence please see appendix 5, quotations: 5, 20, 36 and 38, appendix 3 quotation 35)

In addition, some participants refer to **greater efficiency in the allocation and selection of human resources** through leaving behind prejudices based on wealth, education, appearance, or background:

“When I was appointed youth director in 2007, I did not take things so positively... and whenever a person came to be a volunteer, I used to have some pre-judgments, for example based on his/her personal appearance and I used to treat him/her based on those pre-judgments... Since a year and a half, I have developed non-judgmental skills. I talk more with people.. I listen more and I don't have those pre-conceived ideas anymore. .. For example, a 60 year old man was interested to volunteer with our National Society; before I would have judged him and thought “he is of no use, he cannot work”... but this time, I did not judge, I listened to him, and understood that he had all the skills we needed. – Trainer, South Asia, Male

(See appendix 3, quotations 35 and 37).

THEME 4: IMPROVEMENTS IN EFFECTIVENESS

Changing the way that participants interact with beneficiaries in the wider community is a natural bi-product of the individuals working with greater enthusiasm, detachment from prejudice and willingness to welcome diversity. The interviews and questionnaires note that **trained staff and volunteers demonstrate a greater degree of understanding, empathy and compassion** in their work. They apply these different attitudes through their **newly acquired or developed behavioural skills, related particularly to active listening, non-violent communication, critical**

thinking, maintaining neutrality and facilitation, resulting in better quality, more effective services.

The manner in which Trainers and Peer Educators describe the needs of beneficiaries reflects and corroborates this finding, noting the **adoption of new, compassionate and effective communication styles** in relation to beneficiaries which can be directly linked to the content of the YABC programme:

“Sometimes, some victims during the hostilities were in shock. They just needed someone to listen to them and this is where active listening came into place. No one could afford to listen to them as there was no time for that, the place was in a mess, it was a complete chaos... but the people who participated in YABC activities...knew and understood the importance of actively listening to people in such a situation of crisis. The victims evacuated their emotions by speaking, and they appreciated very much being able to do so as it improved their individual situation.” – Trainer, Middle East, Male

(See appendix 3 – 3, 35, 39)

It is interesting to note that many of the observers identify **a marked difference in the way that YABC trainees engage with beneficiaries compared to other volunteers or staff** who have not completed this specific training, illustrating that YABC brings a unique, qualitative change to individuals, which then translates to service delivery.

Sample data includes:

“When working with beneficiaries, their approach would be more human, more personal, maybe somehow less focused on the technical aspect and rather trying to find the correct words to interact with them, mixing the values with the support and assistance provided. Indeed, I noticed that the way a technical officer approaches beneficiaries is very different if s/he has been trained or not on YABC.

...YABC has brought better results than other programmes with regard to the bonding between the two communities (South and North). YABC provides a unique platform where individuals from both communities have an opportunity to really sit and talk together about their real social issues, about the difficult times they went through, without entering into any political debate. YABC is an amazing neutral process for reconciliation work. It increases mutual understanding between participating individuals from both communities.” – Former Senior Coordinator Post-Conflict Recovery Program, IFRC

(For further evidence please see appendix 5 quotations: 9, 13, 18, 21, 22 and 48)

Peer Educators and trainers also noted a **shift from giving directions to facilitating and supporting delegation and participation in crisis situations**, again reflecting the inter-personal skills of YABC,

“During the hostilities, our National Society’s medical teams shouted for people to go away so that they could treat the victims; they had this offensive behaviour because of the stress and the seriousness of the state of health in which victims were. I can understand them; however, I personally found in myself the capacity to stay calm in that situation. I could even involve people, civilians, in that situation, asking them to come and help us by forming a circle around us so that they could feel they were doing something for us, and were not interfering with our work. They made sure that no one would come to disturb us and even helped other victims to reach our aid station.” – Trainer, Middle East, Male

(See appendix 3, quotation 39).

FINDINGS: EXTENT OF QUALITATIVE IMPACTS

It may not be unreasonable to suggest that the qualitative impacts reported by the vast majority of trainers and peer educators on their RCRC contexts is likely to be a spectrum, where the extent of qualitative impacts on RCRC services from YABC-trained personnel will vary in relation to several factors, including:

- Individual effectiveness as YABC peer educators
- Number of peer educators working together within a common programme or RCRC society
- Scale of their individual mobilisation efforts.

There is evidence of significant variation in each of these factors including:

- Some peer educators concentrating their efforts on their immediate friendship circles, others engaged in large disaster-relief efforts as part of existing programmes
- Some societies had a large number of YABC peer educators and others only one with no trainers
- 13 individuals accounted, as described in section 1.4.4, for 50% of all beneficiaries reached

Taking an *indirect measures* approach there is one more data-source which may be harnessed to estimate what proportion of the proposed spectrum of qualitative may be considered substantial enough to amount to a significant improvement in

programme quality. Beyond the self-perception of peer educators and the observations of a number of strategic leaders, the degree to which programmes embrace and incorporate YABC as new, intrinsic parts of their delivery, is a clear vote of confidence in their added value. This is significant in two ways:

- First, because such institutional adoption represents the outcome of a careful deliberative process involving different levels of the institution, a choice between competing investment priorities, and therefore critical collective judgements on added value.
- Secondly, because as we have shown, the key areas of added value mentioned in the qualitative data are not primarily quantitative, in terms of new beneficiaries or costed economic savings. Rather, the value of incorporating YABC into existing programmes and budgets would have been primarily related to the qualitative impacts on behaviour, motivation and relationships as explored in parts III and IV, and to enhancements in the range and quality of RCRC activity, as reviewed thus far, particularly youth related activity.

Accordingly, the fact that, as we explored above, 176 respondents (73%) reported that YABC was now part of their National Society's strategic plan and 89 respondents reported that the integration of the YABC initiative into other areas of their National Society was now "systematic and ensured for the future" – all these amount to a very strong endorsement of YABC added value. In addition, 147 peer educators in the survey said that their National Society planned to invest resources in translating the YABC materials into local languages, which given the financial implications, involves a definite institutional assessment of added value. This strongly suggests that **the qualitative benefits of YABC on RCRC programmes are significant in the majority of National Societies with active YABC presence**, as attested by their institutional commitment and investment of human and financial resources in its expansion and development.

CONCLUSION

Triangulating all the data, we can say that the primary benefits of YABC on the RCRC are the qualitative transformations it generates in its trainees, and their domino effects on the qualitative enrichment and improvement of RCRC programmes and programme delivery; that the scale and intensity of these benefits is likely to be uneven and vary in response to a range of individual and organisational factors (explored in part II); and that whatever the variations in degree of organisational impact, in the majority of cases, the impact has been significant enough to generate

varying but definite levels of institutional recognition and investment. The interview data further suggests that this consistent quality improvement relates primarily to the quality of individual service delivery, of organisational culture, and of programme efficiency and effectiveness.

One possible implication in relation to proof of concept, is that YABC may potentially be able to act as a systematic vehicle of qualitative improvement across the RCRC.

III.4 – ECONOMIC IMPACTS OF YABC

The data is insufficient to achieve sophisticated or robust economic analysis of YABC. What may be attempted is to delineate contours of this landscape that could be explored further in future research. The broad economic trends that can be identified are also suggestive enough to form a picture of the potential economic dynamics at work.

Because YABC is a direct initiative of the IFRC Principles and Values Department, this makes possible a clear picture of some broad patterns of social return on investment and economic value in a clear way, insofar as the actual expenditure in creating, launching and accompanying the establishment of YABC as a global, nationally established behaviour change programme can be isolated very clearly, and among the findings of this report are specific quantitative outputs which may be considered yields of that seed funding.

Internal IFRC figures lead us to estimate the IFRC direct investment in YABC from 2008 to the end of 2012 at \$950,000 USD. Just under half was spent on IFRC staff project management, training and coordination, and the rest spent on development costs. While the expenditure will have varied year to year, the average annual investment is \$190,000 per year.

A. METHODOLOGY FOR CALCULATING SOCIAL RETURN ON INVESTMENT

To calculate the social return of IFRC investment in YABC we have done the following:

- We have divided the \$950,000 sum spent over 5 years, by each global quantitative estimate that we have postulated in earlier sections for the following output headings:
 - RCRC Peer Educators
 - RCRC Trainers
 - Beneficiaries reached
 - New beneficiaries
 - Non RCRC beneficiaries
 - Individuals who expressed desire to enrol as RCRC Volunteers

- YABC follow-up activities
- This gives us an average IFRC investment in dollar value per output yielded.
- The averages are calculated over a five and a half year period.
- This is not the same as the average cost per output, since this involves no disaggregation of what part of the global budget accounts for a particular yield stream, what additional funding streams were leveraged at the national level, etc.
- What we know is that the global investment figure yielded the global outputs, so that each output stream will have an average global investment per average global return, but not an estimated cost attached.
- These social returns do not include downstream impacts generated as direct effects of the activities of YABC trained peer educators, as there is no adequate data to analyse this dimension of YABC impact.
- The returns assessed should therefore be considered a fraction of the full social return on investment, once we add second level impacts (the impacts caused by the outputs generated by YABC educators directly through the application of YABC).
- Finally, we are also able to estimate, for some outputs, in addition to social return in the form of programme outputs, the economic value of some of those outputs, and thus quantify approximate economic contributions YABC generated for the RCRC.

LIMITATIONS

The figures provided for social return on investment, both in outputs and in economic value, are based on averages, global and in some cases further broken down to annual for economic costing.

This will be distorting of both distribution and process.

- Expenditure was very far from uniform year on year, and outputs even less so, thus an average annual year could differ radically from the yield of a particular year.
- Likewise, outputs were not necessarily equally spread geographically, so that the global yield on investment may not be representative at the regional level.
- Finally, when calculating economic value, the global average will represent a distortion for every region, since the cost of living in dollar terms will show extreme variation, for instance between Africa and Western Europe.
- Accordingly, these figures are designed for global level analysis, and are meaningful and realistic for assessing IFRC investment and yield on a like for like manner.

There is also a discrepancy in timing.

- The total number of YABC peer educators is calculated as per December 2012 to align with the date of the survey and therefore the numerical output data.
- The number of trainers is calculated as of April 2013, the latest data received. The outputs are linked to the peer educator numbers, so the difference should be negligible in terms of output. However the sum is closer to the investment figures and hence a more realistic representation
- The investment figures available are disaggregated by year and current as of September 2013, and therefore span 9 months more expenditure than the outputs cut-off point. Since the core regular expenditure were salaries, and all the extra expenditure took place within the survey timelines, we have averaged salary expenditure to arrive at a yearly figure and deducted the surplus, to arrive at a total expenditure figure of 950,000.

B. YABC SOCIAL RETURN ON IFRC INVESTMENT

The economic impact analysis is summarised in table 13

TABLE 13 : Average first level social return on IFRC investment on YABC

<i>Total IFRC investment \$950,000 USD.</i>		
	Total YABC Programme Outputs	Average investment per output in USD
RCRC Peer Educators as of December 2012 (date of collation of global survey)	620	\$1500 per Peer Educator

results)		
Trainers as of April 2013	43	\$22,000 per Trainer of Peer Educators
Existing RCRC Beneficiaries reached	82,000	\$11/beneficiary
Existing non RCRC Beneficiaries reached	28,000	\$34/beneficiary
New beneficiaries reached	10,000	\$95/beneficiary
Total beneficiaries reached	120,000	\$8/beneficiary
YABC Volunteer Recruitment Pool (number of individuals who expressed a desire to volunteer in the RCRC after a YABC workshop)	16,000	\$59/potential volunteer
YABC Activities Generated	5100	\$186

From this baseline, we can now estimate the aggregated social return generated for every \$1500 spent over 5 years

Table 14: Social return per \$1500 invested over 5 years by IFRC (\$1500/average investment per output)
1 peer educator
187 beneficiaries, including 16 beneficiaries never reached by the RCRC before
8 follow up activities
25 people expressing a desire to join the RCRC as volunteers

C. ECONOMIC VALUE OF YABC IMPACTS ON RCRC VOLUNTEERING

It is impossible from the data to estimate the global economic contribution that YABC has made to the RCRC. Only in relation to volunteering two sets of figures allow for an approximation. Rather than being taken as exact quantifications, they are credible indications of scale. They are also proof of concept. They will be but a fraction of the economic value generated by YABC, given that if it has generated such value under only those two headings, one quantitative, one qualitative, it is close to certain that other dimensions of quantitative and qualitative outputs and outcomes will have significant economic value.

ECONOMIC VALUE OF YABC IMPACTS ON VOLUNTEER RECRUITMENT

In order to quantify the economic value of YABC impacts on volunteering, we have chosen to use the IFRC's own calculations in its report *The Value of Volunteer* (IFRC, 2011). There are more up to date and sophisticated approaches drawing on much more substantial and multi-dimensional data (Salamon et al., 2011), but the IFRC report has the advantage of being compiled exclusively from internal RCRC figures, meaning its calculations are likely to be more relevant to the YABC programme.

- The *Value of Volunteers* report calculated that the global average annual economic value of a RCRC volunteer is \$453 American dollars.
- This impact study conservatively estimated that 16,000 people, mostly young people, expressed a desire to volunteer in the RCRC at the end of a YABC session.
- If we average this number over the 5 years to make it convergent with the *Value of Volunteers* measure, this translates as 3200 individuals with a desire to enrol as RCRC volunteers per year.
- This means that YABC created a potential recruitment pool or “social market segment” of potential volunteers with an aggregated average value of \$1.5 million dollars per year.
- Over the 5 years evaluation period this means that YABC directly created a social market of potential volunteers worth \$7.5 million dollars
- We noted in our evaluation of organisational impacts that there is strong evidence from both peer educators and external observers that YABC generated many new volunteers; and also evidence to suggest that many who expressed a desire to volunteer were not successfully recruited, principally for lack of systematic follow up and enrolment support.
- Consequently, we cannot calculate what share of this “social market” was converted into new recruits, and thus we cannot calculate the actual dollar value of YABC contribution to volunteer recruitment.
- The economic size of the recruitment pool however allows us to be very confident that the economic added value of YABC to the RCRC globally has been significant.
- As a notional exploration, if even only 1 in 10 of the individuals who expressed a desire to volunteer has actually enrolled, the YABC impact on volunteer recruitment would have been worth \$728,000 dollars. Just 2 in every 10 would elevate that contribution to \$1.5 million dollars.

D. ECONOMIC VALUE OF YABC INDUCED EFFICIENCY AND EFFECTIVENESS GAINS

The review of organisational impacts in the previous section documented the clear presence of improvements in volunteer productivity, effectiveness and efficiency. On the basis of current evidence they are unquantifiable, but a quantified thought experiment may also allow for a sense of probable scale. Given that our conclusion from the evidence is that there were robust indirect measures of qualitative added-value in the majority of national societies, and that the documented qualitative vectors of added value related to team cohesion, productivity, efficiency and effectiveness, it is reasonable to venture a substantial economic impact.

A framework for quantifying a notional idea of scale of this impact is as follows:

- *The Value of Volunteers* report has costed, as mentioned, the global average economic value of a volunteer's service over one year as \$453.
- Limiting ourselves to the YABC peer educators, and excluding any third level contagion effects as a result of their social mobilisation activity and personal role modelling, we have 620 YABC peer educators
- If as a notional exercise we said that the average qualitative and quantitative (in terms of hours devoted) productivity of peer educators post-YABC represented a 10% improvement, then the average dollar value of each peer educator as per IFRC calculations would rise by \$45 per annum.
- The aggregated added value of a 10% average improvement would amount to \$28,000 dollars.
- Over the five year period, **on this 10% assumption, YABC would have contributed qualitative and quantitative improvements in trainees worth \$140,000.**
 - *On this assumption, 1 YABC volunteer was equivalent to 1.5 average RCRC volunteers in productivity.*
- Given that the quantitative and qualitative data was all at the extreme high end of behaviour change, this is likely to be a very considerable underestimate.
- **A more realistic 30% assumption, would yield a qualitative improvement worth \$500,000 dollars over the 5 years.**
 - **On this more realistic assumption, 1 YABC volunteer contributed the equivalent of 2 average RCRC volunteers in productivity.**
 - To this must be added any increases in productivity, effectiveness or efficiency gained through organisational, as opposed to individual improvements in different National Societies
 - Also to be added are any impacts on motivation, productivity and effectiveness of fellow volunteers, through group effects, role modelling and skill sharing.

E. INVESTMENT MULTIPLICATION AND ECONOMIC SUSTAINABILITY

The final element to mention, although there are no figures at all to quantify it is in relation to the multiplication of YABC investment and its implications for the economic sustainability of YABC.

Even in the absence of hard figures it is worth identifying as a critical economic impact dimension. Among the social returns on investment has been the success of YABC in attracting additional investment, in cash and in kind in the form of dedicated staff, on the part of national societies. While there is no information on the economic size of that investment, it is likely an intrinsic part of the high levels of reported sustainability across national societies.

This can be looked at in two ways.

- One is the added financial value to the IFRC itself. There is evidence that many full time equivalent posts have been dedicated to promoting YABC in many National Societies. Had IFRC wanted to run this programme in isolation in every one of these countries, the staff costs required to finance the current paid human resources dedicated to YABC globally would likely run into the millions per year. **From this perspective, the IFRC investment has generated many times its value in human and financial resources from outside IFRC.**
 - While some, and likely most of this comes from existing national budgets, there is evidence that some of it comes from new funding bids to and contracts from non RCRC sources, and thus represents an unquantified additional financial infusion into the global RCRC
- The second way to look at this is in terms of sustainability. Given that the IFRC has not funded the vast majority of local and national initiatives and activities ran by the YABC peer educators around the world, the programme is well on its way to financial independence from the IFRC.

PART IV: CONCLUSION

CONCLUSION

The purpose of this independent 5 year global impact study of YABC was fourfold:

- To evaluate to what extent did YABC achieve its primary goal of behaviour change in its peer educators, and in helping them in turn become agents of behaviour change in others.
- If it had achieved this goal, then to assess in what forms had this behaviour change impact had taken place.
- What were the mechanisms underlying YABC's relative success or failure as a behaviour change programme.
- What other impacts, if any, did YABC have.

TO WHAT EXTENT DID YABC ACHIEVE ITS PRIMARY GOAL?

The answer to this first and most central question of this evaluation was conclusive and dramatic.

- YABC does indeed deliver significant, lasting and observable behaviour change in the vast majority of its trainees.
- It does this is many times more effectively than average training rates observed in the relevant research literature.
- The behaviour change it delivers leads to changes in others in a significant proportion of trainees.
- These changes in others are credibly, consistently and convergently reported by trainees, and confirmed and validated by strategic external observers in leadership positions at local, national, regional and global level.
- There is no direct data from second order beneficiaries of YABC that allows for quantification of this YABC inspired behavioural change in non-trainees.

In light of these considerations, it can be affirmed with absolute confidence that YABC has fulfilled its fundamental goal and function.

But it has done a lot more than that: it has achieved this on a scale and with a depth that establishes it as a globally outstanding example of best practice, and a worthy benchmark for behaviour change interventions inside and outside the Red Cross and Red Crescent Movement.

WHAT MANNER OF BEHAVIOUR CHANGE DID YABC GENERATE?

The behaviour change generated by YABC was comprehensive, from the inmost dimension of mind sets, values and identity, through intimate personal interactions with family, friends and colleagues, to trainees' roles and activities within the RCRC.

- YABC trainees underwent a reformulation of their identity and values that enshrined the Fundamental Principles as their guiding orientation in a novel and profound way.
- At the heart of this reformulation was a new affective attachment to the Fundamental principles, which increased their affective attachment to the RCRC and to its mission of service to humanity.
- This inner realignment became translated into new conscious behaviours as well as new conditioned reactions, expressive of newly acquired behavioural skills and of a new multilayered connection and approach to the Fundamental principles.
- Their changed observable reactions, behaviours and life choices necessarily impacted on their relationships, breaking established patterns in a positive way, and automatically implicating others in their advances toward the Fundamental Principles.
- In many cases, this impact on their relationships also took the form of contagion, as the YABC trainees modelled in their own life more effective communication strategies, more authentic life choices, more successful relationships, or greater measures of subjective wellbeing.
- These behavioural and attitudinal changes were sustained weeks, months and years after training, as attested by multiple data sets.
- In addition to their own behavioural change and its contagion dynamics, YABC also motivated its peer educators to engage in systematic social mobilisation behaviours, with only 620 peer educators reaching an estimated 120,000 people.

WHAT IN FACTORS IN YABC'S DESIGN OR IMPLEMENTATION HAVE ENABLED OR OBSTRUCTED BEHAVIOUR CHANGE IN ITS TRAINEES?

There were three types of factors that determined the behavioural impacts of YABC: pedagogical, human and organisational.

The most influential factor in producing positive behaviour change was the pedagogical factor. There was not a single element of critical feedback about the experience of the YABC pedagogy in 5550 pages of testimonies and analysis.

In contrast, human factors and particularly organisational contexts contained both enabling and obstructive mechanisms.

This implies that the YABC methodology was the primary driver and mechanism of change, and individual and organisational factors were contextual to it and moderated its effects.

PEDAGOGICAL IMPACT MECHANISMS

Two factors underpinned the extraordinary impact of the YABC pedagogy:

1. The YABC conceptual framework as embodied in the YABC Chart. This conceptual framework mirrors closely (and coincidentally) the *Motivation Information Behavioural Skills Model* of behaviour change.
 - a. The information element extends the Fundamental Principles in a coherent, nested way to include subordinate and less abstract value components and concrete behavioural skills.
 - b. The motivational element consists of its focus on affective learning
 - c. The behavioural skills component is listed in the YABC chart and explicitly linked to diverse YABC toolkit training exercises.

2. The YABC non-cognitive delivery method to deliver profound and intense affective learning. This method again coincidentally mirrors very closely Mezirow's transformative learning theory.
 - a. The non-cognitive training is delivered via the YABC toolkit activities
 - b. It uses simulations, role plays, physical representation, sensory experience and game situations to take participants through a sequence of experiential dilemmas designed to trigger strong emotions and shake up taken for granted beliefs about self and other. These experiences and beliefs are then affectively explored in the light of the YABC chart.
 - c. The result is a redefinition of self and other and an assimilation of the YABC chart and the Fundamental Principles into an emotionally engaged personal vocabulary of values by which they make sense of their day to day lives.

- d. These emotional and intellectual reformulations are then anchored in the trained behavioural skills that guide and equip them to heuristically applying them

HUMAN IMPACT FACTORS

Human factors related to the selection of peer-educators and trainers were critical to maximising the effectiveness of the YABC training intervention in three ways: an exceptionally high positive predisposition in the trainees; high quality and highly approachable trainers; and group effects resulting from their affinity, emotional interaction and YABC social identity.

- The cohorts of recruits for YABC peer education training were highly atypical of the general population in three dimensions which empirical studies have found to be positively correlated to affective learning, social identification, and post-training application of learning to behaviour:
 - Highly pro-social personality traits
 - Strong organisational commitment
 - High motivation to learn.
- The trainers shared all the above qualities and in addition brought excellent facilitation skills and high approachability traits, which are associated with both higher cognitive and affective learning, and stronger group effects.
- The group culture created at YABC events created a very strong social identity around the Fundamental Principles, strong enough in its own right to be able, as per established research, to override contrary values and behaviours in group members. It also helped embed the new values, attitudes and skills into the social identity of YABC peer educator, greatly facilitating post-training behaviour change.

ORGANISATIONAL IMPACT FACTORS

Overall, one can say that organisational factors have been a net enabler of behavioural change. At the same time, however exceptional the success of YABC has been, there remains significant potential trapped or wasted through lack of leadership awareness and support. Should YABC be taken more seriously more universally, and integrated more deeply, the constructive impacts of YABC are likely to be even more dramatic than they already are.

On the positive side the RCRC movement was largely a positive environment for the deployment of YABC and 9 out of 10 peer educators felt adequately supported by their National Society or did not feel the need for such support.

National Societies across the world have incorporated YABC into their strategic plans, integrated it into existing programmes and invested human and economic resources. This has provided a huge range of contexts for YABC trainees to practice their new skills and apply their ethical, emotional and behavioural learning.

The two foremost organisational enablers of behaviour change and social mobilisation in the peer educators were:

- High levels of leadership support and personal whenever leaders had participated in or observed directly YABC.
- High levels of programme integration

On the negative side, organisational barriers were the most common and most significant obstacle to the full potential of YABC. At least a one in ten peer educators feel unsupported by their RCRC National Society and trainers from 5 different zones, most deeply involved in the institutional engagement and positioning of YABC, coincided strongly in finding that it was "very typical" for them to have to struggle against institutional resistance.

Barriers encountered included:

- An organisational culture resistant to change
- Lack of support from the RCRC leadership, local, national, and at IFRC level
- Marginalization of YABC before competing priorities
- Tokenistic consultation with the youth
- Lack of integration into mainstream YABC programmes.
- Lack of clarity at the national level on the process of training trainers, leading to dependence on IFRC-organised training and therefore low replication. This has resulted in a greater demand for trainers than there is supply, holding back the speed of YABC expansion.

These barriers could easily pass unsuspected by external observers, masked by the degrees of success of YABC trainers and peer educators sometimes even in the presence of these factors.

WHAT OTHER IMPACTS, IF ANY, DID YABC HAVE?

While not part of the original explicit goal of YABC, the data demonstrated that the impact of YABC went beyond individual behaviour change to achieve organisational behaviour change in the RCRC as well.

This happened through three main dynamics:

1. Improved personal work performance.
 - a. YABC trained personnel often volunteered longer hours, worked better and for longer periods in more stressful or risky situations.
2. Programme integration.
 - a. The gains in personal productivity naturally increase the delivery capacity of programmes with high participation or strategic involvement by YABC-trained volunteers or staff members.
 - b. When YABC is integrated, it greatly multiplied the range of activities a programme can offer, through the YABC toolkit.
 - c. To a lesser extent, the initiatives of the YABC trainees also multiplied the number of activities.
 - d. The quality of decision making of YABC-trained staff and volunteers also improved in areas like staff/volunteer recruitment and coordination and programme management, leading to better outcomes and distribution of resources.
 - e. YABC participation or techniques often improved effectiveness of interventions.
3. Contagion
 - a. Contact with YABC peer educators generated positive behaviour change in colleagues
 - b. It improved the cohesiveness of their teams
 - c. It raised the ethical climate of their environments
 - d. It motivated greater propensity to volunteer in those that participated in YABC activities from outside the RCRC, and resulted in a definite but unquantifiable increase in volunteer numbers.
4. Economic impact
 - a. YABC represented an exceptional social return on IFRC investment.
 - b. The economic value of YABC's in-kind contribution to the RCRC cannot be quantified exactly but evidence suggests it is likely to exceed the total IFRC investment in US dollar terms.

- c. YABC's success in leveraging national level investment has meant that the investment by the IRFC's Principles and Values Department in YABC was a good practice example in designing for financial sustainability and self-replication.

LOOKING AHEAD

In conclusion, YABC is an extraordinarily effective mechanism for delivering large-scale behavioural change that increasingly embodies and applies the Fundamental Principles.

The RCRC would greatly benefit from full mainstreamed integration of YABC across all RCRC programmes as a mechanism for staff and volunteer training, motivation and development, including at the highest leadership levels. Doing so would be highly likely to raise motivation, productivity, unity and alignment with the Fundamental Principles across the movement, as well as enriching the community engagement tools at the disposal of every programme.

YABC has been found to operate informally as a de facto delivery mechanism for cultural change and quality improvement in RCRC societies and programmes which invest seriously in its deployment. This dimension could be usefully systematised and developed to become as coherent, impactful and measurable as its behaviour change component.

YABC has also been found to greatly increase the propensity to volunteer. The integration of systematic volunteer recruitment processes into YABC social mobilisation activity could also turn YABC into a large scale mechanism for volunteer expansion and development.

Finally, YABC has the potential to generate consistently very rich data on the practice and understanding of the Fundamental Principles in the RCRC across the world. YABC would benefit from the incorporation of an appropriate evaluation system to generate constant organisational learning on the meaning and practice of the Fundamental Principles at the grassroots across the world, using the YABC chart as an underpinning indicator framework, and relying as much as possible on unobtrusive measures,

PART V: APPENDICES

APPENDIX 1: DESCRIPTION OF THE DATASETS AND ROBUSTNESS OF THE EVIDENCE

This Appendix will assess the qualities of the data generated by the various data sources used in this study. It will also examine how robust their respective findings are.

Robustness, for the purposes of this assessment refers to how vulnerable or resilient to disconfirmation a dataset is.

If findings could be disconfirmed by a small variation in the evidence, the data quality is considered not robust.

If on the contrary, it would require a large variation in the evidence to disconfirm it, then it is considered robust.

Overview of datasets

Data Source	Key Questions/ Issues Covered	Methodology	Robustness
The Global Survey	subjective impacts on trainers, peer educators and their immediate environment over the medium and longer term	Survey questionnaire delivered online via survey monkey.	Low to Moderate
Internal Semi-Structured Interviews	subjective impacts on trainers, peer educators and their immediate environment over the medium and longer term	In depth interviews conducted by RCRC staff mostly on Skype, sometimes in person.	Moderate to High
Key Informant Email Questionnaires	Observed impacts of YABC on trainers, peer educators and their organisational contexts	email questionnaire comprising 2 open ended questions	Low to High
Training Evaluations and Field Reports	Self-assessed gains in knowledge and understanding of the	Pre and post-event self-assessment questionnaires and	Moderate

	Fundamental Principles and of YABC pre/post-training. Various aspects of training event quality. Thematic areas of YABC application in RCRC programmes.	event evaluation.	
Brighton University Independent YABC Study	Values vocabulary of YABC trainers. Behaviour impacts and impact mechanisms. Cross cultural attitudinal and behavioural priorities	Mixed methods research: surveys, focus group, semi-structured interviews, observation, scenario analysis, vocabulary analysis	High
Secondary Sources	History, conceptual framework and methodology of YABC. Implementation of YABC. Contextual RCRC strategies and programmes. Supporting academic references on methodology.	Various	From Not Applicable to High

GLOBAL SURVEY

The survey was conducted in the last quarter of 2012. It analysed the responses of 270 Red Cross and Red Crescent peer educators and trainers (out of a total 620 YABC peer educators in the world at the time of the survey) as to the impact of the YABC programme in their lives and behaviour. Discounting those without working email addresses the response rate was (54%). This is in line with the mean survey response rate in organisational studies (Baruch and Holton, 2008).⁸

The sample was in principle a simple random sample, obtained by emailing invitations to every single peer educator in the world and trainer with access to email, and asking them in turn to transmit the invitation to those without known email addresses to complete a questionnaire on www.surveymonkey.com.

Strengths

- Highly robust maximum variation sample, drawn from 70 countries in every continent (from a total of 107 National Societies), a solid gender balance, and a full spread of ages from under 20 to over 30.
- Internally consistent answers with extreme clustering patterns across full sample variations (90–97% agreement among all respondents for the key questions).
- Geographical disaggregation showed that the global trends do not mask or distort regional trends which only varied from the global standard by up to 3%, which does not affect conclusions based on 90%* agreement, as are those relating to attitude and behaviour change.
- The high consensus answers fully triangulated and were entirely confirmed by all other data sets across methods, geographies and timelines, including independent researchers and external observers.

Weaknesses

- The online mode of distribution excluded from the sample those without working email addresses, which comprised 121 individuals from 31 national societies, or 20% of the total pool of trainers and peer educators at the time of the survey.

⁸ Baruch, Y., & Holton, B. C. (2008). Survey response rate levels and trends in organizational research. *Human Relations*, 61(8), 1139–1160.

- In addition the online mode of delivery discriminated against those without ready internet access, who might check their emails for a limited purchased time in nearby cyber cafes in many of the countries where peer educators operate. Indications of this impact is that Sub-Saharan Africa, with the lowest regional connectivity rate, had the lowest rate of response, with only 9 respondents out of a global pool of 42 peer educators and trainers answering (21%). The selectivity bias deriving from internet delivery, however, is unlikely to be significantly affect findings as to the extent of attitudinal and behavioural change in actual respondents.
- The survey was distributed in English, French, Spanish and Arabic, which while enabling perhaps the largest proportion of peer educators to participate, given the level of literacy required in the questions, meant that a proportion who has not mastered these languages would also have faced relative barriers.
- Survey questions have not been systematically tested, consistently designed, or subjected to validity factor analysis, which resulted in sometimes confounded or invalid data, so that not all questions were useable or relevant, and only those with credible even if sometimes imprecise data have been used.
- The length of the survey means that answering rates declined toward the end of the survey, resulting in variant sample sizes for each question.
- Geographical disaggregation is strong enough to demonstrate the representativeness of the global results, but not to draw any reliable conclusions or comparisons at the regional level beyond the applicability of the global trends. Regional data is not subject to triangulation or robust statistical analysis, particularly in the case of Africa.

Overall Robustness

The survey in isolation may not be taken as statistically representative of the wider pool of trainers and peer educators, but only as strongly suggestive in its highly clustered, consistently convergent answers across an extremely diverse and typical sample. It provides credible data on an absolute minimum impact, and the strong likelihood of similar impacts in an unquantifiable proportion of the remaining peer educators.

Where these patterns are however confirmed by all other triangulatory methods and diverse, asynchronous datasets, the findings of the survey can indeed be considered comparable to probabilistic estimates of representatives in their mutual corroboration as explained in the Methodology section.

SEMI-STRUCTURED INTERVIEWS

As a complement to the global survey, the Principles and Values team of the IFRC conducted a number of in-depth semi-structured interviews with a selection of YABC trainers and peer educators, as well as with a number of YABC external observers from various levels of leadership of the RCRC movement. They were complemented by a number of interviews conducted by trainers with leadership figures in their national societies on behalf of the IFRC team.

Interviewees included:

- 10 YABC trainers and peer educators
- 14 RCRC managers and leaders (See Appendix 2)
- 1 school director
- 1 local municipality education representative

The interviews used stratified purposive sampling to ensure a strategic and geographical diversity of voices.

The transcripts were heuristically analysed (Richards & Morse, 2007) through inductive coding using a combination of manual and computer aided precoding, coding, categorisation and conceptualisation cycles (Lichtman 2006).

Strengths

- The interviews were both structurally consistent in terms of addressing the key questions of values, behaviour and attitude change, and extremely rich in depth and detail. They were generally reflexive, nuanced and self-critical.
- The sample was gender balanced and also strongly diverse as regards age, ethnicity and nationality, geographical spread, hierarchical level, and degree of YABC involvement.
- Particularly useful were the perspectives from external observers in leadership positions without direct participation in YABC as a basis of triangulation with self-assessments.
- The interviews were extremely concordant with each other across the diversity as regards to both, the presence, nature and dynamics of YABC impacts, and the patterns in the survey and other data sets.
- Quality controls were put in place for many of the interviews, in terms of participant checks, where transcripts were sent back to interviewees for validation and correction, the use of two interviewers for cross-checking, and on at least one occasion sound-recordings to supplement transcription.

Weaknesses

- The quality controls were not uniformly applied to every interview, so that not all interviews were sent back for revision by the interviewee, not every interview was carried out by two interviewers, and most interviews were not sound-recorded. The interviews therefore cannot be taken as 100% verbatim transcripts. However, they rely on minimum inference notes (Burke Johnson, 1997), including a substantive proportion of verbatim statements.
- Given the interviews were conducted internally, there was the possibility of conformity bias, however the reflexive nature of the answers, including sometimes critical reflections, the very detailed and extensive nature of the answers, and their convergence with independent interviews (see academic study) suggests this was not a significant constraint.

Overall Robustness

The interviews are extremely rich, relevant and robust qualitative data sources.

E-MAIL QUESTIONNAIRES

In addition to the interviews, the Principles and Values team also issued email questionnaires to 15 RCRC leaders and managers (See Appendix 2). The questionnaires were part of the purposive sampling efforts to ensure a representative diversity of voices where individuals were not available for interviews.

Given the near unanimity of positive testimonies in the survey, the interviews and indeed across all data sources, negative case sampling was also used with one of the 9 survey respondents (3%) who felt the YABC programme had not impacted on them positively at the individual level, or on their Red Cross Society, exploring the reasons for their outlier negative answers.

Strengths

- The majority of the questionnaires were answered in detail and a number of them in depth, providing highly relevant qualitative data for the study.
- Particularly useful were the perspectives from external observers in leadership positions without direct participation in YABC as a basis of triangulation with self-assessments.
- The negative case study provided very valuable contextualisation and was in fact in line with the general patterns of the datasets, differing only in intensity of impact.

Weaknesses

- Not everyone who answered the questionnaire had significant knowledge to contribute, as in 2 cases the YABC programme had not been deployed in the specific country, beyond the training received by a participant from that national society. They did however offer views as to how they anticipated using it in future and in what ways it would prove useful.
- The amount of detail and relevant data varied widely between responses.

Overall Robustness

The richness of the data was variable, as was the degree of awareness of different respondents. Most questionnaires included some or a lot of relevant data, usefully supplemented the interviews, and the data was, again, convergent with the previously reviewed datasets. In isolation the qualitative data was of mixed robustness, however, in triangulation with other data it was significantly reinforced and therefore robust in its general conclusions

TRAINING EVALUATIONS AND FIELD REPORTS

The IFRC regularly holds YABC peer education training events around the world, administering event evaluation forms to the participants. 10 of these (from 2009–2011) were used synthesising the individual answers of 281 individual participants from 53 countries. This study relied on the 10 summary reports, rather than on the raw data of the 281 individual questionnaires.

These reports included pre/post-training self-assessments of understanding of the Fundamental Principles and YABC, as well as perceptions of various aspects of training and event quality. Learning gains were measured by inviting participants to rank their level of knowledge and understanding, before and after the training, by giving a score out of 5 for a range of difference statements. An increase from a score of 1 to a score of 3, for example, would be indicative of a self-perceived increase in knowledge or understanding from a low to moderate level.

In addition to these self-assessments, the evaluation forms included brief optional **testimonies** written by about 75% participants at the end of these YABC peer educator training events. These, contextualised against the numerical self-assessments above, give illustrative examples of what kind of gains in understanding the participants meant.

The majority of questions asked in the evaluation forms are not directly relevant to the issue of attitude and behaviour change or downstream programme impacts, consequently the focus has been concentrated solely on the few questions that bear on this impact study.

Strengths

- As with the other data sources, the great diversity of the sample fits closely with our maximum variation methodology.
- As immediate event evaluations it provides a valuable source of methodological diversity for our triangulation methodology, as all other data relies on retrospective data.
- The consistency between the immediate event results, and the other data sources describing the same self-reported effects at different timelines (months after and years after first training) provides a distinctive confirmatory base for the hypothesis that it was the YABC programme that

generated the long-term impacts, as opposed to other confounding variables.

- The unstructured qualitative input, while much briefer than the interviews and questionnaires, covers a much wider sample, and highlights convergent areas of attitude and value impacts, with the same near unanimous clustering of responses.
- The data provides an important and very useful measure of self-efficacy in line with YABC's methodology and goals.

Weaknesses

- The quantitative data is only available as summative averages for each conference, and therefore the number of data points is small, limiting the options for robust quantitative analysis. Accordingly both median and modal averages have been considered.
- The self-assessed conceptual gains are not specified, nor objectively confirmed, although research suggests that self-assessments are strongly reliable, and moderately to strongly valid measures of conceptual improvement (Ross, 2006). In addition, they appear to be valid and reliable predictors of self-efficacy (cf. Bandura, 1986) over the long-term (Obach, 2003; Gurppen, 2003).
- Unstructured qualitative comments were optional, rather than required, hence they would naturally be biased toward strong reactions, whether positive or negative. However, the fact that the majority of participants felt motivated to fill in that part of the questionnaire is an indication of the representativeness of the subjective impact of the events. Since the events from which these quotes are taken had 86–100% approval ratings of Very Good to Excellent (mostly 95–100%), the qualitative feedback may be taken to be representative. Given the option of non-response; the presence of negative ratings for specific particular aspects of the events; and the consistency with overall event and training and learning ratings, social desirability is not likely to have distorted the feedback.

Overall Robustness

As assessments of objective intellectual gains the results are not valid, however as assessments of subjective and experiential learning they are both valid, and given their consistency and sampling diversity, also robust. The qualitative data is both

valid and relevant, and its consistency and convergence internally and with other data sets from variant methods and timelines makes it highly robust.

This unpublished case study was conducted at the Ajlun YABC training event in 2010?. It was entirely independent of the RCRC in both conception and execution, and formed part of a broader international study piloting an innovative indicator approach to measuring values cross culturally at the project level in civil society organisations. As such this is the only data generated and interpreted outside the IFRC/YABC frameworks, which is an advantage within our maximum variation/triangulation methodology.

The study used a mixed method approach including:

- Written survey
- Spatial survey
- Focus group
- Semi-structured interviews
- Scenario elicitation and analysis
- Vocabulary analysis

In this report both the source data and the original findings have been used.

Strengths

- The study benefitted from both quantitatively and qualitatively robust data generated by academic researchers in a highly diverse purposive sample.
- The Jordan case study was contextualised and correlated with data from 2000 research participants in 147 projects in 41 countries, as part of a wider research study whose findings have been and continue to be published in a number of respected peer reviewed publications.
- The fact that its conception, execution and implementation took place outside of the IFRC/YABC conceptual framework allows for research design triangulation, in terms of potential interpretive and selective bias in internal evaluations.
- The qualitative data probes particularly for underlying impact mechanisms of behaviour change in a more detailed and extensive way than the other data sets.
- The quantitative data and vocabulary analysis addressed dimensions not explored in any other data source.

Weaknesses

- The fact that the study was developed in relation to different research questions and hypotheses means that not all the data and findings are relevant to this impact study.
- This also means that some of the conclusions to be drawn in relation to YABC impacts on values and behaviour change are inferential and ranging from the confident to the tentative.

Overall Robustness

The research study is internally robust. In relation to this impact study, the selected findings are robust, although their interpretation has a range of confidence attached to it, as made apparent in the discussion. In relation to the key impact findings, the virtual unanimity of conclusions across data sources holds for this study too, affirming the presence and nature of attitude and behaviour change in YABC trainers and peer educators,

SECONDARY SOURCES

By secondary sources is meant information drawn from outside the peer educators, trainers and associated external observers. This includes YABC strategic and conceptual documents, contextual reports, and methodologically relevant academic literature. These, while forming only a very peripheral part of the report itself, have been of value in framing, validating and designing the research approach, providing conceptual coherence, and suggesting lines of questioning.

Strengths

- The value of these secondary sources ranged from the essential, such as the YABC conceptual framework, including the YABC charts, to the expository, such as academic literature on methodological issues, to the indicative, such as the IFRC report assessing the economic value of volunteering.
- Although the relative strengths and values of these sources varied, they were important contributions to the shaping and sometimes the content of the report.

Weaknesses

- A significant amount of information in these sources was tangential to the research questions, so their use was generally selective.

Overall Robustness

The robustness of these sources varied widely, but given that their value to this report was primarily conceptual rather than empirical, this did not alter the findings of the report.

ROBUSTNESS OF AGGREGATED DATA

This section evaluates how the various data sources work together in relation to the maximum variation, triangulatory, mixed methods methodology underpinning this study.

The key question in assessing the robustness of this data is whether the data is diverse enough, correlatable enough, and clustered enough in terms of patterns of consensus to require large variations of evidence to challenge its findings.

If any of these three dimensions is weak, the robustness of the data will be less. If all three dimensions are strong, the robustness of the aggregated data will be strong.

Strengths

- Very high variation, stratified typical sample in terms of demographics, length of participation, hierarchical position, organizational context, programme settings, and training cohort.
- Very high diversity of research methodologies in the aggregated datasets, demonstrating exceptionally high thematic correlation and consensus patterns.
- Very rich aggregated qualitative data, highly correlatable with quantitative data and demonstrating strong consensus patterns.
- High variation of interpretive standpoints and voices, allowing robust assessments not only of the breadth, but also the depth of qualitative consensus across data.
- Extreme consensus patterns most present in relation to the central question of this study, namely attitude and behaviour change, including both actual impacts and impact mechanisms.

Weaknesses

Weaknesses in the dataset include:

- Individually variable quality of data sources, so that only fully triangulated and concordant conclusions may be considered representative and reliable. Strong conclusions in any individual data source, although potentially suggestive, cannot generally be considered robust, representative or both, so that only multi-source, triangulated findings have been used in this report.
- Much more limited data for YABC impacts outside direct effects on peer educators and trainers.
- Therefore organisational impact judgements must be considered suggestive, rather than conclusive even where the triangulatory validity is strong.

- Data entirely insufficient to draw any conclusions on impacts of YABC peer educator initiatives on their estimated 120,000 direct beneficiaries and their communities.

OVERALL ROBUSTNESS

The presence of near unanimous patterns of consensus across every single data set, across an extremely diverse population sample, across different timelines, and across highly varied research and evaluation methods means the aggregated data which has been the basis of this report is outstandingly robust.

Whether in the global survey, in the in-depth interviews (both internal and independent) in external observation, or in other data streams, all but unanimous majority of respondents reported that youth who underwent YABC training manifested significant changes in mindset, attitudes and behaviours, and, outside 9 survey outliers who reported no impact, there was not one other instance of reported absence of such impacts on participants.

Further, the closer the engagement in or exposure to YABC, the more detailed and extensive were the testimonies of such impacts, while even those with superficial but definite acquaintance with the programme noted attitudinal or behavioural benefits. The one negative case survey answerer followed up for qualitative expansion clarified that YABC had in fact had a degree of positive impact on her, even if less than aspired to.

Accordingly, in relation to the core question of this evaluation in relation to the extent to which YABC has produced attitude and behaviour change in its participants,, the aggregated data is reliable, valid and ample.

In relation to YABC organisational impacts on the RCRC, while the patterns of consensus are strong, the quantity and richness of data is relatively weak, so the data is only moderately robust.

APPENDIX 2: EXTERNAL AND PARTIAL OBSERVERS IN RCRC LEADERSHIP POSITION

The observer interviews and questionnaire responses contain the testimonies of:

- 1 IFRC Under-Secretary General
- 1 IFRC Zone Director
- 3 IFRC Heads of Delegation
- 1 IFRC Regional Principles and Values Manager
- 1 IFRC Zone Organizational Development Coordinator,
- 1 IFRC Zone Organizational Development Delegate,
- 1 former IFRC Senior Coordinator of Post-Conflict Recovery Program
- 1 Chairman
- 4 Secretaries General
- 1 Acting National Executive Director
- 2 General Director
- 1 Acting Head of International Cooperation and Programmes Department
- 1 Psychosocial Support Programme Coordinator
- 1 President of the Youth Department
- 1 Director of the Youth and Volunteer Department
- 1 representative of the Youth and Volunteers Division
- 1 Youth Coordinator
- 1 District Coordinator of the Youth
- 1 National Head of the Training Department (partial insider)
- 1 Former National Coordinator of Relief Operations during the Civil Unrest (partial insider)

Covering the following regions and zones:

- Europe: Western & Eastern
- MENA, including the Middle East
- The Americas, including the Caribbean
- Asia-Pacific, including South Asia
- Africa

Note: Where naming the region would have identified a specific individual, the region has not been included in the quotation.

APPENDIX 3: EXTERNAL OBSERVERS EXTENDED INTERVIEW DATA

Interviews available on Fednet at:

1. Quotation referenced in the report: *We see that the attitudes of young people are changing after they finish the training. In our joint work we witness that the effects from the training result in a feeling of empowerment, open-mindedness and tolerance.*

HEAD, INTERNATIONAL COOPERATION AND PROGRAMMES DEPARTMENT, NATIONAL RED CROSS SOCIETY, EASTERN EUROPE

2. *Changing of mindsets is absolutely crucial: I have seen big changes in very conservative norms and traditions thanks to these YABC courses. Many of the males are socialised in having very sexist attitudes towards women. I have seen significant changes in males who have done the course and for females, they feel more empowered, and safer to speak out...*

HEAD, IFRC DELEGATION, SOUTH ASIA

3. *“Through YABC, the staff now is positive, always mindful and ready to be a positive change in many aspects of life...”*

ORGANISATIONAL DEVELOPMENT COORDINATOR AND DELEGATE, IFRC ZONE

4. *“YABC has enabled youth to project their thoughts in the future in a positive way – till now they had no future.”*

HEAD, IFRC DELEGATION, MIDDLE EAST

5. *“The Red Crescent youth became able to watch and self-question their own behaviours and mindsets, thus work on themselves to change from inside... Most of them became more able to accept differences in opinions. There is a positive improvement in the behaviour of staff and volunteers who followed YABC courses or events specially during time of crisis and/or civil unrest.*

SECRETARY GENERAL, NATIONAL SOCIETY, MIDDLE EAST

6. *“YABC promueve muchos valores; hace que el joven puede ser diferente, puede tener muchos valores, y eso es práctica pura de los principios fundamentales... En YABC, el mismo joven es el actor principal; se da cuenta por sí mismo que él puede buscar*

soluciones a sus problemas e inconvenientes, y que depende de él cambiar su forma de ver el mundo actual... Le ayuda a entender que él puede ser más tolerante, que él puede ser un generador de violencia o un generador de diálogo, permitiéndole entender también las consecuencias de elegir una dirección de vida o la otra.”

PRINCIPLES AND VALUES MANAGER,
IFRC REGIONAL DELEGATION

7. *“Usually, in most trainings, we see the people from one community sitting on one side and the people from the other community sitting on the other side. They almost never interact with each other and when the training is over, they all go back to their own community and do not stay in touch. After the YABC training, things were different. I noticed that young people from the two communities started by themselves to communicate with one another through social media, some of them really became good friends.”*

FORMER SENIOR COORDINATOR POST-
CONFLICT RECOVERY PROGRAM, IFRC

8. *“En (...), j’ai vraiment pu constater par moi-même cet impact. J’ai été subjuguée de voir à quel point on a réussi grâce à ce programme à libérer la parole des jeunes avec qui on travaillait et à leur donner des outils créatifs et novateurs tels que le théâtre ou la musique pour exprimer leurs opinions...Grâce à l’initiative YABC, on est passé de gens niant le problème de la migration à des gens prêts à agir sur cette question, que ce soit en l’utilisant dans leurs vies courantes personnelles ou bien*

dans leurs activités jeunesse au sein de leur Société nationale....

Personnellement, je suis convaincue que YABC a un très grand impact sur le plan personnel des individus qui y participent même si celui-ci n’est pas toujours très bien ou suffisamment documenté.... J’ai été par exemple sidérée de voir combien les jeunes ayant suivi la formation YABC ont changé leur manière d’aborder une situation et d’aborder différentes questions. Grâce à YABC, les jeunes de la région ont développé une capacité à parler autrement de certains thèmes sensibles comme la migration, la stigmatisation, la discrimination ou encore la violence; ces questions ressortaient vraiment de manière très différente....YABC génère une véritable ouverture d’esprit et crée chez les jeunes la volonté et le sentiment de pouvoir agir à un autre niveau, pas simplement dans le cadre d’un programme financé par la Croix-Rouge et le Croissant-Rouge mais dans leurs vies quotidiennes, ce qui pour moi est la meilleure manière d’assurer sa durabilité.

Par exemple à (...), on avait fait tout un exercice avec les jeunes formés au YABC grâce auquel ils avaient été amenés à identifier ce qu’il pensait pouvoir faire dans leur environnement. Nombre d’entre eux avaient défini leurs écoles et leurs familles comme des endroits dans lesquels ils pouvaient travailler des questions telles que la discrimination (ex. des personnes atteintes d’une maladie grave), ou encore l’exclusion et la violence (ex. liées au manque d’acceptation des gens de la

campagne par les gens de la ville). Des personnes des branches avaient commencé à développer ces programmes par eux-mêmes, ce qui démontre bien qu'ils avaient totalement intégré l'approche et l'outil comme des éléments utiles pour pouvoir faire changer les choses à leurs niveaux."

HEAD, IFRC REGIONAL DELEGATION

9. *"Youth who participated in YABC have developed more tolerance, a better understanding of the suffering of vulnerable people and hence had more patience in their work in the field.*

For instance, when the beneficiaries become aggressive due to the fact that they wait for a long time to get services, we are prepared and more patient, we understand their suffering so we do not act aggressively, we stay calm. I'm deeply convinced that this is thanks to the entire YABC training process (not just to one exercise from the toolkit)."

FORMER COORDINATOR OF RELIEF OPERATIONS DURING THE CIVIL UNREST, NATIONAL SOCIETY

10. *"YABC ayuda a generar cambios de una forma sencilla pero duradera, y creo que esto es algo extraordinario, pues el hecho de que ser más consciente de sí mismos y de cómo afectamos lo que nos rodea, permite desarrollarnos mejor y llegar a más personas... estoy convencida de que abrir una sola mente, despertar curiosidad a una sola persona fundamentados en nuestros principios, es ya un gran logro.*

...Todas las actividades que generen cambios positivos, para mí son de gran impacto. Las y los juves me han comentado que esta experiencia fue una oportunidad para crecer y buscar hacer más de mejor forma. En los resultados preliminares veo que no me equivoco al decir que verdaderamente toco a quienes ahí estuvieron...

Se han roto barreras y favorecido un acercamiento. Su actitud es más abierta y el entorno mucho más accesible... no se trata solo de enseñar y "tratar de cambiar patrones", se busca cambiar vidas, y estas herramientas nos facilitan esta labor. Cambiaron los juves, y buscan cambiar lo que les rodea."

HEAD, TRAINING DEPARTMENT, NATIONAL RED CROSS SOCIETY, LATIN AMERICA

11. *"YABC is about making positive change on people's behaviour. It's about helping individuals to apply the humanitarian principles and values in their daily life in order to reduce violence and promote non-discrimination."*

PRESIDENT, YOUTH DEPARTMENT, NATIONAL SOCIETY, MIDDLE EAST

12. *"Les principes et les valeurs du Mouvement étaient relativement connus des volontaires et des employés mais ils n'étaient pas appliqués dans leurs vies de tous les jours. YABC a fait cela! Les principes et valeurs du Mouvement sont désormais beaucoup plus compris et les volontaires / employés captent désormais qu'il ne s'agit pas seulement de les*

adopter et de les mettre en œuvre dans la Croix-Rouge mais aussi dans leurs vies, au sein de leurs familles, avec leurs amis, etc. C'est cette connaissance, ces capacités et ces outils donnés par YABC qui font une grande différence."

PSYCHOSOCIAL SUPPORT PROGRAMME
COORDINATOR, NATIONAL RED CROSS
SOCIETY, CARIBBEAN

13. *"I feel that there is a strong relationship between the fact that those ...staff and volunteers who are working there have been exposed to YABC which strengthens understanding, application and a personal relation to or "living of" the Fundamental Principles... Before, in this very particular context where international humanitarian law is such a big part of life of people for generations, individuals had hardly a personal connection with the Fundamental Principles. YABC somehow makes the Fundamental Principles much more applicable, understandable and accessible to people. For instance, whenever you touched upon "Neutrality" before, the eyebrows were going down as this somehow entailed a kind of political debate behind the scene. Now, when people do talk about those issues..., as of what it really means in a school or a community, things change perspective. YABC is really turning them into day-to-day applicable and relevant Principles."*

Many of these issues require ...excellent" diplomatic" and interpersonal skills (e.g. active listening, non-violent communication)... YABC is really useful here, as it develops these skills, and by

doing so strengthens their ability to work with the authorities without being associated with them or a particular group, to translate the Red Crescent's auxiliary role at community level in a conflict area while maintaining the Neutrality and Independence of the National Society. Without those, their capacity to work at community level, and being accepted by the community, would dramatically diminish."

HEAD, IFRC DELEGATION, MIDDLE EAST

14. *"Personally, I have been for 42 years in this organization in leadership positions, training staff and volunteers...I like to present the Fundamental Principles and humanitarian values as an integrated package and YABC is exactly the core inside, a tool to achieve specific things; it is a crucial tool that makes a real difference. It does not provide top down guidance on the "do's" and "don't" – it brings that personal relationship between you as an individual and the Fundamental Principles – making you realize that these are not just for the abstract institution that is our "organization", but for every single one of us as volunteers, living members of this organization.*

For instance, it puts people to think like "If I now have to be unbiased, what does it mean in terms of how I will conduct these interviews?" I remember a YABC participant who told me one thing that YABC has changed in herself and she said: "now I stop and think; I never did it before. Now, I remember the training, I think about being non-judgemental. YABC is like the traffic

light..” The Fundamental Principles are very noble but sometimes people get stuck with theoretical understanding and application; with YABC, they now understand how to implement them in a very practical way”

HEAD, IFRC DELEGATION, SOUTH ASIA

15. *“YABC promueve muchos valores; hace que el joven puede ser diferente, puede tener muchos valores, y eso es práctica pura de los principios fundamentales...”*

En YABC, el mismo joven es el actor principal; se da cuenta por sí mismo que él puede buscar soluciones a sus problemas e inconvenientes, y que depende de él cambiar su forma de ver el mundo actual... Le ayuda a entender que él puede ser más tolerante, que él puede ser un generador de violencia o un generador de diálogo, permitiéndole entender también las consecuencias de elegir una dirección de vida o la otra”

PRINCIPLES AND VALUES MANAGER,
IFRC REGIONAL DELEGATION

16. *“In my opinion, the most important content of the YABC initiative is the Fundamental Principles and their underpinning humanitarian values and interpersonal skills. I indeed think that it is key to spend more time on the Fundamental Principles, especially with new staff and volunteers; it is also very important to make those kind of sessions more interactive. YABC is a perfect tool for this as it enables us introduce the Fundamental Principles in different ways, more creatively...It is...a fantastic tool and very useful approach to promote the Fundamental Principles, bind*

the people together and develop multi-skilled volunteers.”

FORMER SENIOR COORDINATOR POST-
CONFLICT RECOVERY PROGRAM, IFRC

17. *“YABC permet aux volontaires d’avoir un autre rapport aux principes fondamentaux... YABC leur a permis de faire le lien entre la mise en œuvre de ces principes et les problèmes bien particuliers, à la fois personnels et professionnels, qu’ils pouvaient rencontrer dans leurs vies quotidiennes. Souvent on sait que les principes fondamentaux sont là mais on ne les intègre pas et on ne les applique donc pas vraiment. YABC permet aux individus de relier les principes fondamentaux à leur propre contexte et de les appliquer à une thématique bien particulière comme la migration ou plus généralement à des valeurs humanitaires, ce qui les aide à mieux les comprendre et donc à saisir comment mieux les mettre en œuvre...”*

Même si pour nous il peut être plus intéressant de regarder le lien existant entre YABC et les principes fondamentaux du point de vue du travail du volontaire Croix-Rouge Croissant-Rouge, YABC va bien au-delà de cette simple dimension. L’initiative YABC transforme les principes fondamentaux en valeurs universelles à vivre au jour le jour qui permettent par exemple le dialogue entre différentes cultures ou religions et donc la construction d’une véritable culture de paix. A mon sens, il est beaucoup plus important d’intégrer YABC et les principes fondamentaux dans sa vie de tous les

jours pour pouvoir ensuite les transmettre au travers du programme dans lequel on opère.

YABC est lié à une façon de passer un message, de pallier aux vulnérabilités ; il s'agit donc de l'intégrer d'abord dans son propre vécu et donc dans son comportement de tous les jours pour trouver comment mieux l'intégrer dans son travail."

HEAD, IFRC REGIONAL DELEGATION

18. *"... In addition to the toolkit dynamics as such, there is the "vertebral column", the approach itself of the YABC initiative that makes us, through exercises, really live situations... Before, we had programmes talking about the principles and humanitarian values but these exercises did not go to the extent of making youth concretely live the situation. This is the most important particularity of YABC in my opinion.*

...The YABC initiative enables us to discover the application of the principles and humanitarian values, which is particularly important in the field - especially when volunteers are confronted by crisis, be it within their community, their home, etc. It is essential to know how to keep our impartiality and our neutrality in such type of situations, when we provide care for example. And this is not something we learn by study but by practice in daily life. The YABC initiative teaches us this, to put into practice the Fundamental Principles in our everyday life. It teaches us how to engage in a process of inner change that we first need

to embody to then be able to put it into practice, apply it in the activities.

For example, unity contains two important points in the framework of relief operations: to open our service to the entire vulnerable population of the country and ensure that everybody participates in the operations in order to limit division among the volunteers and to create a stronger internal cohesion and sense of belonging. YABC personally helped me to ensure the application of this principle as coordinator of the relief operations at the border.

With regard to neutrality, we feel its importance for instance when volunteers make mistakes towards vulnerable persons, through the fact that we shall refrain from engaging in any situation of a controversial nature. This is not in the broad sense of the term but rather in the understanding of the fact that we shall remain neutral in our judgements and that we shall make the humanitarian assistance come first before any other kind of consideration.

It is again different and as difficult when in the context of one's country, as was the case during the Arab spring. We often feel involved in the conflicts between political parties and this is where it is important to distinguish very clearly the fact that we belong to an ideological trend at a personal level and that we have the duty to provide first aid without discrimination. The volunteers needed to remain volunteers of the Red Crescent and refrain from getting involved in the unrest; it was

hard to understand these concepts. We made YABC exercises to address this, for example those on the Fundamental Principles, and it had a positive impact, by helping us not participate in conflicts and act only according to the humanitarian imperative.”

FORMER COORDINATOR OF RELIEF OPERATIONS DURING THE CIVIL UNREST, NATIONAL SOCIETY

19. *“Partir de la Humanidad y trabajar por la humanidad. Pienso que cada uno de los ejercicios de YABC refuerza la importancia de actuar conforme nuestros principios, y en consecuencia, trabajar para perseguir la finalidad de nuestro Movimiento”*

HEAD, TRAINING DEPARTMENT, NATIONAL RED CROSS SOCIETY, LATIN AMERICA

20. *“YABC HAS IMPROVED THE QUALITY OF SOME OF THE YOUNG PEOPLE WITH THEIR COMMITMENT DURING SERVICE DELIVERY, EMERGENCIAS RESPONSE AND IN DEAD BODY MANAGEMENT.”*

SECRETARY GENERAL, NATIONAL RED CROSS SOCIETY, AFRICA

21. *“The YABC “approach” is very useful because it relies on interactive methods and tools that can be easily used in different elements of other trainings – especially those based on a similar approach such as community-based health and first aid or disaster risk reduction.*

With YABC, things become more personalized; they are no longer just technical aspects as generally with first aid or disaster risk reduction. All the people

who have followed the YABC training relate much more the knowledge to their personal life experience; it is not just another knowledge element to them but something much closer to their hearts and their minds. When YABC is combined with a training on CBHFA for instance, the training becomes more meaningful and personal for the participants.

When working with beneficiaries, their approach would be more human, more personal, maybe somehow less focused on the technical aspect and rather trying to find the correct words to interact with them, mixing the values with the support and assistance provided. Indeed, I noticed that the way a technical officer approaches beneficiaries is very different if s/he has been trained or not on YABC.

...YABC has brought better results than other programmes with regard to the bonding between the two communities (South and North). YABC provides a unique platform where individuals from both communities have an opportunity to really sit and talk together about their real social issues, about the difficult times they went through, without entering into any political debate. YABC is an amazing neutral process for reconciliation work. It increases mutual understanding between participating individuals from both communities.”

FORMER SENIOR COORDINATOR POST-CONFLICT RECOVERY PROGRAM, IFRC

22. *“Skills, such as critical thinking and dropping bias, developed through YABC, makes them aware of personal biases,*

reflect and then put them aside. And as a result, this reduces significantly discretionary attribution of houses (e.g. along tribal, language affiliations) or favouritism... .. using dramas and role-plays, people learn how to listen to each other, how to speak up constructively and respectfully. Peer education, group facilitation, constructive group dynamics on which YABC relies is one of the many aspects of the initiative that helps participants to speak out. One of the participants also told me the following: "now, I know exactly what active listening is about, what social inclusion means, what being non-judgemental entails" and she just started to integrate those YABC elements...into all other areas like disaster management, disaster risk reduction, community preparedness, etc. This is brilliant!"

HEAD, IFRC DELEGATION, SOUTH ASIA

23. *"They ...became capable of identifying the areas of vulnerabilities in their own communities and have the skills and hope to change it."*

SECRETARY GENERAL, NATIONAL SOCIETY, MIDDLE EAST

24. *"Nous avons vraiment adopté YABC que nous utilisons comme complément qui nous permet de renforcer nos compétences en mettant à notre disposition « la boîte à outils » qui rend plus facile et perspicace notre travail avec les adolescents."*

PSYCHOSOCIAL SUPPORT PROGRAMME COORDINATOR, NATIONAL RED CROSS SOCIETY, CARIBBEAN

25. *"What we see is that existing volunteers working at community level have incorporated YABC in their work, have gained new skills and are using it in the school activities as well."*

ZONE DIRECTOR, IFRC

26. *It ...helps us to form a skilled volunteer group. Beside that it improves thinking capacity, and gives them new views on youth leadership... they are now contributing with such skills and recently I saw an example of using innovation in their work, which I think is an outcome of YABC."*

DIRECTOR, YOUTH AND VOLUNTEER DEPARTMENT, NATIONAL RED CRESCENT SOCIETY, SOUTH ASIA

27. *"YABC donne également aux jeunes d'autres moyens de faire passer le message ; il les aide tout d'abord à mieux comprendre une question, à la reformuler pour eux-mêmes et ainsi à l'intégrer et à pouvoir gérer le problème dans leur environnement."*

HEAD, IFRC REGIONAL DELEGATION

28. *"What inspired young people and had a positive impact on them was the slogan "the change begins with us" which was later referred to as the key message to convey to others."*

HEAD, INTERNATIONAL COOPERATION AND PROGRAMMES DEPARTMENT,

NATIONAL RED CROSS SOCIETY, EASTERN EUROPE

29. *"They became more empowered to inspire their peers to follow the principles of the Movement in all their behaviours."*

SECRETARY GENERAL, NATIONAL SOCIETY, MIDDLE EAST

30. *"Il les motive à d'abord être un exemple pour les autres adolescents en commençant par eux-mêmes... Cela leur donne la possibilité de connaître l'organisation à un autre niveau."*

DISTRICT COORDINATOR, NATIONAL RED CROSS SOCIETY, EASTERN EUROPE

31. *"I have noticed that ...those who are highly involved in YABC are playing the role of peer educators in their daily life and during the discussion within the Red Cross if someone was discriminating or speaking aggressively, they interfere to show the importance of a non-violent communication, active listening, non-discrimination, etc."*

I heard the feedback of some parents whose children (12 to 17 years old) have participated in a series of YABC activities for three months. They were really impressed by their children's motivation while explaining about what they learned and giving advices to their parents about non-discrimination and non-violence."

PRESIDENT, YOUTH DEPARTMENT, NATIONAL SOCIETY, MIDDLE EAST

32. *"Les volontaires disent se sentir comme des artisans de paix avec le devoir d'agir dans leurs communautés. Ils ne sont plus*

indifférents comme ils l'étaient auparavant ; il sont beaucoup plus engagés et concernés par les problèmes de leurs communautés et se sentent davantage responsables et chargés de répondre aux besoins de leurs communautés."

PSYCHOSOCIAL SUPPORT PROGRAMME COORDINATOR, NATIONAL RED CROSS SOCIETY, CARIBBEAN

33. *"Our National Youth Officer ...was one of the first to be trained in this concept. He has had some transformative impact not only in the National Society but has contributed in driving the force in the Federation as well."*

SECRETARY GENERAL, NATIONAL RED CROSS SOCIETY, AFRICA

34. *"The creativity, the youth approach, the way they are acting and behaving, is more suitable to transmit a certain message, and can really be inspiring for other people, their peers, and other youth volunteers to be really living examples and actors of behavioural change."*

YOUTH COORDINATOR, NATIONAL RED CROSS SOCIETY, EASTERN EUROPE

35. *"A YABC peer educator rolled out a superb initiative with the aim to minimize the environmental impact of the camp. To do so, she sensitized the youth volunteers then the migrants (mainly coming from sub-Saharan countries like Côte d'Ivoire, Nigeria, Mali, Sudan, Somalia, Chad, Eritrea, etc.) by using word to mouth, by locating signs and drawings in the camp in order to reduce the consumption of products like washing powder and to limit*

plastic waste in nature. This pushed us for instance to use only one disposable plate per person per meal instead of several before, which also diminished the quantity of water and washing liquid used and thus reduced the overall environmental impact of the operation.

To change what she perceived as something bad, this YABC volunteer did not limit herself to negative criticisms, but did something in a very constructive manner: undertake a community awareness-raising and engagement action and finally succeed in changing the attitude and behaviour of refugees. This shocked people at the beginning but the approach used urged us to experience change and I believe that if she hadn't followed YABC, she wouldn't have thought of this."

FORMER COORDINATOR OF RELIEF OPERATIONS DURING THE CIVIL UNREST, NATIONAL SOCIETY

36. *"The YABC has contributed to the strengthening of the volunteer's personal resilience."*

ACTING NATIONAL EXECUTIVE DIRECTOR, NATIONAL RED CROSS SOCIETY, AMERICAS

37. *"Que ce soit pendant les inondations ou d'autres crises, il est nécessaire de replacer les gens au centre de nos actions et de prendre les leçons qu'ils nous donnent, ce que malheureusement nous ne faisons pas encore assez. L'initiative YABC investit dans l'individu de sorte que chacun renforce sa propre capacité à intégrer ces modes de résilience et puisse*

ensuite le partager dans son propre environnement, aider les autres à l'intégrer à leur tour. ...les jeunes qui ont été bien plus sensibilisés à la question de la migration, bien plus ouverts et formés en tant qu'éducateurs pairs sur ce sujet en particulier grâce au programme YABC, ont été employés aux frontières par leur Société nationale lors du printemps arabe."

HEAD, IFRC REGIONAL DELEGATION

38. *"According to my experience in the field as the coordinator of the relief operations, I can say that the volunteers who have been initiated to the YABC programme have the ability to stay longer and to resist longer while keeping more or less the same productivity. They revitalize themselves more quickly and need much less time to rest, which leads to a bigger impact.*

In principle, the volunteer works during a week, maximum two, then rests during a week. But the YABC volunteers - who feel less stressed during their work - managed to stay longer without showing signs of stress or tiredness in the workplace as they found enjoyment in their work, they are less exposed to developing stress and hence have less need to go back home to recharge their batteries.

Thanks to YABC, they also learn to verbalize their problems and maintain healthier social relationships, which also reduces the work constraints in situations of emergency. In this framework, YABC definitely has an impact on strengthening individual resilience."

FORMER COORDINATOR OF RELIEF OPERATIONS DURING THE CIVIL UNREST, NATIONAL SOCIETY

39. *"YABC is a platform to capture new and retain volunteers. [Three countries in our zone] are good examples of this. We have seen that following YABC activities offers new dimensions of work to volunteers and captures the interest of new ones."*

ZONE DIRECTOR, IFRC

40. *"I saw this tool motivates our volunteer about the Movement and build their capacity."*

DIRECTOR, YOUTH AND VOLUNTEER DEPARTMENT, NATIONAL RED CRESCENT SOCIETY, SOUTH ASIA

41. *"Leur [ie des volontaires] sentiment d'appartenance envers le Mouvement en général et le programme en particulier est renforcé."*

PSYCHOSOCIAL SUPPORT PROGRAMME COORDINATOR, NATIONAL RED CROSS SOCIETY, CARIBBEAN

42. *"The most active people were the ones who had received the YABC peer educators training..."*

HEAD, IFRC DELEGATION, MIDDLE EAST

43. *"The program can really influence the volunteers to feel more emotional, more attached, more inspired, when talking about activities that the Red Cross is doing."*

YOUTH COORDINATOR NATIONAL RED CROSS SOCIETY, EASTERN EUROPE

44. *"I have realized that many of the new elected presidents at the youth centres were involved in YABC during last year. This gives us an idea about their positive behaviour and attitudes and maybe commitment towards Red Cross voluntary work which encouraged the centres' volunteers to vote for them and also encouraged them to take more responsibility within the Red Cross and give more time for the cause!"*

PRESIDENT, YOUTH DEPARTMENT, NATIONAL SOCIETY, MIDDLE EAST

45. *"People who did the first training are playing key roles in the Red Cross Post Conflict Recovery programme...I'm 64 but behave like if I were 24. I internalized the youth part of it which I love. I think that YABC is very much a concept for everyone although we have currently the label of youth on it."*

HEAD, IFRC DELEGATION, SOUTH ASIA

46. *"... Imagining we bring the YABC initiative to all CBHFA volunteers and staff for example, the potential impact we could expect is an increased commitment and motivation."*

FORMER SENIOR COORDINATOR POST-CONFLICT RECOVERY PROGRAM, IFRC

47. *"Les bénévoles sont inspirés par les différents moyens que YABC offre à mener les discussions, les sessions à l'école et les autres activités."*

DISTRICT COORDINATOR, NATIONAL RED CROSS SOCIETY, EASTERN EUROPE

48. *"YABC had an impact on the relationship between the young volunteers and the "beneficiaries"... volunteers who were initiated to the YABC programme do not have a relationship of "giver - receiver" with the "beneficiaries"; they find satisfaction in working for hours in the field... I also noticed that the youth who had passed through the YABC process had a tendency to take more initiative than those who had not taken part in it. They were for example the ones who organized exchange parties between locals and foreign citizens."*

FORMER COORDINATOR OF RELIEF OPERATIONS DURING THE CIVIL UNREST, NATIONAL SOCIETY

49. *"Conversando con los juves, en línea y en persona, me cuentan que encontraron por una parte, un medio para canalizar inquietudes, resolver dudas y darse cuenta de que algunas situaciones en su vida no estaban bien enfocadas, y que esto les ha permitido trabajar libres, sin más presión que la de su propia responsabilidad frente a otros jóvenes y sus comunidades. Un compromiso renovado digo yo."*

HEAD, TRAINING DEPARTMENT, NATIONAL RED CROSS SOCIETY, LATIN AMERICA

50. *"The YABC initiative is very successful in putting people together that have nothing to do with one another, to learn about the organization and the Fundamental Principles. It is very important, very necessary..."*

There is a space, virtual and physical, to invite people to have moments together; this is an intentional and intellectual space from the organization, so we are creating a strong energy... YABC also creates some kind of revolutionary space to explore one's will, and to act upon one's commitment turning it into a real passion. This is good, it builds credibility..."

UNDER-SECRETARY GENERAL, IFRC

51. *"Le YABC... [a] contribué à rendre les volontaires et les employés plus tolérants, empathiques, solidaires... nous avons pu remarquer qu'à l'intérieur même des autres formations, les volontaires ont développé un esprit beaucoup plus solidaires."*

Ils s'écoutent plus, se comprennent et se soutiennent les uns les autres. Un lien et une certaine forme de solidarité se sont créés pendant la formation YABC et cette cohésion persiste. Le changement remarqué est que les bénéficiaires de cette initiative (volontaires et employés du programme de soutien psychosocial de la Croix-Rouge) sont devenus beaucoup plus compréhensifs et collaborent mieux."

PSYCHOSOCIAL SUPPORT PROGRAMME COORDINATOR, NATIONAL RED CROSS SOCIETY, CARIBBEAN

52. *"When we are in a situation of humanitarian crisis, this generates a multinational flux of people coming to bring assistance. However, the local volunteers are not used to working in such a multicultural context; this context has particularities with regard to the*

acceptance of a different culture than ours, with regard to the acceptance of foreign people working side by side with us in the field, with whom we share our meals, etc.

This can create difficulties of mutual integration... if the volunteer does not have this open-mindedness and finds himself having to work in close collaboration with many people coming from several other National Societies, and hence in a multicultural context when he is not prepared for it, this can generate hostilities or tensions resulting from prejudices or discrimination, which makes the

humanitarian work to be achieved in the field more complicated. The YABC toolkit activities addressing thematic issues and skills such as non-discrimination and respect for diversity, and non-judgement, enable volunteers to experience this interculturality, prepare themselves for it and increase their open-mindedness, which leads them to accept the other and appreciate diversity.”

FORMER COORDINATOR OF RELIEF OPERATIONS DURING THE CIVIL UNREST, NATIONAL SOCIETY

APPENDIX 4: IMMEDIATE IMPACT ON MINDSETS : SAMPLE YABC PEER EDUCATOR TRAINING EVENT EVALUATION REPORTS TESTIMONIALS

1. *"I came here with nothing, which was my fear at the beginning of this training, but I have now filled my capability bag and I feel empowered and ready to make a change!"*
2. *"I learnt how to address taboo issues and challenge myself in order to overcome my prejudices against sex workers and homosexuals so as to value each life as my own and truly model the change I want to see in my community."*
3. *"This training made me question the way I think, encouraged me to think out of the box and enabled me to transform my thinking into concrete action in a limited timeframe."*
4. *"The Qi-Gong and the meditation taught me how to slow my mind, how to feel peaceful and how to use that inner peace to communicate more effectively."*
5. *"I learnt how to address taboo issues and challenge myself in order to overcome my prejudices against sex workers and homosexuals so as to value each life as my own and truly model the change I want to see in my community."*
6. *"I'm really grateful of having had one more time a YABC opportunity to increase my self-awareness. This training has enabled me to further work on myself, evolve, change my perceptions, conceptions, key notions etc...and I hope I will be able to share these numerous learnings with my circle of close relatives and friends, as well as within my National Society."*
7. *"Throughout this training, I learnt how to accept all human beings no matter who they are. I enhanced my respect for diversity, and learnt how to reject racial discrimination and live peacefully with other cultures."*
8. *"Thanks to this training, I better understand what violence and gender equality is. I gained awareness on the effective role of women in society, and learnt how to find alternative solutions and get what we want without resorting to violence."*
9. *"This initiative helps us think in a different way; I now feel more confident and believe that I can do something useful for my community."*
10. *"I would like to use the knowledge and skills gained during this training to work on removing the stereotypes amongst people, by reflecting on how every individual has a choice to lead his/her life the way he/she wants."*

11. *"Thanks to this training, I positively change my way of thinking; I started to think about myself in a different way."*
12. *"I learned a lot of useful and important skills to practice in my daily life and society in the future."*
13. *"Compared to similar RC programs where there is a large gap between the money spent and the knowledge received, this training is excellent."*
14. *"YABC enables you to discover yourself and others, and the quantity of people that are excluded in the world."*
15. *"The YABC initiative is an informative, educative and life-changing program which addresses and responds to current and on-going humanitarian issues, challenges and crisis in our societies."*
16. *"I congratulate you a lot for having well prepared me to change myself and change positively others. I would have had to spend 4 years at university to be trained like this, but your skills enabled you to train me in less than a week."*
17. *"The YABC program overcame my expectations and created this methodology which is totally convenient and applicable to the very urgent and strong crisis we experience. It has been one of the best experiences of my life."*
18. *"I'm delighted of finally having had the chance to complete this training which will be useful in my everyday life and I hope to become one day a YABC trainer."*
19. *"The YABC methodology is more of a complete mindset for leading your life."*
20. *"This training changed my life, I learned a lot and I now find myself better than before."*
21. *"This training has provided me with lots of learning and really putted the spot light on me. I really had to access myself and further think about my mindset – what I was used to think of others – and my attitude and behaviour – the way I'm doing things –, not only at work but also in my personal life. For instance, I realised that I did stigmatise, judge or discriminate those I considered as my enemies."*
22. *"This training has been the opportunity of my life. I improved and developed myself in many different aspects and I do think that others would experience the same if provided with the chance to follow it."*

APPENDIX 5: INTERNAL YABC TRAINERS/ PEER EDUCATORS INTERVIEWS

1. *“Before, we used to teach our Fundamental Principles in a theoretical manner, and did not approach them practically. Yes we have Fundamental Principles, and so what? How do we link them practically with our daily life, professionally, and with programmes?”*

After so many years, we have now finally moved from the “sole” Fundamental Principles and Humanitarian Values to intra- and inter-personal skills, so we have moved from talking theoretically of the Fundamental Principles and Humanitarian Values to concretely applying them.

In the YABC peer educators training, we are not saying “these are our Fundamental Principles and Humanitarian Values”, we are focusing on the development of such intra- and inter-personal skills. This is a very important point as, by doing so, we are automatically addressing the principles and values. Indeed, as participants will understand the skills and thematic issues addressed through YABC and which they will try to apply in their daily lives, they will come by themselves to a better understanding of the Fundamental Principles and humanitarian values.”

TRAINER, SOUTH ASIA, MALE, AGE 36 AND ABOVE

2. *“I started to realize that...what makes you change...is your own perception. What you think about yourself is the way people will see you, which will then affect others. This is thanks to my belief in the seven Fundamental Principles and underpinning values. And then, when you see yourself as a genuine member of this Movement, someone who is there to alleviate human suffering, you realize that it is quite a responsibility, and by accepting this responsibility, you become a role-model for others. Portraying and living these principles and values are factors that triggered my inner change.*

There was something that was vivid in my mind: the expression of true admiration that all those who had the chance to watch the dance performance that was realized by the people living with disabilities in Mali had on their face...if they would not be performing, we would most probably not be admiring them and this means that music was their key to actually be alive. If I'm a Red Cross worker, I have to believe in the Fundamental Principles...

This has been one of the things that ...made me realize that by living those Fundamental Principles, people would start "admiring" me. It was a heavy burden and a big responsibility for me because this meant that I would be guiding them, helping them towards their rehabilitation process and that I would have to remain someone who would always be there for them, to give advice, to help, etc. And how could I encourage people to be part of this Movement without living and embodying its principles?

When you believe in the principle of Humanity, you have no other choice than accepting any other human being, whatever is his/her sexual orientation."

TRAINER, AFRICA, MALE, AGE OVER 36

3. *"YABC is very useful to understand and apply the principles and values, which is fundamental because if we do not do so, we will lose credibility..."*

My confidence [in my capacity to be an agent of behavioural change or role-model] comes from my belief in this YABC programme. It worked with me, it changed me a lot: I now apply the skills and hence the Fundamental Principles even in my daily life)...I find myself further sticking to the principles and ...relating every decision in the National Society to the Fundamental Principles, and ...highlighting the alignment of these decisions with the Fundamental Principles (e.g. "This is a good decision as it is in accordance with the Fundamental Principles.").

When working as a volunteer in the hostilities..., I made no distinctions, no difference between both parties involved. I treat them all because I have neutrality and impartiality. I did not think of the goals of the victims, or of their ideological ideas, I just saw a victim, and this is thanks to the YABC programme, which helps me not just to know but above all to apply the principles.

I don't think it would have been the same if I haven't gone through the YABC training. I think that ...my personal point of view would have affected the situation, I would have interfered."

TRAINER, MIDDLE EAST, MALE, AGE 31-35

4. *A factor [that triggered my inner change] was the components on principles and values. I got a better understanding, and I did not just like it: I actually further loved the Movement thanks to this deeper understanding of its principles and values which YABC helped me to gain. My personal commitment for the Red Cross Red Crescent increased a lot because of this...*

In addition to understanding better and reflecting more on the principles and values, I respect more the host National Society with which mine cooperates. Before I tended to act like "I come here and I give you solutions" and after years of reflecting that way I became more mature, more cooperative and more respectful. This is due to the reflection I did on the principles and values, and after a process of working on myself, not really right after the seven days of training. To understand the principles, the conceptual framework / matrix is useful for

beginners; then it is really important to understand that all these principles and values work together.

...For me the biggest strength [of the YABC programme] is the systematization of a tool to work on principles and values. It is the systematization of all these exercises into a methodology and a format, into the YABC toolkit, that is easy to use...

For example, I find that, during the seven days of the YABC peer educators training, the most successful part is the first day, when we have the session on the principles and values, when participants have to create and perform in groups scenarios around the compliance with the seven Fundamental Principles before exploring the components of the definition of each one of them...and having to match a number of words with those principles. Simply looking at the chart...gives volunteers a sort of visualisation of the principles and values...but looking at it through this interactive approach makes it easier for them to understand. For example, it is very useful for them to understand the difference between neutrality and impartiality.

From the experience I have, it is a very appreciated part of the training, because we saw that volunteers couldn't really understand the meaning of each Principle before. This allows them to understand the underpinning values and all... It is a very practical way to look in depth into the principles. It is really good to put it into practice, because if you just look at them like this, the principles might seem artificial, but it is important that they understand that all the system works together, the principles are all related."

TRAINER, WESTERN EUROPE, FEMALE, AGE 31–35

5. *"C'est [i.e. YABC] une nouvelle forme d'aborder les principes et les valeurs du Mouvement... Maintenant que j'ai briefé pas mal de monde dans ma délégation, nous avons inconsciemment adopté un langage de « rappel à l'ordre » si je puis dire. Par exemple, si quelqu'un dit quelque chose d'un peu limite, je vais dire « ce n'est pas très YABC ça ! » et ça passe très bien. Ça permet de dire « fais attention à ce que tu dis » tout en restant sympa."*

PEER EDUCATOR, WESTERN EUROPE, FEMALE, AGE 20–25

6. *"La estrategia YABC y los Principios Fundamentales se relacionan de dos maneras: a nivel teórico y a nivel técnico. Evidentemente, a nivel teórico, y al establecerse como la estrategia de prevención de violencia que empodera a la juventud del Movimiento, representa en su metodología el principio de Unidad con su iniciativa de ser implementado en todas las Sociedades Nacionales.*

Por su parte, a nivel técnico, los Principios Fundamentales del Movimiento son componentes transversales de su misma estructura: Imparcialidad frente al abordaje hacia la comunidad; Voluntariado desde el empoderamiento hacia la juventud; Unidad mediante un enfoque no-cognitivo y de educación en valores; así como Humanidad en la motivación hacia la construcción de resiliencia para el afrontamiento del estrés, la presión entre pares y la

resistencia a factores, el cuidado de factores de protección y plataformas de movilización social.

...A nivel metodológico, YABC permite contar con herramientas enfocadas hacia un nivel no-cognitivo, de manera que el enfoque se realiza en temas como la promoción de los siete Principios Fundamentales del Movimiento, habilidades que fundamentan una adecuada interacción social y valores específicos que funcionan como base estratégica y cultural de los principios.”

TRAINER, LATIN AMERICA, AGE UNDER 20

7. *”Les valeurs sur lesquelles on travaille avec YABC, tels que l’empathie, le genre, la non-discrimination, sont des choses communes, universelles. C’est le socle, et à partir de là on peut faire évoluer le programme pour répondre aux nouveaux besoins de la société.*

C’est vraiment un travail qui propose une évolution concrète ; les regards et les mentalités évoluent, et il me semble que ce programme est quelque chose qu’il faut étendre et davantage mettre en oeuvre.”

PEER EDUCATOR, WESTERN EUROPE, MALE, AGE 26–30

8. *”I was judgmental; I used to judge people on their appearances. That was one of the issues with me. Through YABC activities that I followed and facilitated, I understood that I should not discriminate anyone on any basis, neither religion, gender, nor class, etc. We are discriminating people in our daily life without even knowing them, for example in our offices, in our communities, even in our families. Through the YABC programme, I realized the importance of and got the know-how not to discriminate any person, now I don’t discriminate anymore.*

...When I was in university, we had a fellow whose name was H. By the way he acted, walked and talked, he seemed to be gay. I made judgments and started gossiping on his appearance, making fun of him. One day, he came to my hostel, he was crying. I then realized that I was wrong to judge people on their appearances, and I apologized. I realized that we are all the same inside, and that it is wrong to hurt feelings. Then, in Jordan, in October 2010, through YABC activities such as “Labelled” and “Which is your lemon?”, I realized that we are the same whereas in our society we make fun of these people.

When we were in Lahore, during the YABC peer educators’ training in December 2010, I realized that we should work on the third gender in Rawalpindi, where they are begging. People normally exclude them; they are marginalized and need attention. I was interested in working with these people, and when we were discussing this idea, my whole story from the university came back to me. I called H. early 2011, after these two YABC trainings, and I apologized again because through the trainings I realized the hurt I caused.”

TRAINER, SOUTH ASIA, MALE, AGE 31–35

9. *"I appreciated my trainers and admired them, and I thought "I can be like them one day". They motivated me, they trusted in me and that's why I believe I can do many things. It made me more confident. My first YABC-related meeting, in the IFRC office in Geneva, was a huge positive shock as I was living in the street before. I was feeling special, I was with the elite of the world. I was more self-confident and simply had more courage in decision making. I was able to take over leadership when we were working in groups for example, believing that the decision taken by the group will bring us further.*

...I changed simply by meeting so many people from different regions; I realized they are like me, I am like them. But we are still different, maybe I would say more "unique" as it is considered more positive. I'm more tolerant, it goes beyond me just understanding that everyone is different...after the training I better understood the people, and since I better understood them, I don't have anything against them, because I understand why they act like this."

TRAINER, EASTERN EUROPE, MALE, AGE 26-30

10. *"Mon niveau de confiance a augmenté, ça c'est sûr; ma capacité à écouter et à ne pas juger aussi. Pour ce qui est de mon l'engagement, il a également pas mal augmenté. Ma confiance a augmenté quant à la confrontation entre mon point de vue et celui des autres : c'est le fait de prendre conscience que chacun a des idées et des valeurs, et queles miens n'ontpas moins de valeur que ceux des autres. J'ai pris conscience de / confiance en mes propres points de vue et en ma capacité à argumenter mes pensées et à faire changer les comportements.*

...L'échange qu'il y a entre différentes personnes, entre les participants eux-mêmes, et entre moi et eux, c'est quelque chose qui pousse à la réflexion. On arrive ensuite à une réflexion commune au niveau du débriefing. Cela permet de se rendre compte que la personne en face de soi ne pense pas forcément comme soi, et de là découle le constat qu'on est tous différents. C'est cette richesse commune qu'il faut cultiver, et l'acceptation au bout du compte que l'autre ne réagit pas pareil. Des fois, les personnes sont assez surprises que leurs amis ou leur famille pensent différemment d'eux, et c'est cet échange sur nos différentes positions qui nous aide à évoluer...surtout la prise en compte du fait que tout le monde est différent et à des besoins différents..."

PEER EDUCATOR, WESTERN EUROPE, MALE, AGE 26-30

11. *"Challenges in society that YABC tackles: stigma, social norms, etc. ...Before I was homophobic, and thanks to YABC, I started to accept this concept of homosexuality which is taboo in society. We need to accept any form of humanity...In every individual, there is a level of tolerance; YABC increases it as it opens up minds. It is not about change: you might be a good individual in the eyes of society but have low self-esteem...Every individual has a need to better himself, whoever s/he is."*

TRAINER, AFRICA, MALE, AGE OVER 36

12. *"I learnt much more how to adapt and calm down. I learnt for example not to complain about toilets, I'm more open-minded and I judge less..I'm more humble...Facilitating YABC trainings helped me a lot. We, as facilitators, have to adapt to different cultures and to deal with the frustration of not having the active participation or feedback we wish, which helped me to be more patient, understanding, and open-minded, as well as to manage my stress."*

TRAINER, WESTERN EUROPE, FEMALE, AGE 31–35

13. *"It helped me to develop critical thinking, open-mindedness and non-judgment. In the past I was a very nervous person and I did not have tolerance for differences of opinions with other people. But after the YABC training I understood the other's opinion, I found it normal and even healthy to have different points of views... I try to be open-minded, and I can appreciate different points of views and different opinions, especially in this critical political situation...In my opinion, when this active listening, open-mindedness, etc. becomes your natural behavior, then it is the real change. I still have more to develop in my personality to reach this point."*

TRAINER, MIDDLE EAST, MALE, AGE 31–35

14. *"J'essaye de contourner les obstacles en privilégiant des méthodes « non-violentes » de réflexion et de dialogue pour essayer de comprendre la façon de penser de l'autre...mais je suis loin d'être Gandhi pour le moment! C'est parfois très dur quand je dois faire face à quelqu'un de très borné ou qui heurte ma sensibilité. D'autre part, j'essaye de penser plus positivement dans ma vie quotidienne. Et ça fait du bien! Mais ce n'est pas toujours facile"*

PEER EDUCATOR, WESTERN EUROPE, FEMALE, AGE 20–25

15. *"Both in professional and personal life, I became more optimistic and grateful for what I have...After being taught how to deliver sessions and after delivering some, I started being more self-confident. I learnt how to be natural and how to improvise. I learnt that things don't have to be perfect, that we also learn from mistakes."*

PEER EDUCATOR, EASTERN EUROPE, FEMALE, AGE UNDER 20

16. *Pendant et après la formation, j'ai beaucoup réfléchi sur moi-même et j'ai pris conscience de pas mal de choses. Le rôle de cette formation n'est pas de nous apprendre beaucoup en termes de connaissances techniques, mais de nous apprendre des choses sur nous mêmes et de nous faire prendre conscience des choses que l'on connaît déjà."*

PEER EDUCATOR, WESTERN EUROPE, FEMALE, AGE 20–25

17. *"I realized that..I have to set the example so before I can do that I have to walk the talk. It started well: I stopped drinking, I stopped smoking and people couldn't believe that I could have changed this way so fast because everyone knew me, that I was social, used to go out for a drink, always a cigarette in my hand...Along the way, I started to realize that it is not*

just external habits that make you change but your own perception (of yourself). What you think about yourself “conditions” the way people see you, which will affect others.

...In developing countries, they believe in mob justice; they would kill a thief....I started talking with the perpetrators, those beating the man on the street to get them understand the consequences of killing him (justice, murder, etc.). It has made an impact on bystanders; it inspires some people to see me taking the side of someone that is being judged at that particular time. The YABC peer educators training equipped me better; the time I would take to convince the person to stop has lessened.

...No matter the language, I can still get my message through.; The body language I acquired during the training can make a difference and impact others. It makes me feel confident in my ability to speak to anyone and bring about a change. The facilitation skills and tips that J. taught us played a big role in this regard.

...We do not report on it [i.e. YABC implementation], we tend to forget sometimes that it is thanks to the YABC peer educators training because we can't do without it. Everyday it is like you are facilitating a YABC workshop with people. In the future, not in my lifetime, it will become a reference for all.”

TRAINER, AFRICA, MALE, AGE OVER 36

18. *“When I had a more difficult period at school, I used to panic and to think “I can't handle the situation”. Now I try to calm down and solve my problems with my own powers. I started to be more careful about how I spend my pocket money, what I buy with it. Now I think twice before buying a new shirt for example because I know that I have 10 others in my wardrobe.”*

PEER EDUCATOR, EASTERN EUROPE, FEMALE, AGE UNDER 20

19. *“I used to gossip and now I have stopped. That's the non-judgment skill...I was very violent, like most people in the region I belong to. Whenever we speak, you think we are fighting, we are rigid. I was vocally aggressive when interacting with others...but now I'm calm, I use non-violent communication, I don't raise my voice anymore. When you listen more and actively to people, you then understand them better, people trust you more and are more friendly. I used to compel others not to be violent, now people and volunteers see me as a very calm and active listener.”*

TRAINER, SOUTH ASIA, MALE, AGE 31–35

20. *“La formation d'éducateurs pairs YABC nous a vraiment marqués. Ce fut une véritable expérience de vie dans laquelle on est encore, tout le temps. Grâce à cette formation, j'ai pris conscience du fait que le meilleur moyen de se faire comprendre n'est pas de s'énerver ou d'argumenter dans le vide pour prouver qu'on a raison, mais plutôt de poser des questions et d'alimenter l'esprit critique.*

Je n'ai pas d'exemple précis à donner, mais cela m'arrive souvent d'essayer cette stratégie lorsque je suis avec des amis ou avec ma famille et que je me retrouve impliquée dans des débats qui frisent l'intolérance. J'essaie de ne pas prendre de position tranchée et me retrouve au final, malgré moi, dans le rôle de facilitatrice. Bon ça ne marche pas à tous les coups malheureusement.. j'ai encore des progrès à faire !"

PEER EDUCATOR, WESTERN EUROPE, FEMALE, AGE 20–25

21. *"It is not a minute of change or a change in a minute. I'm still changing; it is a life-long process of change....Before I wanted to make easy money in the street and harm, now I want to help others, I study, I go further in my life...Before I was using a lot of curse words in my lyrics, today my music and my lyrics are raising the same points and addressing the same topics but with different words. I'm still saying the same things, dealing with the same issues, but with a different level of expression.*

...The Qi-Gong really influenced me; it taught me to think before I act. I also realized that we should not just speak about an issue, we also have to act. We can all speak but if there is no action, there is no solution. My communication skills were also improved.

...It [i.e. the YABC programme] certainly had an impact on my personal resilience level. I learnt many breathing, relaxation and visualization techniques that can be very powerful and can really make me calm down.

I think "How can I find a better solution to the problem?", the YABC learning process and all its key activities helped me in that sense. I use them on a daily basis. When I have something that creates stress, I calm down and visualize myself solving the problem, then I ask myself "If I can see myself solving the problem, why can't I do it for real?"...I was looking for a job all over this foreign country, and I then decided to study as I thought that it would be easier to find a job if I studied, so I visualized myself studying and applying for schools. I then did so for the diploma. When I finally got it, in the beginning, it was pretty stressful because this meant that I would have to go back to my country if I did not find a job. The visualization technique always helps and works out, sometimes fast, sometimes not so fast. But I really wanted it, so it worked."

TRAINER, EASTERN EUROPE, MALE, AGE 26–30

22. *"Au travers d'un exercice YABC dans lequel on devait impressionner quelqu'un sans dire un mot, j'ai pris conscience de la puissance de la communication non-verbale, de ce que l'on pouvait véhiculer sans forcément parler... J'ai essayé d'avoir une vision plus consciente de la communication (des gestes, de la voix). Cela [c.à.d. le programme YABC] m'aide à y voir plus clair quant aux différents contrats que je peux proposer, et notamment pendant mes entretiens avec des clients potentiels. Cela m'aide à déceler si mes interlocuteurs me disent certaines choses simplement pour me faire plaisir, ou bien s'il y a autre chose; Il y a des gens qui ne me disent pas un non franc et direct pour plusieurs raisons. Cela m'aide à voir*

vers où je dois mettre mon énergie et où investir. Cela me permet de mieux sentir les choses...

Par exemple, j'ai rencontré un médecin qui m'a dit qu'il était intéressé par mes services mais qu'il ne pouvait pas proposer cela à ses patients du fait de leurs difficultés financières... A la manière dont il se tenait, de par ses gestes et son regard, j'ai vu qu'il n'était pas très convaincu, qu'il n'avait pas l'air très sûr de lui, alors j'ai avancé d'autres arguments, et maintenant on travaille ensemble."

PEER EDUCATOR, WESTERN EUROPE, MALE, AGE 26-30

23. *"For example, before, when my mother raised her voice, I used to raise mine twice as much. Now I tell her "Mom, please don't raise your voice, try to rephrase it in a different way or think of something worse that could have happened". I set the example and inspired her, then I noticed that she now tries to speak more calmly or rephrase. Again, for example, when in a traffic jam, my mother used to horn very often, which is noise pollution. The other day, I was with her and a few seconds after the traffic lights became green, she was about to horn as one of the cars in front of her did not move, but then she remembered and did not horn."*

TRAINER, WESTERN EUROPE, FEMALE, AGE 31-35

24. *"J'ai rencontré des difficultés à faire accepter mes choix professionnels à ma famille. J'ai quitté un emploi salarié pour m'installer en tant qu'indépendant – avec la baisse de revenu que cela peut impliquer au début. J'ai essayé de dialoguer, d'avoir des discussions raisonnées avec eux sur ces différents choix que j'allais faire. J'ai essayé d'identifier quelles étaient leurs peurs et de les rassurer quant à mes choix. J'ai plus pris le temps de discuter avec eux que je ne l'aurais fait dans le passé. Ils ont essayé de me décourager, de me faire douter, et m'ont mis plus de pression mais j'avais déjà bien réfléchi de mon côté auparavant donc je m'y étais préparé. Leur réaction fut finalement de respecter et d'accepter mes choix et ce que j'avais envie de faire de ma vie. Auparavant, on aurait été davantage en conflit, je n'aurais pas cherché à les rassurer, je ne me serais pas forcément soucié de prendre en compte leur état, quitte à être en froid avec eux pendant quelques temps."*

PEER EDUCATOR, WESTERN EUROPE, MALE, AGE 26-30

25. *"As a young married couple, I'm always with my wife and amongst our peers, there had been unsuccessful marriages so everyone keeps on asking me "What's your secret?". I often give them a few tips and speak about the thematic issues as well as the intra- and inter-personal skills of the YABC programme (active listening, gender-related attitudes and power relations, etc..). I think even my own marriage was on the rocks before (e.g. I was going out even after our child was born), but I realized that I can be a better person, parent, spouse, that everything was just depending on me. So I thought "Let me try to meet her half way and not always expect her to do everything better " I started washing dishes at home, helping my wife, etc. I think that*

I also listen more to her and it works...YABC made me mature, less dependent on the street, on my friends, etc. It made me choose to stay at home because I now prioritize well and understand important things such as the need to look after what I have.

... As a father, YABC has taught me how to be a good parent. You can be a young good parent. I think that I'm being a good role-model for my son...When my boy was one or two, I was worried because he kept on taking his mum shoes and walking with them in the house. He was only two years old and I was already thinking of his sexuality. One of my YABC peers started explaining me that my son was developing both his feminine and masculine sides at this age, and that was when I still had an issue with homosexuality... Without YABC, I would have reacted very negatively towards my child and his mother - my wife, blaming her for my son's behaviour, for allowing him to wear her shoes. It was good that I had this opportunity to discuss with my peers and open up on this issue. A few months later, my son was dressing himself in Spiderman."

TRAINER, AFRICA, MALE, AGE OVER 36

26. *"I'm more tolerant, it goes beyond me just understanding that everyone is different. I'm less impulsive; I try to be calmer. It's an everyday life story , with my parents, my girlfriend, my friends, etc...For example, I started noticing that when my mother says something, instead of yelling as I used to, I now try to see the reason why she is saying that and there is no problem or I try to find a solution to the problem. ...My younger brothers are following my behaviour; before I was involved in criminal activity, but I'm now more tolerant, and I'm also into music, I'm a hip-hop artist."*

TRAINER, EASTERN EUROPE, MALE, AGE 26-30

27. *"As far as arguments with family members and friends are concerned, I try to act as a mediator and that's how my own level of tension and stress decreases too."*

PEER EDUCATOR, EASTERN EUROPE, FEMALE, AGE UNDER 20

28. *"I tried to act as a mediator in situation of conflicts within my family or at school, between classmates and friends. For example, last month, two of my friends had a fight on a pretty stupid subject, and because they were both mad, they didn't realize that their fight was childish. I calmed them down by offering them a coffee and talked to them, trying to explain that they actually had no real reason to fight. Thanks to this intervention, they understood the situation and gave up yelling at each other."*

PEER EDUCATOR, EASTERN EUROPE, FEMALE, AGE UNDER 20

29. *"One of my friends' couple who live nearby us had quite a violent relationship. The husband often gets jealous and gives her wife a couple of smashes, etc. She then started giving her husband examples from my own couple relationship, notifying him that he never sees me shouting at my wife, or slapping her, etc. The husband then started to realize that if the*

woman would be messing around, she would not be at home. My couple inspired change in their own couple. Now they communicate more, dialogue more, listen more to each other, and it is really nice to see them interact now.

...During the YABC peer educators training, we specify that we have to be able to find constructive solutions and build consensus. When I started my own private company, I noticed that the key to success was to ensure that everyone was comfortable with the solution found and involved in the decision-making process. Thanks to this approach, I make sure that my employees have job satisfaction. I don't mind paying them more because they are also trying to survive and I understand that by doing this, I will get better service delivery and less head costs."

TRAINER, AFRICA, MALE, AGE OVER 36

30. "J'étais assez exigeant, j'aimais bien que les choses se passent comme je les avais prévues. Désormais, je suis plus ouvert envers mon entourage, davantage prêt à accepter que les choses ne se passent pas comme je le souhaiterais. Je m'adapte à ça, et je trouve une solution pour me sentir bien sans forcément obliger les autres à me suivre. Il s'agit simplement d'accepter que l'on n'a pas tous les mêmes besoins, que chacun suit son propre rythme. Cette compréhension s'est forgée avec pour point de départ la formation d'éducateurs pairs YABC. J'ai compris cela grâce au rythme soutenu qu'il y avait dans la formation. On était tout le temps avec les autres, ce qui peut être un peu pesant par moment. J'ai compris que j'avais également besoin d'être seul parfois, d'avoir des moments à moi. J'ai mieux compris mes propres besoins, et cela m'a aidé à comprendre ceux des autres.

...Je peux désormais mieux comprendre ce que ressentent les personnes, c'est l'empathie, la communication plus ouverte tenant compte de l'identité et des besoins de l'autre. Par exemple, lorsque je suis parti en vacances avec des amis, on s'est rendu compte que l'on n'avait pas tous la même conception des vacances, qu'elles signifiaient des choses différentes pour chacun de nous. J'ai ouvert le dialogue, j'ai discuté pour savoir ce qu'ils attendaient et j'ai essayé de trouver une solution constructive pour que l'on parvienne quand même à passer du temps ensemble.

...Avant, je me serais énervé et n'aurais pas cherché à comprendre ce qu'ils voulaient ni à les inclure dans les activités s'ils ne souhaitaient pas sortir. Je n'aurais pas non plus cherché à trouver d'envies communes. C'est un peu toutes les activités YABC, et non pas une en particulier, qui m'ont fait prendre conscience de tous les différents points de vue que les gens peuvent avoir sur divers sujets."

PEER EDUCATOR, WESTERN EUROPE, MALE, AGE 26-30

31. "J'ai des exemples de témoignages de l'influence que j'exerce dans mon entourage. Par exemple, mon amie qui est convaincue par YABC me demande souvent des conseils pour gérer des situations de sa vie quotidienne. J'essaie également de « contaminer » mon entourage en

les incitant à penser de manière positive, à agir de façon « YABC », à user de leur influence positive sur les autres. Et ça marche ! Une amie proche est convaincue et me rapporte souvent ses expériences avec les autres. Je l'ai même surprise à parler de cette méthode autour d'elle!"

PEER EDUCATOR, WESTERN EUROPE, FEMALE, AGE 20–25

32. *"People come to me and speak with me. They ask me "Where is the frustration that you had in your previous lyrics?", and I explain that I don't need to be drunk and curse on stage anymore. I can be sober and have a different level of expression, it has a more powerful impact. Even though it can appear "cooler" to be drunk, being sober and expressing myself differently touches a wider audience. Also elderly people and the "mainstream" society take you more seriously. My friends and youngsters ask me for advices, which, for me, clearly shows that they have some kind of respect for me. My advice is important to them and that is why they are asking for it. Such advice can for example be related to making a timetable for school homeworks and hip hop, or about their relationships with their girlfriend, for their music lyrics, etc.. Around 10 to 20 people, mostly friends of mine between 12 and 32 years old ask me 5 times a year for advice. "*

TRAINER, EASTERN EUROPE, MALE, AGE 26–30

33. *"I used active listening and critical thinking when facing difficulties. Sometimes, at work, (i.e. a university clinic), we have 300 patients per day for only 20 doctors. This is a lot of patients to be seen in a very short amount of time so there is not enough time for each patient to express his/her problem. Because of this stress, many doctors don't take the time to listen properly to the patients and they then make mistakes in their diagnosis, they go in awrong direction, administering inappropriate treatment, which is a waste of time and money both for the clinic and the patients. When patients are now referred to me, I can find out what the problem is because I actively listen to them and find out the issue. I can find my inner peace and hence deliver the service in a better way. I keep calm, so that I can identify and solve the problem, by going in the right direction, giving the right treatment. I can really afford to help the patients. Before, sometimes, because of stress, I couldn't provide proper service and treatment; for example, when I felt stuck with a situation, I used to refer the patient to a "higher" doctor, more experienced. Now, I don't feel the need to do that anymore: I take the time to treat the patient. Sometimes, some patients come to the clinic and ask for me because I treat them properly.*

...There are stereotypes that people from X don't have good relationship with lpeople from Y. I had no tolerance for the people from Y. We should be empathic with the people from W, and we used to see people from Y as very violent towards people from W... After the YABC peer educators training, I developed a very strong friendship with a person from Y who is one of the most beautiful person I have ever met. The training not only changed my perception of the people from Y, but also helped me to remove any bias or judgment I may have towards any person in this world. I followed an exercise, and discovered that we are all the same, we are all

humans; external differences do not matter, everyone is human and we should focus only on that aspect.”

TRAINER, MIDDLE EAST, MALE, AGE 31–35

35. *“Last year, I was working in the ... programme with the last group of beneficiaries... I had participated in the Mali international YABC gathering and what I took back really helped me to change my approach towards them which was a bit risky since I was working with people who resorted to violence in the past. “I’m the activist, you’re the beneficiary”: it made me start to realize that I needed to be brought down a level, I started to open up to them and it did influence two or three of them and they expressed appreciation for this... With volunteers management as well, it has changed my approach towards people, my relationships with them. I did not anymore act in a dictatorial way but let them tell us what they wanted to do (and not tell them what to do).*

Take time to listen; be humble if you want to discover the treasure of life. It is a bit risky so you need to find the right balance with preserving somehow your authority... YABC brought added-value to my professional life, and this is also possibly the reason why I still have a job in the RC and why I even get an opportunity to work at the IFRC despite the lack of funding in my department. They really look for someone that motivates them; it probably shows that it is somehow needed.

...When there is a conflict among volunteers, using this YABC approach for conflict resolution which is about enabling them to see the bigger picture and realize by themselves the consequences of their dispute has been very advantageous for me. During the last youth election (when we elect our chairman), a serious dispute based on ethnic and tribal divide broke out. After, there were a lot of interventions from the management and the governing board, and this divide escalated even into the other high levels of the National Society. So we did one of the most basic YABC exercise (“Let’s gather!”)and people started to see that the conflict was completely outside the norms of a Red Cross Red Crescent society as it was actually bringing politics and tribal divide into an election process for youth leadership which is contrary to our Fundamental Principles. We thus reheld the election after this exercise and did not intervene into the process. Finally, as a solution, only the vice chairman changed; this experience was a very big success for me.

...The cleaning exercise in the tuberculosis and leprosy control village was very significant. The YABC peer educators training really gave me the courage and audacity to mobilize volunteers to go there and do that. I had to overcome my own fear so as to accompany youth in overcoming their own fears and do something for these people who are really excluded, marginalized and stigmatized, and that no one wants to visit and help. It was somehow risky but very beneficial to most of the volunteers.

This was achieved thanks to the YABC exercise "Labelled"; it helped me to convince volunteers, to get them understand the need to go there. I realize that I should have done first the YABC exercise and then suggest the cleaning activity rather than the contrary....When you go there, you see what people have to live with and I admire the care workers. We had some time with them and they explained about the situation, the diseases, etc. It became a regular activity: youth/volunteers are going there by themselves now, getting stuff to distribute, providing basic services, cleaning up, etc. They go at least three or four times a year.

...I have two guys (two volunteers) who have been working quite closely with me on this YABC initiative; they have now reached out 17 000 people with a mobile cinema for the cholera campaign. They are basically going around the country, setting up screens, and influencing the planning for hygiene promotion. They wanted a different approach than the usual flipcharts and presentations, so they use the YABC methodology, first finding out what people already know, then showing them a clip and finally debriefing on what they learnt from it. . They go to communities that have no radio, no Internet, no electricity, no TV, and change people's mindsets, perspectives, with regard to the disease. They use the idea of the YABC creative platforms for social mobilisation as well as the YABC interactive participant-centred learning approach for the whole cholera campaign. The mobile cinema and the dramas have been key successes in this regard. They now also use our drama groups for disaster risk reduction. We constructed a hydro dam and sometimes they have to open the flood gates. There is an early warning system and we have been able to raise people's awareness through dramas, which is inspired from the YABC creative platforms for social mobilisation."

TRAINER, AFRICA, MALE, AGE OVER 36

36. *"Pour ce qui est de mon comportement, je respecte plus les autres. Par exemple, j'ai demandé à des bénévoles de rencontrer des directeurs d'établissements scolaires pour mener des actions sur la prévention de la santé auprès des élèves – chacun avait une liste d'établissements à contacter – et au bout de deux semaines, ils ne l'avaient toujours pas fait. Avant, j'aurais essayé de me réapproprier l'action, mais là, j'ai essayé de comprendre pourquoi, de m'adapter aux personnes et de proposer des solutions telles que les accompagner, faire des simulations,, préparer un courrier pour expliquer l'action, etc. de sorte qu'ils aient un support et soient davantage préparés. J'ai essayé de discuter avec eux pour voir ce qui bloquait, et j'ai compris qu'ils avaient peur. Avant, j'aurais tout fait moi-même sans laisser le reste de l'équipe participer. Le déclic, c'était de pouvoir travailler ensemble ; une équipe, ce n'est pas fait d'une seule personne, il s'agit de collaborer et de regarder ensemble ce qui ne va pas."*

PEER EDUCATOR, WESTERN EUROPE, MALE, AGE 26–30

37. *"When I was appointed youth director in 2007, I did not take things so positively... and whenever a person came to be a volunteer, I used to have some pre-judgments, for example based on his/her personal appearance (e.g. s/he looks rigid, why has s/he come here?), and I*

used to treat him/her based on those prejudgments, depending on whether I liked his/her appearance or not... If you don't like a person, it is a kind of discrimination. Since a year and a half, I have developed non-judgmental skills. I talk more with people about their education, their background, etc. I listen more and I don't have those pre-conceived ideas (e.g. "s/he is poor - s/he is rich") anymore. Now, if a person comes to my office, I treat him/her well and I listen to her/ him. For example, a 60 year old man was interested to volunteer with our National Society; before I would have judged him and thought "he is of no use, he cannot work"... but this time, I did not judge, I listened to him, and understood that he had all the skills we needed... I have dropped biases, and I'm now more empathetic and less judgmental.

...One of my volunteers, who joined us in 2008, was violent and very aggressive. He used to sit with me on a regular basis to discuss his personal issues. I involved him in different trainings and with time, I saw changes in his behaviour. After four years together, I can now say that 80 % of his behaviour has changed. He is more peaceful, he takes the words of people more positively. He spent a lot of time with me and was following me because I'm very calm and look at situations in a very positive way. Once he asked other volunteers what I would have done if I had been here, and he then did what he thought I would be doing if I were there."

TRAINER, SOUTH ASIA, MALE, AGE 31-35

38. *"Before I used to say this is my National Society's project, now I say it is another RC Society's project, which is financed by my National Society, so it is a whole change of language. And little by little, starting with changing my language, I also changed my attitude: I put myself at the disposal of this other National Society, started to critically agree and listened more to them. At the beginning, I was more used to go directly to communities, but I then understood that it was not up to me but up to the members of this other National Society to talk to communities. I became more humble."*

TRAINER, WESTERN EUROPE, FEMALE, AGE 31-35

39. *"I have a better relationship with beneficiaries, I can empathize more with them. Instead of being just a machine, giving them medical services, I can now feel them, which increases the quality of our relationship. They feel the difference between someone who provides assistance like a robot, and someone who has empathy. An example to illustrate: when we give first aid, there are several stations from different organizations but people are looking for the one of my National Society, seeking the help of our first aiders who have all done YABC. The ambulances do their job and it is their job, but us, we deliver services voluntarily and with empathy. This is thanks to the YABC initiative; otherwise, we would not be able to empathize with beneficiaries, feel them, listen to them and treat them with the required attention.*

...Sometimes, some victims during the hostilities were in shock. They just needed someone to listen to them and this is where active listening came into place. No one could afford to listen to them as there was no time for that, the place was in a mess, it was a complete chaos... but the people who participated in YABC activities and workshops were actually able to do that, to

actively listen to people; they knew and understood the importance of actively listening to people in such a situation of crisis. The victims evacuated their emotions by speaking, and they appreciated very much being able to do so as it improved their individual situation... During the hostilities, our National Society's medical teams shouted for people to go away so that they could treat the victims; they had this offensive behaviour because of the stress and the seriousness of the state of health in which victims were. I can understand them; however, I personally found in myself the capacity to stay calm in that situation. I could even involve people, civilians, in that situation, asking them to come and help us by forming a circle around us so that they could feel they were doing something for us, and were not interfering with our work. They made sure that no one would come to disturb us and even helped other victims to reach our aid station.

...There is a difference between people who have done YABC and those who have not. When those who have not done YABC see the behaviour of those who have done it, they also want to change their behaviour and ask them "How can you not be nervous? How can you keep calm in this situation? How did you prevent this situation to turn into a violent one?, etc." I gave them some quick tips that could be useful like "Just try to understand them, put yourself in their shoes and think over the situation, do you think you rather provoked or prevented violence?", but they needed to receive them this way – cognitively.... The next times they were in the same situation, they didn't behave in the same way: they were calmer, more open-minded and better at dealing with the situation. They became nicer to the victims and communicated more peacefully with others. They realized the importance of non-violent communication.

TRAINER, MIDDLE EAST, MALE, AGE 31–35

40. *"Taking part in the wonderful YABC peer educators training in Barcelona was very valuable to me personally but more importantly to my National Society. The youth trainings we conduct are not the same since we got the YABC tools. Our staff in charge of dissemination and trainings has changed the methodology and now includes in every youth training some non-cognitive activities...*

For example, during an advanced one hour and a half medical training for youth, we trained 700 volunteers in two rounds (350 each). The training was held as a sort of game, competition between groups, about the Movement's values, principles, history and international humanitarian law. The feedback from the participants and the staff was excellent. Also, in the summer, we held for the first time, special courses for children and youth. The main theme was how to avoid violence and summer "challenges" with tolerance, patience, empathy, understanding and above all, respect and acceptance. The courses also included the dangers of alcohol and drugs, as well as basic first aid. The trainings were all based on the YABC tools."

PEER EDUCATOR, MIDDLE EAST, FEMALE, AGE 31–35

APPENDIX 6: BRIGHTON UNIVERSITY VOCABULARY STUDY: METHODOLOGY AND FULL LIST OF VALUES MENTIONED BY THE YABC TRAINERS

The Brighton University study in Jordan applied an innovative use of values-based indicators, word elicitation, and vocabulary analysis, to learn how key attitudinal and behavioural priorities were coded into values by a cross-sectional group of 10 YABC trainers from Africa, Eastern and Western Europe, the Americas, Asia and the Middle East, who had been active in YABC for at least 2 years.

The process involved three stages.

1. 10 YABC trainers were presented with 166 values-based indicators describing specific behavioural and attitudinal priorities from which they selected unprompted and without restrictions the ones they felt were most important to their success as YABC trainers and peer educators. Examples of these 166 indicators include:
 - *“People have a sense of power that they can effect change”*
 - *“Entity acts in a manner that is impartial and non-discriminatory (not discriminating on the basis of nationality, ethnic origin, colour, gender, sexual orientation, creed or religion)”*
2. In total, they spontaneously selected 126 attitudes and behaviours which they identified as most intimately associated with being a YABC trainer and peer educator. This amounts to a very comprehensive YABC behavioural landscape.
3. The trainers were then invited to label each of those behaviours with the ethical value that they feel was most associated with each of their desired attitudes or behaviours. They were not prompted with any specific values. The trainers were simply invited to use their own vocabulary to associate their prioritised attitudes and behaviours to their own values, however they chose to name them. Below are the 93 values they used.

FULL LIST OF VALUES MENTIONED BY THE YABC INITIATIVE TRAINERS

acceptance
accountability
acknowledgement
appreciation
assertive communication
autonomy
awareness (raising)
belonging
caring/care
charity
comfort
commitment
common vision
confidence
consensus decision-making
consistency
continuity
Conviction
Cooperation
Creativity
critical thinking
Dedication
Democracy
Discipline
Duty
Effort
empathy
empowerment

encouragement
enlightenment
equality
equity
evaluation
faithfulness
fairness
flexibility
freedom
freedom of choice
free will
fulfilment
gender equality
goodness
happiness
honesty
humanity
inclusion/inclusiveness
independence
innovation
inspiration
integrity
interculturalism
interest in people
involvement
leadership
love
loyalty

motivation
mutual understanding
non-discrimination
non-reciprocity
openness
open-mindedness
ownership
participation
people centred action
pluralism
progression
resilience/self-resilience
respect
respect for diversity
respect for the human being
responsibility
self-confidence
self-reflexion / self-critical
service
sharing
safety
social consciousness
solidarity
strength
support
team spirit
teamwork
tolerance

transparency
trust
trust enabling access

understanding
unity
valuing the individual

willingness
willpower
work

APPENDIX 7: EXAMPLES OF COUNTRY PLANS FOR INCORPORATION OF YABC METHODOLOGIES

Antigua and Barbuda, Barbados, Guyana and Trinidad and Tobago Red Cross: integration of the YABC initiative into the existing “*Together We Can*” peer education program and its related awareness-raising activities on HIV/AIDS and STIs in schools, colleges, streets or prisons, with a particular focus on non-discrimination and respect for diversity, as well as violence prevention and mitigation.

Bahamas Red Cross: integration of the YABC initiative into the Junior Red Cross program “*Learn how to become a humanitarian*” (including dissemination of the Fundamental Principles and health awareness-raising on HIV/AIDS and STIs), through skills-based and values-based peer education for youth (aged 15 to 25) in schools’ and colleges’ clubs.

Belize Red Cross: integration of the YABC initiative into the “*Youth Active in Peace*” program and its related activities on violence prevention and psychosocial support for youth (aged 15 to 25), especially through awareness-raising sessions and capacity-building events in schools, community groups and partner organizations on personal resilience, non-violent communication, etc.

Chilean Red Cross: integration of the YABC initiative into the violence prevention program “*Unidades Educativas*” in schools, with a particular focus on gender, respect for

diversity, non-violent communication and mediation.

Cuban Red Cross: integration of the YABC initiative into the disaster risk reduction and disaster preparedness programs, through capacity-building at community level, with a special focus on violence prevention and personal resilience.

Grenadian Red Cross: integration of the YABC initiative into existing activities (e.g. food program, supplies’ distributions, home visits, community clean up day, elderly day, etc.), especially the dissemination of the seven Fundamental Principles with children and youngsters (6 to 13) in schools

Guatemala Red Cross: integration of the YABC initiative into climate change awareness-raising activities

Haitian Red Cross: use of the YABC initiative to build the capacity of children and youth (aged 6 to 30), through social mobilisation and awareness-raising sessions, events and trainings, in schools, colleges and universities, youth organizations, churches and local communities (e.g. integration into activities related to blood donation (Club 25 project), HIV and STIs’ prevention, violence prevention, VCA and project management, psychosocial support, substance misuse and personal resilience, etc.).

Honduran Red Cross: integration of the YABC initiative into the violence prevention programs “*Ampliando oportunidades*” and “*ERPV*”, through further capacity-building of youth in peer education for behavioural change.

Jamaican, and St-Vincent and the Grenadines Red Cross: integration of the YABC initiative into existing programs and interventions related to healthy lifestyles, hygiene promotion and HIV/AIDS awareness-raising at community level, through events in and/or out of schools on non-discrimination and respect for diversity, gender, as well as violence prevention and mitigation.

Peruvian and Salvadorean Red Cross: integration of the YABC initiative into the program “*Brigadas Educativas*” in schools, with an emphasis on the dissemination of the seven Fundamental Principles and their underpinning humanitarian values, or on social inclusion and violence prevention.

Surinamese Red Cross: use of the YABC initiative to build the capacity of Red Cross youth, especially members of the Club 25 related network, as well as for skills- and values-based education in schools and through community sports activities, with a particular focus on substance misuse and personal resilience, non-discrimination and respect for diversity, as well as violence prevention.

Australian Red Cross Society:

- use of the YABC initiative to address issues related to racism
- consultation process with youth groups in order to confront them with their prejudices and assumptions, and therefore highlight the lack of tolerance and empathy

- delivery of YABC activities with the planning committee in order to present the initiative as an opportunity for volunteers’ training and a model of campaign (approval from the committee chair required)

Cook Islands Red Cross: integration of the YABC initiative into existing National Society’s programs such as youth peer education on HIV/AIDS, Club 25, Climate change program (“*Te Kura Rangers*”), Community-Based Health program, and disaster management.

Fiji Red Cross:

- integration of the YABC initiative into HIV/AIDS events, substance misuse awareness-raising sessions, and first aid events
- use of the YABC concepts and key messages on a culture of non-violence and peace (especially non-discrimination, violence prevention, non-violent communication, mediation, etc.) during celebration days (e.g. World Red Cross Red Crescent day, World Blood Donor day, etc.)

Kiribati Red Cross:

- exploration of the possibilities to integrate the YABC initiative into existing activities (i.e. disaster preparedness, first aid trainings (commercial, community and schools), volunteer fundraising, HIV/AIDS awareness (community, schools, one-to-one approach and condom distribution in streets, bars, local public places, etc.))
- organization of a training of YABC peer educators for volunteers and youth at national level.

Micronesia Red Cross Society:

- outreach pilot with the delivery of YABC activities in two elementary schools. Integration of the YABC initiative into the

existing HIV/AIDS peer education program)

- organization of a training of YABC peer educators for volunteers at national level

Mongolian Red Cross Society:

- translation of the final YABC toolkit materials into Mongolian.
- liaison with the IFRC delegation in Mongolia to organize a national training of YABC peer educators for staff.
- integration of the YABC initiative into existing activities (i.e. junior Red Cross members national camp, Exploring Humanitarian Law, blood donation, HIV/AIDS, Community-Based Health and First Aid, disaster management, etc.), with a special focus on personal resilience, non-violent communication, intercultural dialogue and violence prevention.

Palau Red Cross:

- use of the YABC initiative to build the capacity of the National Society's youth.
- integration of the YABC initiative into HIV/AIDS as well as substance abuse awareness-raising sessions in schools and in the community.

Papua New Guinea Red Cross Society:

- delivery of YABC activities on non-discrimination, intercultural dialogue, dropping bias and collaborative negotiation within the framework of sessions on first aid for the villages visited during the humanitarian walk along the Kokoda track
- delivery of YABC events in all parts of the country, with a special focus on communication
- exploration of the possibilities to integrate the YABC initiative into hygiene promotion awareness-raising sessions.

Samoa Red Cross Society (Youth and Volunteer Division): integration of the YABC initiative into:

- HIV and STIs program through skills-based peer education on active listening, empathy and non-judgement
- School and college awareness program, with a particular focus on the seven Fundamental Principles
- Youth, volunteers and first aid programs – especially in rural areas, with an emphasis on empathy, communication and/or leadership

Solomon Islands Red Cross: exploration of the possibilities to pilot test the integration of the YABC initiative into existing activities (e.g. *“Together Becoming Resilient”*, Pacific Disaster Management Program) and fundraising for a training of YABC peer educators for volunteers at national level

Timor-Leste Red Cross: integration of the YABC initiative into youth healthy lifestyles and first aid programs, as well as exploration of the possibilities to use the YABC initiative for the dissemination of the seven Fundamental Principles.

Tonga Red Cross: sharing with the National Society's management the knowledge and experience gained from the Pacific youth network forum (especially the YABC peer educators training), presentation of other National Societies' success stories with the implementation of the YABC initiative, consultation at all the National Society levels (governance, staff, youth and volunteers) to identify how to use it to address youth issues, and then pilot-test of YABC toolkit activities with youth and volunteers.

Tuvalu Red Cross Society: exploration of the possibilities to use YABC toolkit activities in order to integrate a gender perspective into

the HIV/AIDS program and a violence prevention one into the disaster awareness program.

Vanuatu Red Cross: reporting on the YABC peer educators training to the National Society's Secretary General and exploration of the possibilities to pilot-test the integration of the YABC initiative into existing activities (e.g. "*Together Becoming Resilient*", Pacific Disaster Management Program) in schools and then in the community.

Bangladesh Red Crescent Society: pilot-test the integration of the YABC methodology into the program "*Live our principles*" aimed at disseminating the Fundamental Principles and humanitarian values in schools.

India Red Cross Society (in collaboration with German Red Cross): integration of YABC toolkit activities focused on the development of interpersonal skills into awareness-raising sessions on road safety, climate change, water and sanitation, HIV/AIDS, etc. in schools and colleges (12 to 20 years old)

Nepal Red Cross Society:

- at national level, integration of YABC toolkit activities focused on non-

discrimination and respect for diversity into the HIV/AIDS training program for children from 8 to 10 years old;

- screening of the YABC toolkit materials to identify appropriate activities for integration of the initiative, at local level, into other areas of work such as mine risk reduction, disaster risk reduction, gender sensitization, emergency response, first aid, etc.; on the long-run, organization of a national YABC peer educators training.

Pakistan Red Crescent Society:

- integration of the YABC methodology and creative platforms for social mobilisation into awareness-raising activities on hygiene promotion;
- integration of YABC toolkit activities into sessions on the dissemination of the Fundamental Principles and humanitarian values in schools and colleges (10 to 29 years old)

integration of YABC toolkit activities focused on the development of interpersonal skills into the program "*Volunteer in emergency*" aimed at raising community awareness on disaster and first aid; exploration of the possibilities to implement the YABC initiative in prisons and hospitals.

APPENDIX 8: EXTENDED GEOGRAPHICAL DISSAGGREGATION OF SELECTED SURVEY DATA

The Global survey data was considered by region, disaggregating the findings according to the five regional zones. The number of respondents varied from 8 in Africa to 78 in Asia, largely reflecting the variation in total numbers of trainees across the region.

It should be stressed that dividing the dataset in this manner results in very small cohorts and therefore meaningful and robust quantitative analysis and comparison between regions is not possible. Instead the degree of variance of each regional score from the aggregate average was considered. Further, the data for Africa has not been included. With only 8 data points any interpretation or extrapolation of the data for this region would be mistaken.

The main result of the disaggregation was to establish that the survey data is not susceptible of stratified analysis under the methodology adopted for this study. On the one hand sampling issues make statistical significance highly problematic, and on the other there is no effective way to triangulate the data at the regional level. It has therefore been excluded from the body of the report.

The regional data may however be suggestive, particularly to readers with independent first hand knowledge of local and regional contexts, so it is included in this appendix. It is stressed however that the data should be used cautiously and findings should be considered reliable only in the light of other confirmatory information not available to this researcher.

The second thing the geographic disaggregation established is that the global aggregated data for the key questions of behaviour change does not mask or distort significant regional differences. Regional variation from the mean was no more than 3%, which given the extremely high levels of consensus in the key answers, does not modify in any way the conclusions on behaviour change for any particular region, and the conclusions of the report may be safely applied to every region.

Where a more significant element of regional variation was found is in relation to the scale of social mobilisation behaviour. There is no data to contextualise, interpret or confirm this finding.

Data relating to the following key questions was interrogated:

Q16. Did YABC impact upon you positively at the individual level?

Q17. Has this positive impact been sustained?

Q21. Does YABC enable young people to become ethical leaders?

Q26. Does YABC strengthen cohesion/ collaboration between branches under one National Society?

Q27. Does integration of YABC into your organisation's programmes increase their quality?

Q29. Have you engaged in follow up activities?

These questions were included for analysis as being those questions most pertinent to the impact of the YABC programme on attitudes and behaviours, but also because the response rates to these individual questions were particularly high, (i.e. 241 out of 270 respondents answering these questions).

The disaggregated data shows only limited variable from the median point for all those questions that relate to impacts upon the individual (attitudinal change, individual positive benefit and becoming and inspiring ethical leadership). The “yes” rate is extremely high for all regions. (See tables below). The score for Europe tends to be on the lower side for each question, however, the reasons for this are not discernible from this data set, given that the questions record only subjective interpretations of states of being. The participants from different regions may well apply different degrees of scrutiny or have differing expectations regarding what constitutes noteworthy change. It is impossible, on the data of the available data, to interrogate this further. However, bearing that in mind, the degree of variance is in fact very small, tending to range between +/- 3% points, making comparisons between the regions unfruitful.

The only question where there was a greater degree of variance was the percentage of participants who have engaged in follow up activities.

For this question the Americas score shows a -11% point variance from the average. However, the actual level for the Americas was still high, with 64% of respondents engaging in follow up activities. Overall this degree of variance is not sufficient to warrant concern. Again, there are a myriad of reasons that may explain this variance and speculation at this time would not be fruitful. Rather the appropriate conclusion to draw from this data is the consistently higher rates of engagement in follow-up activities generated through the YABC programme across all regions.

Q16. Did YABC impact upon you positively at the individual level?

	Total surveyed	Respond to Q	Response rate	% Yes	Variance % pts
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Americas	61	57	93%	98%	1%
Asia	78	75	96%	96%	-1%
Europe	65	62	95%	94%	-3%
Middle East	46	43	93%	100%	3%
Average for all				97%	

Q17. Has this positive impact been sustained?

	Total surveyed	Respond to Q	Response rate	% Yes	Variance % pts
Americas	61	57	93%	93%	-1%
Asia	78	75	96%	97%	3%
Europe	65	58	89%	91%	-3%
Middle East	46	43	93%	95%	1%
Average for all				94%	

Q21. Does YABC enable young people to become ethical leaders?

	Total surveyed	Respond to Q	Response rate	% Yes	Variance % pts
Americas	61	56	92%	100%	3%
Asia	78	74	95%	100%	3%
Europe	65	62	95%	90%	-7%
Middle East	46	43	93%	95%	-2%
Average for all				97%	

Q26. Does YABC strengthen cohesion/ collaboration between branches under one National Society?

	Total surveyed	Respond to Q	Response rate	% Yes	Variance % pts
Americas	61	56	92%	96%	1%
Asia	78	74	95%	96%	1%
Europe	65	62	95%	90%	-5%
Middle East	46	41	89%	98%	3%
Average for all				95%	

Q27. Does integration of YABC into your organisation's programmes increase their quality?

	Total surveyed	Respond to Q	Response rate	% Yes	Variance % pts
Americas	61	56	92%	91%	-2%
Asia	78	73	94%	89%	-4%
Europe	65	62	95%	94%	1%
Middle East	46	40	87%	98%	5%
Average for all				93%	

Q29. Have you engaged in follow up activities?

	Total surveyed	Respond to Q	Response rate	% Yes	Variance % pts
Americas	61	56	92%	64%	-11%
Asia	78	73	94%	81%	6%

Europe	65	62	95%	77%	2%
Middle East	46	40	87%	83%	8%
Average for all				75%	

APPENDIX 9: YABC CONCEPTUAL FRAMEWORK/CHART

Skills-based application of the 7 Fundamental Principles

Conceptual matrix of YABC

	Component/definition	Underpinning value	Required skills
Humanity	<p>1. Alleviate/prevent suffering</p> <p>Alleviate: assistance</p> <p>Prevention includes helping remove negative conditions</p>	<p>Compassion</p> <p>Care</p> <p>Friendship</p> <p>Mutual understanding</p> <p>Peace</p>	<p>Empathy</p> <p>Active Listening</p> <p>Nonviolent communication</p>
	<p>2. Protect life and health</p> <p>Protection: preserving others from suffering, violence</p>	<p>People-centred action</p>	
	<p>3. Human treatment of beneficiaries/others</p>	<p>Respect for human being</p> <p>Respect for human dignity</p> <p>Respect for human freedom</p> <p>Well-being of beneficiaries</p>	

Impartiality	1. Action solely guided by needs, proportional to the degree of suffering and prioritised on the basis of urgency/vulnerability		Active Listening
	2. Non-discrimination on subjective grounds	Respect for diversity Equality	Objective analysis of problem Critical thinking
	3. Impartiality(decision based on established rules not on personal interest/sympathy/preference)	Open-mindedness	Dropping bias Integrity
Neutrality	Abstention from engagement in controversies of a political, racial, religious or ideological nature	Tolerance	Non-judgement Equanimity Discipline
Independence	Not letting politics, economic, social pressure dictate RC line/action, to maintain our autonomy to be able to act in conformity with the P&V	Inclusiveness Trust enabling access	Leadership Innovation Negotiation Stress management
Voluntary	1. Voluntary: freely accepted commitment/action devoid of	Inclusiveness	

service	external compulsion	Free will	Team building
	2. Service: assistance is disinterested	Team spirit/cooperation Solidarity, Humility	Self-confidence Professionalism Flexibility
	3. Selflessness: no reaping advantage of our acts, as we are only concerned with human interest of helping needy persons	Non-reciprocity	Discipline Stress management Personal resilience
Unity	Multitudinism (open to all)	Pluralism Respect for diversity	Flexibility Inclusiveness
Universality	1. Universal vocation	Mutual understanding Respect for diversity Tolerance	Comprehension Consensus building Mediation
	2. Equality (of National Societies)	Non-discrimination	Conciliation
	3. Solidarity	Responsibility Cooperation	Cultural adaptability <i>Discernement</i> Altruism

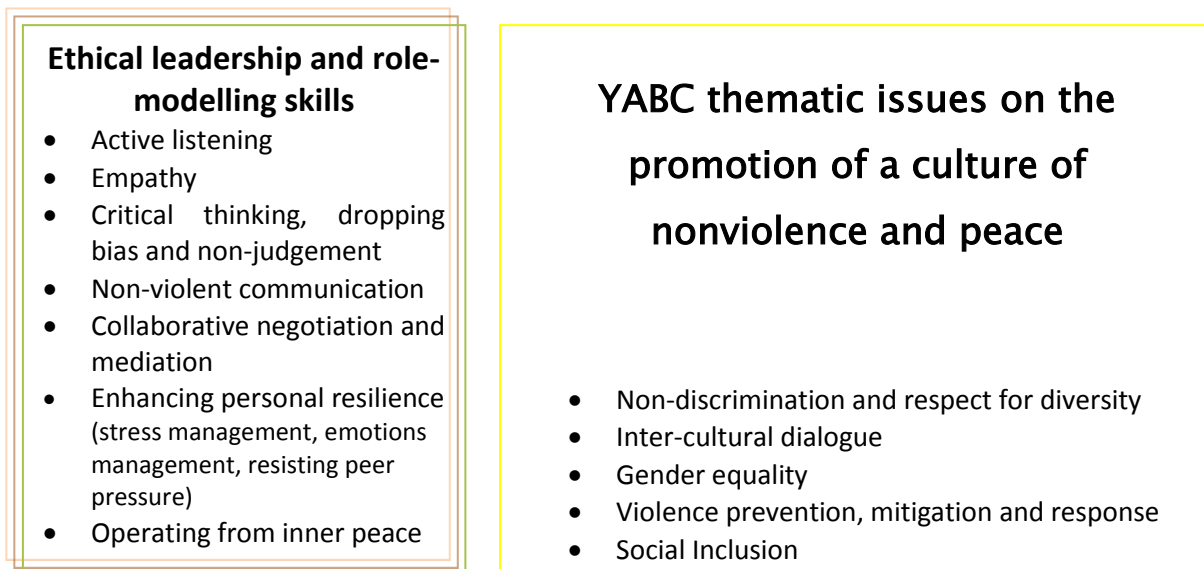
Developed by Katrien Beekman, Head of the Principles and Values Department, IFRC, Geneva

Simple matrix

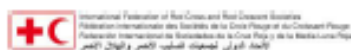
Skills listed are those developed in the YABC toolkit



YABC toolkit : 75 non-cognitive exercises on:



APPENDIX 10: SAMPLE YABC TOOLKIT EXERCISE



Youth as Agents of Behavioural Change *Empathy, Activity 8*

Give up your...

Goal	To experience part of the reality and vulnerability of others, such as refugees, migrants and displaced people, especially some of the difficulties they go through – in particular what it means to experience and deal with loss.
Summary	On pieces of paper, participants draw pictures or write characteristics of some of the things and people they value most, and then briefly share with each other the reasons why these are important to them. Through a storytelling related to an incident, participants are progressively deprived of their 'papers'. Finally, they reflect on how being empathetic towards others can enhance awareness and understanding of their feelings and needs and therefore help to positively change mindsets, attitudes and behaviours.
Expected learning	<p>To be aware of and understand some of the complexities and challenges, especially those related to dealing with loss, that vulnerable groups, like refugees, migrants and displaced people, may face.</p> <p>To develop empathy to gain greater insight into the feelings and needs of such vulnerable groups and, as a result, be better equipped to take action to promote a culture of non-violence and peace in society.</p>
Approximate time needed	60 minutes
Required materials	<ul style="list-style-type: none">• A sheet of paper for each participant• A pair of scissors (if possible)• A pen for each participant• A recycling bin• A flipchart or white/blackboard• Markers or chalk
Cross-cultural tips	Be sensitive to the profiles of your participants and aware that some of the suggested scenarios might not be appropriate for your audience. Feel free to adapt the activity, developing your own story and incidents or selecting from the proposed list those that are suitable for and/or relevant to the context in which they are used.
Facilitation tips	<p>Preferably, there should be two peer educators to facilitate this activity: one to tell the story and one to take away the papers from participants.</p> <p>Before starting, let participants know that there are various stages in this activity and that you will guide them through.</p> <p>Note that some participants may experience overwhelming emotions as this activity might bring up memories from real life. Therefore, closely monitor the group dynamics, pay particular attention to participants' reactions as you go along, and let them know that they can step out of the process at any time.</p> <p>You may, for instance, provide each participant with an SOS card that they can raise above their head to indicate they wish to leave the activity if they</p>

are feeling uncomfortable. If any participant does choose to leave the space or room, make sure they are accompanied by a fellow participant or yourself for support.

Finally, make sure that participants step out of their roles properly and return to their own reality after the activity, using, for instance, an energizer or asking one of them an everyday-life question (e.g., what did you have for breakfast this morning?, what are you doing tonight?, etc.).

Suggested step-by-step process

Step 1: Your favourite... (10 minutes)

Provide each participant with a sheet of paper and ask them to cut it into four pieces. Then, invite them to draw each of the following items on one of the four small pieces of paper:

- their favourite piece of clothing
- their most precious belonging
- the part of their house that they love most
- the name of the person who is closest to them.

Clearly specify to participants that their drawings do not need to be perfect representations and that, instead of drawing, they may simply write in detail the characteristics of the four items if they prefer.

Step 2: Sharing (10 minutes)

Once all participants have finished drawing or writing, invite them to briefly share with the group what is on their papers and why these items are so important to them.

Step 3: The incident (5 minutes)

Ask participants to hold all their papers in front of them – drawings or writings facing down. Then, while announcing that an incident (e.g., civil war, hurricane, nuclear accident, tsunami, epidemic disease, bushfire, etc.) has broken out in their country, walk around and randomly visit every participant, taking away one random piece of paper from each of them. Finally, invite participants (those who have not done so yet) to turn over their papers to find out what the damages of the disaster are and what it has deprived them of.

Step 4: Minus two (5 minutes)

Now, ask participants to turn over their papers again. Then, while announcing that another incident has arisen in the country, repeat the process: walk around and randomly visit every participant, taking away one random piece of paper from each of them. Finally, invite participants (those who have not done so yet) to turn over their papers to find out what the damages of the disaster are and what it has deprived them of.

Step 5: Only one left (5 minutes)

Repeat this process once more while adding to the story, leaving the participants with only one piece of paper.

Step 6: The end (25 minutes)



End the story and invite participants to reflect on this experience. You may use the questions below to guide the group discussion.

Debriefing phases and questions

Phase 1: Understanding the experience (10 minutes)

- Who would like to share their initial reactions?
- How did you feel when drawing pictures or writing characteristics of four of your most valued items or persons on the pieces of paper?
- How did you feel when sharing them with others and explaining the reasons why those things or people are important to you?
- What did you think about and how did you feel when you heard about the incident?
- What did you think about and how did you feel when you were randomly deprived of a piece of paper?
- How did you feel when you discovered what you lost as a result?
- What did you think about and how did you feel when you heard about the next incidents?
- What did you think about and how did you feel when you were randomly deprived of other pieces of paper?
- How did you feel when you discovered what you lost as a result?
- How do you feel about holding onto the last piece of paper you had left? Why?

Phase 2: Relating it to real life (10 minutes)

- What do you learn from this experience?
- How can you relate this activity to real-life situations that you may have experienced or witnessed in your community? Think about:
 - the difficulties that refugees, migrants and displaced people experience, and their particular needs
 - the way these vulnerable groups are treated, and the challenges they face in their host community or country
 - the origins of non-empathetic mindsets, attitudes and behaviours towards these vulnerable groups
 - the way the media portray these vulnerable groups and the impact of these portrayals and people's perceptions on them, etc.

Phase 3: Applying the learning in the future (5 minutes)

- How can we, as agents of behavioural change, inspire and influence a positive transformation of mindsets, attitudes and behaviours towards a culture of non-violence and peace in our communities? Think about real ways in which we can:
 - help vulnerable groups to feel more comfortable and welcome
 - educate the general public and the media to raise awareness of the issue, reduce stigmatization and promote respect for diversity, equal treatment and social inclusion
 - work to better understand where non-empathetic mindsets, attitudes and behaviours come from to enable us to address their root causes (e.g., overcome our biases and develop our own empathy towards these groups and, more generally, towards those with whom we feel we have nothing in common – the 'other' – or those whom we do not like), etc.

Expected key points and conclusions from participants

As agents of behavioural change, we need to be aware of the difficulties that vulnerable groups, like refugees, migrants and displaced people, experience, and understand the complexities and challenges that they then face in the transit or host community or country. It is also important to consider the possible ‘negative’ implications that the transit or host country may have to deal with and how that may affect the relationship between the two communities. By letting those around us know that what they think and feel is important and valuable to us and that we want to understand them, we not only show them that they are respected and supported but we also connect with them on a personal level. This therefore creates an environment where those around us can feel less alone and more comfortable, and where we can learn from each other and grow. In this way, we open a door to personal transformation from both sides.

Developing empathy will help us to create a space of trust and awareness of our fellow human beings, to be more sensitive and connected to their feelings, thoughts and needs, and to gain greater insight into their situations and realities, which can create a possibility for inner change. As a result, we will be better equipped to inspire and influence a positive transformation of mindsets, attitudes and behaviours towards a culture of non-violence and peace in society.

Key points:

- The ability to put ourselves in someone else’s shoes (including understanding diversity and the reasons behind non-empathetic mindsets, attitudes and behaviours) and consider everyone as equal (i.e., human beings with both ‘negative’ and ‘positive’ aspects)
- The difference between empathy, pity and sympathy
- The importance of creating a space of connection, awareness and trust
- The power of inner change and role-modelling

Facilitation notes

This activity is a powerful way for participants to develop their awareness of one another and to identify, use and/or practise a variety of techniques that may enable them to truly empathize with others. Since the process is as important as is the outcome, it is essential that participants understand what they are doing and take in the lessons included in the different steps of the activity.

However, if you feel that any aspect of this activity may cause them more ‘harm’ (i.e., high emotional distress) than ‘good’ (i.e., a positive learning experience about mindsets, attitudes, knowledge and abilities related to empathy), then either leave out a particular part of it, adapt it or decide to not use it.

In Step 2 of the above suggested process (Sharing), you may, for instance, consider skipping the section of participants explaining their drawings or writings to the large group by sharing with the others the reason(s) why the four items are so important to them, to avoid involving them in a part of the activity that may be emotionally upsetting.

You may also direct questions to the whole group collectively, instead of

asking specific individual questions. Otherwise, such personal attention may generate negative emotional responses from participants who may have been (or still are being) traumatized in their lives after experiencing an event similar to that which is the focus of the activity.

Then, you may refer to the context as ‘the game’ to make it sound different from a real-life situation, especially for those participants who may have experienced similar events.

In addition, as participants are to share information that they may consider personal, you may wish to establish an environment of confidentiality and trust. For this purpose, you may start the session with an icebreaker when conducting this activity with a group of participants who do not know each other well.

In the case of a multilingual setting, you may consider dividing participants into groups according to their languages to make communication easier and strengthen the group dynamics. You may also wish to use audiovisual materials when possible and, for instance, slide-show some pictures or display a video of the incident during each round, ending with a TV announcement or a newspaper article about what happened and the damage caused.

In the case of a small number of participants, you may wish to start the debriefing process by inviting each participant to describe in one word how they feel (e.g., frustrated, relieved, angry, numb, etc.).

Also, while guiding the participants’ discussion, you may focus on the situation of refugees who are forced to leave everything behind from one moment to the next, sometimes even their families. In this case, it may be interesting to give the United Nations’ definition of a refugee and to share some stories and case studies written by refugees which you may find at www.unhcr.org.

Finally, on a flipchart or white/blackboard, you may make a list of the key messages, abilities and techniques, as well as of the mindsets, attitudes and behaviours, required to develop and show empathy towards others, that participants suggest during the discussion.

Possible variation

To make this activity more dynamic and lively, you may choose to prepare beforehand a marked path outside with a series of stations – each one corresponding to an incident. From Step 3 (The incident) to Step 5 (Only one left) (inclusive) of the suggested process, participants will have to go along the marked path, passing through every one of the stations, where you will take one random piece of paper away from each one of them, so they arrive at the end of the course with only one piece of paper remaining.

To reinforce participants’ experience of the increased pressure, stress and feelings of being lost and not having any other choice than to follow you without knowing where they are going, you may wish to mark out a rather difficult and winding path along unknown or unfamiliar on-site locations. You may also make them walk until the first station, then scurry between the first and second stations, and finally run between the second and third



International Federation of Red Cross and Red Crescent Societies
Fédération internationale des Sociétés de la Croix Rouge et du Croissant Rouge
الاتحاد الدولي لجمعيات الصليب الأحمر والهلال الأحمر



Youth as Agents of Behavioural Change *Empathy, Activity 8*

stations.

Note that this adapted version of the activity requires you to pay particular attention to the safety and possible physical constraints of your participants. Also, preferably, there should be at least four peer educators to facilitate it: one at each station to announce the corresponding incident and take away one piece of paper from each participant, and one to guide participants throughout the whole path.

APPENDIX 11: INTERNAL IFRC SURVEY/QUESTIONNAIRE/INTERVIEW QUESTIONS

INTERNAL YABC NETWORK SURVEY TEMPLATE

Personal information

Welcome to our YABC on-line survey!

Thank you for taking the time to fill in this questionnaire and sharing with us your YABC-related experiences, lessons learned and challenges so that we can improve together our programme and give strong visibility to the "moves" we made so far for the promotion of a culture of non-violence and peace.

Indeed, we hope that this first phase of the YABC Impact study will help us as a network of committed and skilled agents of behavioural change to have a better understanding and global perspective of how we translated until now the knowledge we acquired during our YABC journey into concrete actions on the field.

Please note that **ONLY YABC PEER EDUCATORS AND TRAINERS** are allowed to respond to this survey. The information provided will remain confidential and will mainly serve to generate global statistics on the implementation of the initiative around the world.

This questionnaire includes several **COMPULSORY QUESTIONS INDICATED BY AN ASTERISK (*)**; without answering those, you will not be able to proceed to the next section.

Please also note that you can come back to any question in order to modify your answer if needed. Moreover, you can exit and come back to this on-line survey at any time to edit or finish it by clicking on the link provided. This link must however be accessed from the same computer.

It should take you between 15 minutes and 1 hour to complete this survey depending on your YABC-related achievements and progress. Let's get started!

***1. Name**

***2. Family name**
***3. Gender (Please select)**

Male

Female

***4. Age group (Please select)**

***5. Please provide your full contact details**

Phone number with country code

E-mail address

Skype username

Facebook username

***6. Are you part of the Red Cross and Red Crescent Movement (RCRC) and/or of an external organization ? (Please select all applicable categories)**

- Red Cross or Red Crescent National Society
- International Federation of Red Cross and Red Crescent Societies (IFRC)
- International Committee of the Red Cross (ICRC)
- External organization

Please provide FULL NAME of that particular RCRC component (e.g. Egyptian Red Crescent, IFRC South Asia Regional Delegation, IFRC MENA Zone Office) and/or organization to which you belong

***7. Position (Please select)**

- Staff
- Volunteer

Please specify exact position title:

***8. Are you a YABC trainer or peer educator? (Please select)**

- Trainer
- Peer educator
- I have never completed a training of YABC peer educators

***9. When, where and by whom were you trained as a YABC peer educator?**

Month	<input type="text"/>
Year	<input type="text"/>
City	<input type="text"/>
Country	<input type="text"/>
Full names of YABC trainers	<input type="text"/>

***10. You were therefore trained as a YABC peer educator: (Please tick where corresponding)**

- At international and/or regional level, by an international team of YABC trainers
- At national level, by a mixed (international and national) team of YABC trainers
- At national level, by a national team of YABC trainers

YABC toolkit and implementation

***11. In your opinion, is it possible to facilitate / use YABC toolkit activities ADEQUATELY without following a training of YABC peer educators? (Please select)**
N.B. by "adequately", we mean "inspiring inner change, creating a self-questioning attitude in participants, etc."

- Yes
 No

12. Is your National Society / organization planning to translate the final YABC toolkit into your country local language(s)? (Please select)

N.B. If you do not have this information, please liaise with the YABC focal point and/or youth coordinator in your National Society / organization in order to answer accurately.

- Yes
 No

13. If so, in which local language(s) will it be translated?

***14. In your opinion, do you receive adequate support from the leadership of your National Society / organization to implement the YABC initiative in your country? (Please select)**

- Yes
 No
 I have not asked for support

15. Is the implementation of the YABC initiative part of your National Society / organization's strategic plan ? (Please select)

N.B. If you do not have this information, please liaise with the YABC focal point and/or youth coordinator in your National Society / organization in order to answer accurately.

- Yes
 No

Behavioural change at the individual level (i.e. inner change)

***16. Did the YABC programme impact you positively at the individual level? (e.g. Did it make you change positively? Did it enhance your open-mindedness or respect for diversity?) (Please select)**

Yes

No

17. If the YABC programme induced positive changes in you, does this change still affect you until now? (Please select)

Yes

No

Exercise of ethical leadership and inspiration of behavioural change in oth...

***18. After the training of YABC peer educators, have you engaged in role-modelling for a culture of non-violence and peace? (e.g. Have you actively practiced YABC interpersonal skills in your daily life?) (Please select)**

- Yes
 No

***19. Do others see you or approach you as a role model? (Please select)**

- Yes
 No
 I don't know

***20. Have you noticed positive change in others you have inspired (i.e. peers, colleagues, superiors, friends, family / community members, etc.)? (Please select)**

- Yes
 No

***21. Do you think the YABC programme enables youth to become ethical leaders (e.g. to develop their capacity and self-confidence to inspire positive change in others)? (Please select)**

- Yes
 No

***22. To what extent did YOUR PERSONAL commitment, level of confidence and ability to be an agent of behavioural change or role model improve after following a training of YABC peer educators? (Please rate through a scale from 1 (not at all) to 5 (very much))**

- 1 (not at all) 2 (a little) 3 (average) 4 (much) 5 (very much)

23. FOR YABC TRAINERS ONLY. To what extent did PARTICIPANTS' commitment, level of confidence and ability to become an agent of behavioural change or role model improve after following a training of YABC peer educators? (Please rate through a scale from 1 (not at all) to 5 (very much))

- 1 (not at all) 2 (a little) 3 (average) 4 (much) 5 (very much)

Volunteer attraction, retention and cohesion

24. If you have facilitated YABC workshops, sessions or activities WITH PARTICIPANTS FROM THE RCRC MOVEMENT, what percentage of this internal audience has expressed interest in becoming a YABC peer educator? (Please select)

0 to 25%

25 to 50%

50 to 75%

75 to 100%

25. If you have facilitated YABC workshops, sessions or activities WITH PARTICIPANTS FROM OUTSIDE THE RCRC MOVEMENT, what percentage of this external audience has expressed interest in becoming a YABC peer educator and/or in volunteering with the RCRC Movement? (Please select)

0 to 25%

25 to 50%

50 to 75%

75 to 100%

***26. In your opinion, does the YABC initiative strengthen the cohesion among and collaboration between volunteers from different branches and/or areas of work in your National Society / organization? (Please select)**

Yes

No

Enhancement of the qualitative dimension of RCRC (or your organization's) W...

***27. In your opinion, does the YABC initiative improve the qualitative dimension of RCRC (or your organization's) work when it is integrated into other areas (e.g. service delivery / programming in health, disaster management, etc.)? (Please select)**

Yes

No

28. If so, what percentage of this qualitative improvement would you attribute to the integration of the YABC initiative?

Follow-up activities after being trained as a YABC peer educator

***29. Did you engage in follow-up activities related to the YABC initiative after completing a training of peer educators? (Please select)**

Yes

No

YABC-related capacity-building and community outreach

***30. Were the follow-up activities in which you engaged related to YABC capacity-building and community outreach? (e.g. presentation of the initiative, delivery of workshops, sessions or activities using the toolkit, social mobilisation campaigns, community-based micro-project)? (Please select)**

Yes

No

YABC-related capacity-building and community outreach

***31. What type of YABC-related capacity-building and community outreach activities have you engaged in? (Please select all applicable categories)**

- Presentations of the YABC Initiative
- Workshops, sessions or activities using the YABC toolkit
- Social mobilisation / awareness-raising campaigns through creative platforms (e.g. sports, music, dance, theatre, visual arts) on YABC-related topics
- Community-based micro-projects on YABC-related topics
- Other (please specify)

***32. In which kind of events did/do you facilitate workshops, sessions or activities using the YABC toolkit? (Please directly enter the number of events in each of the applicable categories)**

Youth camp / gathering	<input type="text"/>
Induction course to RCRC	<input type="text"/>
Dissemination session of the seven Fundamental Principles	<input type="text"/>
Youth / Leadership training	<input type="text"/>
Intervention in youth centres / clubs	<input type="text"/>
Intervention in schools	<input type="text"/>
Sport / Cultural event / festival	<input type="text"/>
Social mobilisation / awareness-raising campaign through creative platforms on a YABC-related topic	<input type="text"/>
Community-based micro-project on a YABC-related topic	<input type="text"/>
Other (if any)	<input type="text"/>
TOTAL NUMBER OF EVENTS	<input type="text"/>

***33. How many people have YOU reached BY YOURSELF IN YOUR COUNTRY through YABC-related capacity-building and community outreach activities? (Please directly enter the number of people reached in each of the applicable categories)**

Through presentations of the YABC Initiative	<input type="text"/>
Through workshops, sessions or activities using the YABC toolkit during 0 to 4 hours	<input type="text"/>
Through workshops, sessions or activities using the YABC toolkit during 4 to 12 hours	<input type="text"/>
Through workshops, sessions or activities using the YABC toolkit during over 12 hours	<input type="text"/>
Through social mobilisation / awareness-raising campaigns using creative platforms on YABC-related topics	<input type="text"/>
Through community-based micro-projects on YABC-related topics	<input type="text"/>
Other (if any)	<input type="text"/>
TOTAL NUMBER OF PEOPLE REACHED ON YOUR OWN	<input type="text"/>

34. How many people have ALL YABC PEER EDUCATORS OF YOUR NATIONAL SOCIETY / ORGANIZATION (INCLUDING YOURSELF) reached IN YOUR COUNTRY through YABC-related capacity-building and community outreach activities? (Please directly enter the number of people reached in each of the applicable categories). N.B. If you do not have this information, please liaise with the YABC focal point and/or youth coordinator in your National Society / organization in order to enter the accurate figures.

Through presentations of the YABC initiative	<input type="text"/>
Through workshops, sessions or activities using the YABC toolkit during 0 to 4 hours	<input type="text"/>
Through workshops, sessions or activities using the YABC toolkit during 4 to 12 hours	<input type="text"/>
Through workshops, sessions or activities using the YABC toolkit during over 12 hours	<input type="text"/>
Through social mobilisation / awareness-raising campaigns using creative platforms on YABC-related topics	<input type="text"/>
Through community-based micro-projects on YABC-related topics	<input type="text"/>
Other (if any)	<input type="text"/>
TOTAL NUMBER OF PEOPLE REACHED BY ALL YABC PEER EDUCATORS OF YOUR NATIONAL SOCIETY / ORGANIZATION (INCLUDING YOURSELF)	<input type="text"/>

***35. What is the predominant age group of people reached in your country through such capacity-building and outreach? (Please select)**

under 20
 20-25
 26-30
 31-35
 above 35

***36. What percentage of male and female would you allocate to people reached in your country through such capacity-building and outreach? (Please enter the number under each category)**

Percentage of male among people reached

Percentage of female among people reached

***37. What percentage of internal and external individuals would you allocate to people reached in your country through such capacity-building and outreach? (Please enter the number under each category)**

Percentage of internal individuals (i.e. from within the RCRC Movement) among people reached

Percentage of external individuals (i.e. from outside the RCRC Movement) among people reached

38. If people reached in your country through such capacity-building and outreach are from the RCRC Movement, who are they? (Please select all applicable categories)

- Youth
- Volunteers
- Staff
- Management
- Governance
- Other (please define)

39. If people reached in your country through such capacity-building and outreach are from outside the RCRC Movement, who are they? (Please select all applicable categories)

- Schools
- Sport clubs
- Leisure centres (youth or other)
- UN
- NGO
- Government
- Community organizations or associations
- Marginalized groups or beneficiaries
- Other (please define)

***40. Did you evaluate the workshops, sessions or activities that you facilitated using the YABC toolkit? (Please select)**

- Yes
- No

41. If so, did you use the final YABC evaluation form for participants that was developed by the Principles and Values department? (Please select)

- Yes
- No

Integration of the YABC initiative into RCRC (or your organization's) work ...

***42. Were the follow-up activities in which you engaged related to the integration of the YABC initiative into other areas of Red Cross and Red Crescent (or your organization's) work and service delivery? (Please select)**

Yes

No

Integration of the YABC initiative into RCRC (or your organization's) work ...

***43. Into which area(s) of RCRC (or your organization's) work did / do you integrate the YABC initiative? (Please select all applicable categories)**

- Disaster management
- Health and care (including emergency relief)
- Social services and inclusion
- Youth / Volunteer development
- Humanitarian diplomacy
- Climate change mitigation
- Road safety
- Shelter and livelihoods
- Other (please define)

44. If you integrated / integrate the YABC initiative into disaster management (as ticked in above question 43), into which particular area(s)? (Please select all applicable categories)

- Disaster preparedness
- Disaster risk reduction
- Disaster response
- Other (please specify)

45. If you integrated / integrate the YABC initiative into health and care (as ticked in above question 43), into which particular area(s)? (Please select all applicable categories)

- First Aid
- HIV / AIDS
- Non-Communicable Diseases (NCDs)
- Hygiene, Watsan
- Emergency relief (e.g. during civil unrest in Côte d'Ivoire, Egypt, Tunisia, Libya, etc.)
- Other (please specify)

46. If you integrated / integrate the YABC initiative into social services and inclusion (as ticked in above question 43), into which particular area(s)? (Please select all applicable categories)

- Migration
- Psycho-social support
- Elderly
- Disabled
- Vulnerable youth (e.g. sex workers, former child soldiers, drug users, etc.)
- Other (please specify)

***47. How many times has the YABC initiative been integrated into other areas of your National Society / organization's work and service delivery? (Please directly enter the number in each of the applicable categories)**

Disaster preparedness	<input style="width: 50px; height: 20px;" type="text"/>
Disaster risk reduction	<input style="width: 50px; height: 20px;" type="text"/>
Disaster response	<input style="width: 50px; height: 20px;" type="text"/>
First aid	<input style="width: 50px; height: 20px;" type="text"/>
HIV / AIDS	<input style="width: 50px; height: 20px;" type="text"/>
Non-communicable diseases	<input style="width: 50px; height: 20px;" type="text"/>
Hygiene, Watsan	<input style="width: 50px; height: 20px;" type="text"/>
Emergency relief	<input style="width: 50px; height: 20px;" type="text"/>
Migration	<input style="width: 50px; height: 20px;" type="text"/>
Psycho-social support	<input style="width: 50px; height: 20px;" type="text"/>
Elderly	<input style="width: 50px; height: 20px;" type="text"/>
Disabled	<input style="width: 50px; height: 20px;" type="text"/>
Vulnerable youth	<input style="width: 50px; height: 20px;" type="text"/>
Youth / Volunteer development	<input style="width: 50px; height: 20px;" type="text"/>
Humanitarian diplomacy	<input style="width: 50px; height: 20px;" type="text"/>
Climate change mitigation	<input style="width: 50px; height: 20px;" type="text"/>
Road safety	<input style="width: 50px; height: 20px;" type="text"/>
Shelter and livelihoods	<input style="width: 50px; height: 20px;" type="text"/>
Other (if any)	<input style="width: 50px; height: 20px;" type="text"/>
TOTAL NUMBER	<input style="width: 50px; height: 20px;" type="text"/>

***48. Is the integration of the YABC initiative now systematic and ensured for the future? (Please select)**

- Yes
- No

***49. Who is in charge of conducting this integrated YABC component? (Please provide full name(s) and contact details)**

Full name(s):	<input type="text"/>
Phone number with country code:	<input type="text"/>
Email address:	<input type="text"/>

***50. How many people have YOU reached BY YOURSELF IN YOUR COUNTRY through the integration of the YABC initiative into other areas of RCRC (your organization's) work and service delivery? (Please directly enter the number of people reached in each of the applicable categories)**

Disaster management	<input type="text"/>
Health and care (including emergency relief)	<input type="text"/>
Social services and inclusion	<input type="text"/>
Youth / Volunteer development	<input type="text"/>
Humanitarian diplomacy	<input type="text"/>
Climate change mitigation	<input type="text"/>
Road safety	<input type="text"/>
Shelter and livelihoods	<input type="text"/>
Other (if any)	<input type="text"/>
TOTAL NUMBER OF PEOPLE REACHED ON YOUR OWN	<input type="text"/>

51. How many people have ALL YABC PEER EDUCATORS OF YOUR NATIONAL SOCIETY / ORGANIZATION (INCLUDING YOURSELF) reached IN YOUR COUNTRY through the integration of the YABC initiative into other areas of RCRC (or your organization's) work and service delivery? (Please directly enter the number of people reached in each of the applicable categories)

N.B. If you do not have this information, please liaise with the YABC focal point and/or youth coordinator in your National Society / organization in order to enter the accurate figures.

Disaster management	<input type="text"/>
Health and care	<input type="text"/>
Social services and inclusion	<input type="text"/>
Youth / Volunteer development	<input type="text"/>
Humanitarian diplomacy	<input type="text"/>
Climate change mitigation	<input type="text"/>
Road safety	<input type="text"/>
Shelter and livelihoods	<input type="text"/>
Other (if any)	<input type="text"/>
TOTAL NUMBER OF PEOPLE REACHED BY ALL PEER EDUCATORS OF YOUR NATIONAL SOCIETY / ORGANIZATION (INCLUDING YOURSELF)	<input type="text"/>

***52. What is the predominant age group of people reached in your country through such integration? (Please select)**

- under 20 20 -25 25 -30 31 - 35 Above 35

***53. What percentage of male and female would you allocate to people reached in your country through such integration? (Please enter the number under each category)**

Percentage of male among people reached

Percentage of female among people reached

***54. What percentage of internal and external individuals would you allocate to people reached in your country through such integration? (Please enter the number under each category)**

Percentage of internal individuals (i.e. from within the RCRC Movement) among people reached

Percentage of external individuals (i.e. from outside the RCRC Movement) among people reached

55. If people reached in your country through such integration are from the RCRC Movement, who are they? (Please select all applicable categories)

- Youth
 Volunteers
 Staff
 Management
 Governance
 Other (please define)

56. If people reached in your country through such integration are from outside the RCRC Movement, who are they? (Please select all applicable categories)

- Schools
 Sport clubs
 Leisure centres (youth or other)
 UN
 NGO
 Government
 Community organizations or associations
 Marginalized groups or beneficiaries
 Other (please define)

***57. Did you evaluate the YABC component when integrated as such? (Please select)**

Yes

No

58. If so, did you use the final YABC evaluation form for participants that was developed by the Principles and Values department? (Please select)

Yes

No

59. Please provide full name(s) and contact details of the managers responsible for the programme(s) and/or particular area(s) in which the YABC initiative has been integrated, in case we would need further information in this regard

Full name(s):

E-mail address:

Phone number

with country code:

Other kind of follow-up activities related to the YABC initiative

***60. Did you engage in any other kind of follow-up activities related to the YABC initiative? (Please select)**


Yes

No

If so, please define:

INTERNAL YABC NETWORK IN-DEPTH INTERVIEWS TEMPLATE

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Saving lives, changing minds.

 International Federation
of Red Cross and Red Crescent Societies

YOUTH AS AGENTS OF BEHAVIOURAL CHANGE IMPACT STUDY PHASE I – SKYPE INTERVIEWS TEMPLATE

- Thank you for completing the online survey
- The questions I am going to ask you for this Skype interview will be related to your answers to the survey monkey (as a follow-up), is this ok for you? Do you feel comfortable with this process?
- The information you will provide will remain anonymous

PAGE 1. Personal Information (to be completed in advance)

Name:

Family name:

Male / Female:

Age group:

YABC PE or Trainer:

Staff or volunteer:

National Society or Organization:

Trained at international level / national level with mixed team / national with national team:

Engaged in follow-up activities or not:

Number on survey monkey:

PAGE 2. YABC toolkit and implementation

1. In your opinion, what are the strengths of the YABC programme? (Why does it work? / What makes it successful?)

2. In your opinion, what are the gaps of the YABC programme?

3. What major challenges have you/your National Society/your organization encountered in implementing the YABC programme? (financial, resistance, support, cultural)

REFERENCE TO Q.14: In your opinion, do you receive adequate support from the leadership of your National Society / organization to implement the YABC initiative in your country?

Yes	
No	
I have not asked for support	

4. **IF YES:** What type of support do you receive? Could you please illustrate? **IF NO:** why not? What is missing?

--

REFERENCE TO Q.15. Is the implementation of the initiative part of your National Society / organization's strategic plan?

Yes	
No	

5. **IF YES SELECTED:** How did you get this information? If you have access to it, could you send it to us? In your opinion, what is the level of priority given to it by your leadership? (do you know what resources are put in this, who is following on this?, etc.)

--

6. In your opinion, what is required in order to make the YABC programme sustainable at national level without IFRC support?

--

7. In your opinion, is the YABC programme really necessary? Why? If you think it has a future, how do you see it?

--

REFERENCE TO Q.11. In your opinion, is it possible to facilitate / use YABC toolkit activities ADEQUATELY without following a training of YABC peer educators? (Please select) N.B. by "adequately", we mean "inspiring inner change, creating a self-questioning attitude in participants, etc."

Yes	
No	

8. **IF YES SELECTED:** Why do you think this is possible? Why do you think the training of YABC peer educators is not necessary to use adequately the YABC toolkit? (ex: toolkit sufficient, have done other trainings, etc.)

--

9. **IF YES/NO SELECTED:** Do you think the online access to the YABC toolkit should be restricted to people who have been trained on it or should it be open to all and why?

--

REFERENCE TO Q.12. Is your National Society/ organization planning to translate the final YABC toolkit into your country local languages(s)?

Yes	
No	

10. IF YES SELECTED (and answer French, or any local language): When is this going to happen?
How? Do you have any funds for it?

--

PAGE 3. Behavioural change at the individual level (i.e. inner change)

REFERENCE TO Q. 16. Did the YABC programme impact you positively at the individual level? (e.g. Did it make you change positively? Did it enhance your open-mindedness or respect for diversity?)

Yes	
No	

11. IF YES SELECTED: Could you please give concrete examples/stories of how your own behaviour has changed in your personal life, with your family, friends, etc. after following a training of YABC peer educators.

--

12. Could you please give concrete examples/stories of how your own behaviour has changed in your professional life, in the daily exercise of your RCRC duties as a staff/volunteer after following a training of YABC peer educators.

--

13. Did the YABC programme impact your individual/ personal resilience level (capacity to deal with difficulties/obstacles in more constructive way) to deal with difficulties and stress in your life ?

Personal life:
Professional life:

14. What factors triggered your inner change?

--

15. At which moment did your inner change occur in the timeline of the training? (Please choose between)

At the beginning of the training of YABC peer educators	At the middle of the training of YABC peer educators	At the end of the training of YABC peer educators	After the training of YABC peer educators (enter how long after)

PAGE 4. Exercise of ethical leadership and inspiration of behavioural change in others

REFERENCE TO Q.18. After the training of YABC peer educators, have you engaged in role-modelling for a culture of non-violence and peace? (e.g. Have you actively practiced YABC interpersonal skills in your daily life?)

Yes	
No	

16. IF YES SELECTED: Could you please describe or give a concrete example of how you have role-modelled for a culture of non-violence and peace after following the training of YABC peer educators?

--

REFERENCE TO Q.19. Do others see you or approach you as a role model?

Yes	
No	

17. IF YES SELECTED: How have you noticed that others see you or approach you as a role model? (Could you please describe or give a concrete example, for instance "others come to me to discuss their problems or seek advice in light of my developed thematic understanding/interpersonal skills".)

--

REFERENCE TO Q.20. Have you noticed positive change in others you have inspired (i.e. peers, colleagues, superiors, friends, family / community members, etc.)?

Yes	
No	

18. IF YES SELECTED: Could you please describe or give a concrete example of a positive change you have noticed in others you have inspired (i.e. peers, colleagues, superiors, friends, family /community members, etc.)?.

--

REFERENCE TO Q.22. To what extent did YOUR PERSONAL commitment, level of confidence and ability to be an agent of behavioural change or role model improve after following a training of YABC peer educators? (Please rate through a scale from 1 (not at all) to 5 (very much). **To the question....you have rated...**

1 (not at all)	2 (a little)	3 (average)	4 (much)	5(very much)

19. Please give explanations (Why? Why not ? How have you noticed this?)

--

REFERENCE TO Q.23. FOR YABC TRAINERS ONLY. To what extent did PARTICIPANTS' commitment, level of confidence and ability to become an agent of behavioural change or role model improve

after following a training of YABC peer educators? (Please rate through a scale from 1 (not at all) to 5 (very much))). **To the question....you have rated...**

1 (not at all)	2 (a little)	3 (average)	4 (much)	5(very much)

20. Please give explanations (Why? Why not? How have you noticed this?)

--

PAGE 5. Volunteer attraction, retention and cohesion

REFERENCE TO Q.25 If you have facilitated YABC workshops, sessions or activities WITH PARTICIPANTS FROM OUTSIDE THE RCRC MOVEMENT, what percentage of this external audience has expressed interest in becoming a YABC peer educator and/or in volunteering with the RCRC Movement? **To the question....you have rated...**

0 to 25%	25 to 50 %	50 to 75 %	75 to 100%
----------	------------	------------	------------

21. Please give explanations (Why? How have you noticed this?) And how have you/ your NS followed-up on this (how effective is this in driving them in the NS, does the NS have the capacity to follow-up with this)? If not, why is there no follow-up happening?

--

REFERENCE TO Q.26 In your opinion, does the YABC initiative strengthen the cohesion among and collaboration between volunteers from different branches and/or areas of work in your National Society / organization?

Yes	
No	

22. IF YES SELECTED: Why? (Could you please give concrete examples of how the YABC initiative strengthened the cohesion among and collaboration between volunteers from different branches and/or areas of work in your National Society / organization? (How have you noticed this?)

--

PAGE 6. Enhancement of the qualitative dimension of RCRC (or your organization's work)

REFERENCE TO Q.27 In your opinion, does the YABC initiative improve the qualitative dimension of RCRC (or your organization's) work when it is integrated into other areas (e.g. service delivery / programming in health, disaster management, etc.)?

Yes	
No	

23. IF YES SELECTED: How have you noticed this? Could you please give concrete examples of how the YABC initiative improved the qualitative dimension of RCRC (or your organization's)

work when it is integrated into other areas (e.g. service delivery /programming in health, disaster management, etc.)?

--

PAGE 7. Follow-up activities after being trained as a YABC peer educator

REFERENCE TO Q.29. Did you engage in follow-up activities related to the YABC initiative after completing a training of peer educators?

Yes	
No	

24. IF NO SELECTED: If not, why? (e.g. the training of YABC peer educators was not sufficient, there is no interest internally, etc.). Did your National Society encourage you to engage in follow-up activities?

--

25. IF YES SELECTED: In general (for the follow-up activities you engaged in), did/do you use:

1. the YABC toolkit	
2. the YABC non-cognitive methodology/experiential learning approach	
3. Other (please specify)	

26. If you used the YABC toolkit, what are the sections of the toolkit you use the most:

Seven Fundamental Principles and underpinning humanitarian values	
Non-discrimination and respect for diversity	
Gender	
Intercultural dialogue	
Social inclusion	
Violence prevention, mitigation and response	
International humanitarian law	
Active listening	
Empathy	
Critical thinking, non-judgement and dropping bias	
Non-violent communication	
Collaborative negotiation and mediation	
Personal resilience	
Operating from inner peace	
Creative platforms for social mobilisation (please specify which one(s) you used and on which topic(s)) (dance, theatre, music, arts, sports)	

27. If you used specific exercises from the YABC toolkit, please specify which ones? Why these ones in particular?

--

28. Was it necessary to adapt the YABC toolkit materials to your specific cultural and/or religious context? (Please select)

Yes	
No	

29. If so, was this difficult? Why?

PAGE 9. YABC-related capacity-building and community outreach

REFERENCE TO Q 31. ONLY IF ENGAGED IN FOLLOW-UP ACTIVITIES SUCH AS COMMUNITY-BASED MICRO-PROJECTS ON YABC RELATED TOPICS

30. On which topic did you initiate a community-based micro-project on a YABC-related topic (e.g. domestic violence against children/women), please explain in details and specify how you initiated this project?

31. For which target group?

PAGE 9. YABC-related capacity-building and community outreach

REFERENCE TO Q.32 AND 39. ONLY IF IN SCHOOLS SELECTED

32. If you intervened in schools using the YABC toolkit, please specify: How many learners have you reached?

33. What is the age group of the people you have reached in schools? (Please select)

under 7	7 - 12	12 - 18	18 above

34. What has been the overall learners' feedback and impact (if measured)?

35. What has been the overall teachers' feedback and impact (if measured)?

36. What were the thematic issues / interpersonal skills you focused on? (Please select)

Seven Fundamental Principles and underpinning humanitarian values	
Non-discrimination and respect for diversity	
Gender	
Intercultural dialogue	

Social inclusion	
Violence prevention, mitigation and response	
International humanitarian law	
Active listening	
Empathy	
Critical thinking, non-judgement and dropping bias	
Non-violent communication	
Collaborative negotiation and mediation	
Personal resilience	

37. What initiated your collaboration with these schools? (Please select)

Memorandum of Understanding with the Ministry of Education	
Personal contacts with school authorities	
Coincidence	
Other, please specify:	

38. Were these workshops, sessions or activities using the YABC toolkit a stand-alone initiative or were they integrated into already existing collaboration with schools (e.g. on first aid, blood donation, etc.)? (Please select)

Stand-alone initiative	
Integration into existing collaboration (and could you please specify into which area(s), e.g. on first aid, blood donation, other area, etc.)	

PAGE 10. Integration of the YABC initiative into RCRC (or your organization's) work and service delivery

REFERENCE TO Q.42 ONLY IF INTEGRATION OF THE YABC INITIATIVE INTO RCRC (OR YOUR ORGANIZATION'S) WORK AND SERVICE DELIVERY

REFERENCE TO Q.43 In which area(s) of RCRC work did/do you use the YABC initiative?

IF SELECTED

INTO DISASTER MANAGEMENT (Please specify)	
Disaster preparedness	
Disaster risk reduction	
Disaster response	
Other, please define	
INTO HEALTH AND CARE (Please specify)	
First Aid	
HIV/AIDS	
Non-Communicable Diseases (NCDs)	
Hygiene, Watsan	
Emergency relief (e.g. civil unrest Côte d'Ivoire, Egypt, Tunisia/Libya)	
INTO SOCIAL SERVICES AND INCLUSION (Please specify)	
Migration	
Psycho-social support	
Elderly	
Disabled	
Vulnerable youth (sex workers, former child soldiers, drug users, ...)	

INTO YOUTH / VOLUNTEER DEVELOPMENT	
INTO HUMANITARIAN DIPLOMACY	
INTO CLIMATE CHANGE MITIGATION	
INTO ROAD SAFETY	
INTO SHELTER AND LIVELIHOODS	
INTO OTHER AREA (Please define)	

39. How did you integrate the YABC initiative into other areas of RCRC work and service delivery? Please explain. (you have done integration, how you did it, tell me more)

In capacity-building event (e.g. workshop, training, etc.).	In service delivery (e.g. distribution of something, pass message)	In other type of activities (Please define)

REFERENCE TO Q.48 Is the integration of the YABC initiative now systematic and ensured for the future?

Yes	
No	

40. IF YES SELECTED: If so, which factors were instrumental in securing this?

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41. IF NO SELECTED: If not, why has this not been achieved?

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Evaluation

Did you evaluate the follow-up activities that you engaged in related to the YABC initiative?

42. If not, why not

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43. If so, what was the audience/participants' feedback (e.g. in terms of format, methodology, content, etc.) for the follow-up activities you engaged in?

Presentations of the initiative	
Workshops, sessions or activities using the YABC toolkit	
Social mobilisation /awareness-raising campaigns through creative platforms (e.g. sports, music, dance, theatre, visual arts) on a YABC-related topics	
Community-based micro-projects on YABC-related topics (IF ANY, please specify which indicators were used or developed to measure this project)	
Integration of YABC in other RCRC work or service delivery	
Other (please specify)	

INTERNAL IFRC QUESTIONNAIRE FOR INTERVIEWS WITHIN THE RCRC MOVEMENT (HEADS, PROGRAMME MANAGERS, SECRETARY GENERALS, STAFF, VOLUNTEERS WHO HAVE BEEN INVOLVED WITH / HAVE AN UNDERSTANDING OF THE YABC INITIATIVE)

General Information

1. Name of the YABC peer educator or trainer conducting the interview:
2. Name and Family Name of the person being interviewed:
3. Exact position / title in the National Society/ IFRC:
4. Information on the National Society / IFRC: name, location, contact details:

Implementation of the YABC programme

5. Has the YABC programme been integrated within your wider National Society (for example at the strategic level, into a specific programme or in regular activities)?
6. If yes, how and why? If not, why not?
7. In your opinion, what are the major strengths (added-value) of the YABC programme when integrated into your National Society or specific programme?
8. In your opinion, does the YABC initiative improve the qualitative dimension of your National Society's work when it is integrated into other areas (e.g. service delivery / programming in health, disaster management, etc.)? Could you please give concrete examples/stories of how the YABC initiative improved the qualitative dimension of RCRC work when it is integrated into other areas?
9. What major challenges have you/your National Society encountered in implementing the YABC programme (financial, resistance, support, cultural)? And in your opinion, what are the gaps/ weaknesses of the YABC programme when integrated into your National Society or specific programme?
10. Have you noticed positive change in staff or volunteers who have followed YABC related activities? Did it help them apply the RCRC seven Fundamental Principles in the daily exercise of their RCRC duties as staff/volunteers? Please specify and give concrete examples/stories of how it impacted them either individually or collectively.
11. In your opinion, how useful is the YABC programme for National Societies / programmes like yours? Why? If you think it has a future in your National Society / programme how do you see it?

12. In your opinion, what is required to make the YABC programme entirely sustainable (as an ongoing/running programme) in your organization.

IFRC QUESTIONNAIRE FOR INTERVIEWS WITHIN SCHOOLS (TEACHERS, NURSES, SOCIAL WORKERS, HEADMASTERS WHO HAVE BEEN INVOLVED WITH / HAVE AN UNDERSTANDING OF THE YABC INITIATIVE)

General Information

1. Name of the YABC peer educator or trainer conducting the interview:
2. Name and family name of the person being interviewed:
3. Exact position / title in school:
4. Information on the school: name, location, for which age group, contact details:

Implementation of the YABC programme in schools

5. How do you feel about the YABC programme?
6. In your opinion, what are the major strengths (added-value) of the YABC programme when implemented in your school? Why does it work / what makes it successful?
7. In your opinion, what are the gaps/ weaknesses of the YABC programme when implemented in your school?
8. Have you noticed positive change in students who have followed YABC related activities? For example, did it enhance their open-mindedness or respect for diversity? Did it increase respect and tolerance among students? Did the YABC programme improve the relationship between students and teachers? Please specify and give concrete examples/stories of how it impacted the students whether individually or collectively.
9. In your opinion, how useful is the YABC programme for schools like yours? Why? If you think it has a future in your school how do you see it?
10. In your opinion, what is required to make the YABC programme entirely sustainable (such as an ongoing/running programme) in your school?

APPENDIX 12: ACADEMIC REFERENCES

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