



# Make Change Yourselfes: Turning Challenges to Your Advantage!

*Learning Programme  
for Youth Workers  
and Young People*



## 1. The Curriculum



**MAKE CHANGE YOURSELVES:  
TURNING CHALLENGES TO YOUR ADVANTAGE!**

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# 1. Introduction to the Learning Programme

## a) The Context of the Programme

The rapid changes that have been profoundly transforming the patterns of the lives of people and societies, have heavily affected the wellbeing of marginalised young people. Over the years the feelings of personal powerlessness, anxiety, fears of the precarious future in the face of ongoing social turbulence within these people have been increasing. Young people are particularly vulnerable to such feelings, sharply experiencing growing exclusive barriers on their way to adulthood. They often respond to it with apathy, depression, withdrawal from social life or with growing aggression and violent attitudes. At the same time, very often young activists are found on the forefront of social movements and significant social changes. It creates a challenge for social and youth workers to re-think how their approaches and methods of work shape relationships with marginalised young people. Do they mirror the exclusive and alienating patterns of a mainstream society towards those people who found themselves on margins of society? On the other hand, a youth work and community development approach may contribute to the critical reflection of the young people on their context and empower them to seek and pursue ways to transform social oppressive processes for themselves and in a wider context. This Learning Programme aims to open an opportunity for those, working with marginalised young people to explore the ways of learning together and develop meaningful practice towards social change in their own context.

## b) The Core Concept of the Programme

**The long-term aim** of the programme is to support learning & practice which enables the 'Youth on the Margins' to participate in responding to the phenomenon of being "marginalised", in a way which both corresponds to their needs and is contextually grounded.

The participants in the learning programme will work with a local group of marginalised young people on their own change process. Therefore, the programme aims to support and enhance a double learning process between a professional and the group of marginalised young people. 'Make Change Yourselves' is the leitmotif for this double learning processes leading to change in the practice of professionals and long-term voluntary workers and of the young people they work with. At the same time the realisation of this programme aims to produce a wider change in the social and/or work life environment of each context from which the participants come. The context where the hopes and ideas of the young people and their developing skills and competence in their local context will be decisive in supporting the creation of relevant actions and appropriate structures. The transformation processes will have two intersecting dimensions, personal and contextual.

## c) The specific Learning Aims of the Programme

The programme will aim to:

- » Build the knowledge, skills and competences which support personal and professional/vocational development of the participants. Focus is put on the competences, as they demonstrate an ability to combine knowledge and skills in the working context.
- » Develop the ability of marginalised young people to participate in working for change in their lives and in their local context.
- » Support relevant changes in the organisations from which participants come.
- » Support changes in policies and practices of other organisations and in public policy and practice where appropriate.

#### d) Learning Activities

##### The basic Approach in The Programme:

- » The programme is based on 'learn as you live and work'. It is a unique possibility for Lecturers and Support persons to combine knowledge and practice and bring their 'first-hand' experience into the learning sessions.
- » Practitioners and others invited to be resource people in the programme can share, analyse, and reflect on their own experience and expertise.
- » Teaching as a support vs teaching as control: horizontal relations between the Lecturers and Support Persons and the participants will be built up, instead of 'vertical' power-relations (although of course the professional team are responsible for feedback and assessment as well as for ensuring participation in the process!). Each participant can ask for support and find understanding instead of expecting controlling, negative, or reproachful attitudes.
- » Learning is integrated through personal reflection, interdisciplinary learning and the use of methods directed to profound personal work and the problem solving of issues.

##### Participation in the Programme

The Programme is relevant for:

1. Youth, community and social workers and pedagogical workers who are working with marginalised young people in faith-based organisations, youth & community centres and from NGOs, and local faith communities.
2. Volunteers and interns working with marginalised young people who want to gain new knowledge and competences, enhance their knowledge and competences and/or continue studying youth and social work.

They must be able to participate in the Contact Teaching Workshops (each one week long) and to have the time for the specific activities in the practice period in addition to their regular work time. The practice time is counted as their normal work and for the purpose of the programme the extra time is for the analysis and reflection and for the online learning activities. This amounts to about 25 - 30 hours per month.

3. Marginalised young people who face the challenges of exclusion from, for example, education, employment, or income and face the challenge to make a change in their life and in their context.

The programme participants are responsible for organising and building up work for change with a group of marginalised young people in their workplace through the whole learning process in the programme.

## 2. Leadership Responsibilities and Programme Tools

### a) Programme Team Responsibilities

**Note:** Here the different roles are elaborated, and it may be that the roles can be taken by one person, for example 'Programme Director' and 'Workshop and Project Coordinator' or Programme Leader and Learning Supervisor.

The '**Programme Director**' takes responsibility for the implementation of the Operational Plan, the process and responsibility for the Learning Programme and its evaluation.

The '**Workshop & Project Coordinator**' ensures the organisational, logistic and functional matters related to the programme delivery, including Co-Learning Exchange.

The '**Programme Leader**' steers and coaches the learning and educational processes, working together with Learning Supervisor and with both the Support Persons and the participants.

The '**Learning Supervisor**' supports personal learning and provides coaching with the aim of integrating theory and practice throughout the practice periods.

'**Support Persons**' are drawn from participating organisations or more widely. They may act as local support persons for the participants and may lead and facilitate the learning sessions in accordance with the Operational Plan. They meet together as a group, online or face to face with the other members of the Team.

### b) Programme Source Documents

**Curriculum** – the outline of the knowledge, skills and competences which the programme incorporates plus a general description of the programme and resources.

**Operational Plan** – A detailed guide which goes through the programme step by step.

It can easily be adapted to a specific programme and be an important resource for Programme Leaders and Participants.

**Handbook for Programme Leaders and Resource Persons** – a detailed manual for leaders of the programme which also describes the role of different resource people in the programme.

**Handbook for Programme Participants** – a guide for those who work with marginalised young people and who will be participants in the programme.

### c) Online Tools

Specific **online tools** are recommended to be used to facilitate learning and reflection:

**on-line Libraries and other Learning Resources** – all relevant learning resources should be identified and made available for the free use of the participants on one or various internet platforms.

**Learning Platform (e.g., Canvas)** – this learning platform may be used for storing the course tasks, provide orientation of the Programme schedule, signpost upcoming deadlines of the tasks, track personal learning progress, as well as facilitating safe communication with and among participants.

**d) Tools for Reflection**

- **Workshop Participant Diary** - this is a tool for the Contact Teaching Workshops which supports focussed daily reflection on learning and the evaluation of the event. This may be provided online or as a physical diary and is confidential to the course participant, the Learning Supervisor and the Programme Leader. Using the Workshop Diary must be an essential part of the programme.
- **Learning Journal** - using the Learning Journal is an essential part of the programme and is required for course completion. It is a regular and systematic method of collecting reflection concerning practice and the linking of theory and practice. An online journaling tool which is confidential to the course participant, available for commenting by the Learning Supervisor and the Programme Leader must be chosen. The Learning Journal should be regularly completed by the participant in between the contact teaching workshops and the Learning Supervisor should give feedback.

### 3. Organisational Structure of the Programme

#### a) Framework

The programme lasts for one year plus a little more than two months for finalisation of the Programme requirements. The general learning process is organised as a series of 4 learning workshops combined with periods of practice, which should be carried out by the participants in their workplaces. The Co-Learning Exchange is organised during the practice periods, but this should be viewed as an extra aspect of the learning process and complements the main programme activities. The Operational Plan provides a detailed description of the framework and timeline of the programme, related events and of the resources needed for participation in the programme.

In-between the Contact Teaching Workshops three periods are planned for **Workplace Practice and Tasks**. Participants are expected to utilise and reflect on the learning from the Contact Teaching Workshops in their everyday practice in their workplace. They should be engaged with a group of marginalised young people during whole programme. Their main Programme task is to work with them on developing a small-scale participatory project which would be rooted in the context of the marginalised young people and aimed to empower them to take action towards relevant changes in their lives and in their context. During their joint work, participating youth and social workers should continuously reflect on and evaluate their working methods with marginalised young people. They should embrace the perspective of the present-day challenges in the field, related to the experience and 'voice' of the young people themselves. Therefore, in the Programme professionals and young people will be 'co-learners'.

#### b) Workload

The calculation of the workload includes time allowed for the Contact Teaching Workshops including completing the event diary, the preparation of any tasks, participation in supervision, group work, or peer learning during the practice learning period.

#### The workload has been calculated as follows:

Preparatory Work	12 hours
Contact Teaching Workshops	40 hours per workshop (160 hours)
Co-Learning Exchange	100 hours
Practice Periods	Maximum 10 hours per week programme reflection etc. (recognised holidays are not included)
Finalisation Period	2 hours

Total workload: 625 hours

In this programme participants are normally engaged in their own workplace, during the practice learning periods and the working time is not counted but the time for analysis and reflection on practice, or for other extra programme tasks is included, plus time for the learning journal completion.



### c) Knowledge Skills and Competence for Participants and Marginalised Young People

NOTE: One of the important features of the programme is that both Participants and young people gain competences as described below. We have broken the topics into various so-called Study Units.

#### Study Unit 1 integrating Studies (200 hours)

##### (i) Basic competence

###### Participants will be able to:

- o articulate their 'service model' by reflecting on their biography and socialisation and,
- o use a participatory approach in working with young people.

###### Young people will be able to:

- o build up an understanding of their motivation and expectation through a process of reflection on biography.

**Content:** biography, exposure, ecological approach, personal service model, participatory approach.

###### Detailed Content:

- o The impact of biography in professional work in the diversifying context.
- o The exposure process and the 'going out' approach as the basis of participatory work and participatory social and community analysis.
- o The ecological approach and life course when working with diverse people and groups in the margins.
- o The role of personal, professional and institutional service models in professional work with young people.
- o The participatory approach in work with young people - empowerment, respect, and reciprocal learning.
- o The process of double learning as underlying principle of work for change.

###### Knowledge and Skills:

###### The participant should know about:

- o the importance of biography and socialisation in the life course and in forming personal identity,
- o the ecological approach and its application for gaining an understanding of a person in their everyday environment,
- o the importance of knowledge received through exposure as a working orientation,
- o the impact of biography on observation, reflection, behaviour and on the experiencing of reality and,
- o the importance of social inclusion and the participatory approach in empowering young people to take responsibility for their own life - "make change yourselves".

**The participant should be able to:**

- o practice the ecological perspective in understanding their work with marginalised young people and volunteers,
- o practice a variety of observational and analytical skills in social environments,
- o practice exposure and the 'going out' method,
- o bring together their own biography, socialisation, religious beliefs, and education in order to understand their own personal service model and the service model of the organisation they are working in,
- o reflect on the 'encounter' with the young people in their context and how it impacts their personal service mode and,
- o empower young people by respecting their dignity, appreciating their intrinsic value.

**Young people will be able to work in a group to:**

- o reflect on their life histories and the histories of their families and the context in which they are living and understand its influence on their current life and the future and,
- o take responsibility, together with other young people, for personal development with the support of the staff members, peers, volunteers, and the activities offered by the organisation they are involved in.

**Competences:**

- o the participants should be able to understand and apply the ecological approach to their own socialisation and as a tool to understand their working context and community,
- o the participants should be able to understand the existence of their personal and professional service model, and develop the ability to consciously adapt it to the circumstances, based on a broader understanding of the needs and opportunities of the young people,
- o the participants should be able to implement a service model for the motivation and empowerment of young people towards making change,
- o the participants should be able to support their colleagues and volunteers to motivate and empower young people towards making change,
- o the participants should be able to support the young people in developing their hidden competences through an understanding of identity and diversity, by being non-judgemental, showing respect and accepting individuality and,
- o the participants should develop the ability to show tact and sensitivity in relation to difference and to show leadership and through curiosity and creativity develop resilience and the ability to solve problems.

***(ii) Reflective competence*****Participants will be able to:**

- o apply the ideas of critical reflection in their practice and,
- o work with young people to reflect on their activities.

**Young people will be able to:**

- o reflect on their personal practice and development.

**Content:** theology, spirituality, reflection on practice.

**Detailed Content:**

- o The role of religion and spirituality in personal life and professional work.
- o Reflective thinking as a tool for personal and professional development.
- o Critical reflection on practice in context as a resource for personal and professional development and innovative action.
- o Use of the Bible and Christian traditions in personal spiritual reflection and with young people where appropriate.

**Knowledge and Skills:**

**The participant should know about:**

- o the articulation of personal theology and reflection on their personal belief as a starting point for convivial life together in diversity,
- o the contextual use of the Bible and diverse spiritual traditions in building a convivial community and,
- o inherent subjectivity and the necessity of critical reflection as a tool for understanding biases, and the scope and limits of personal perspectives and theologies.

**The participant should be able to:**

- o practice in a multicultural and multifaith environment as well as to encounter and respect people with a different basis for their values,
- o reflect on their personal theology and professional learning and the development of their professional identity in a critical and innovative way,
- o use a learning journal to record their 'personal', inner thoughts, feelings, physical and bodily sensations, events, memories, dreams, reflections on scripture or other readings and prayers,
- o use critical reflection as a method for improving their practice,
- o use critical reflection with young people to aid and support them in reflecting on their activities and,
- o use the Bible and Christian traditions as resource for working with young people on and with the young people themselves.

**Young people will be able to:**

- o reflect on their personal practice and development and their underlying beliefs and,
- o explore their personal practice and beliefs and use their faith or worldview as an empowering resource.

**Competences:**

- o the participant should be able to apply reflective practice and critical thinking in developing their awareness and articulation of their own service model and theology,
- o the participant should be able to evaluate the influence of the context on their personal and professional working processes and practice and,
- o the participant should be able to use the Bible and Christian traditions in their personal reflection and their work with young people.

## Required Reading

Make Change Yourself! Handbook for empowering young people in everyday life. 2011. Cesky Těšín, interdiac, 7 – 17.

<https://www.online-space.eu/search?search=make+change>

Prosvirina, O. and Addy, T. 2020. Interdiac pedagogy – an introduction and guide. Cesky Těšín, interdiac. (ISBN 978-80-906922-3-7) Selected chapters on learning content and process.

<https://www.online-space.eu/pedagogy-for-learning-programmes>

Addy T. Cable, Community Development & Community Diaconia In Jouko Porkka; Pentikäinen, Marja (eds): Community of the Future. 2013. Diakonia-ammattikorkeakoulu, 129-141. [https://www.theseus.fi/bitstream/handle/10024/60577/B\\_57\\_ISBN\\_9789524931908.pdf?sequence=1&isAllowed=y](https://www.theseus.fi/bitstream/handle/10024/60577/B_57_ISBN_9789524931908.pdf?sequence=1&isAllowed=y)

Voices of the young people in the “M”. A Study of Youth Diaconia in six interdiac member organisations in Central and Eastern Europe and Central Asia. <https://www.online-space.eu/marginalisation-of-young-people>

Motivational Interview. Video Introduction. <https://motivationalinterviewing.org/understanding-motivational-interviewing>

Attachment Theory. Video Introduction.

<https://www.youtube.com/watch?v=WjOowWxOXCg>

<https://www.youtube.com/watch?v=HdEPDW5Vcpg>

Introduction to Community Development. Video-lecture by Jouko Porkka

<https://youtu.be/1LjbyfBZw90>

Vogel, Eva-Sybille. 2022. Walking and Dancing Together. An invitation to Lived Spirituality. Published by interdiac. Selected Chapters <https://www.online-space.eu/spiritual-and-theological-reflection-on-practice-for-practitioners>

## Recommended Reading

Wood, J., Westwood, S., & Thompson, G. 2014. Youth Work: Preparation for Practice. Routledge. 1<sup>st</sup> edition. Ch.4 (ISBN 978-0-415-61985-1)

Noordegraaf, Herman. 2020. Created in the image of God – Diaconia as act of recognition of human dignity. interdiac, Talking Points. 1/2020. <https://www.interdiac.eu/talking-points>

Empower you(th) [Online toolkit]. <https://www.eurodiaconia.org/resources/empower-youth/>

Porkka, Jouko. The Young Confirmed Volunteers of the Evangelical Lutheran Church of Finland: Motivation, religiosity, and Community, 23-27, Ch. Motivation and Expectation <https://youth-development-index.thecommonwealth.org/assets/pdf/global-youth-development-report-2020.pdf>

## Web Sites

[www.barefootguide.org](http://www.barefootguide.org)

[www.online-space.eu](http://www.online-space.eu)

[www.unicef.org](http://www.unicef.org)

## Study Unit 2 Youth Diaconal Work and the Social Context (100 hours)

### Analytic Competence

#### Participants will be able to:

- o develop a comprehensive analysis of their context as it affects young people and document strategies for empowerment and transformation.

#### Young people will be able to:

- o produce an analysis of their situation and document their efforts towards change (double process).

**Content:** skills of social analysis, collaborative research in practice.

#### Detailed Content:

- o Analysis of marginalisation and exclusion of young people.
- o Analysis of marginalisation and exclusion in the local context as it affects young people.
- o Theory and practice of collaborative research and working with young people to analyse their own context.
- o Developing and documenting a strategy for empowerment and transformation with young people.

#### Knowledge and Skills:

##### The participant should know about:

- o the theories of marginalisation as they affect young people in the local and wider context,
- o the understanding and use of the theory of change with a group of young people,
- o the understanding of social analysis as a tool for questioning the lived environment and developing strategies towards change and,
- o the theories and methods of participatory research with a group of young people.

##### The participant should be able to:

- o through the analysis of the social context recognise the structures, which prevent young people inclusion, including organisational and cultural barriers, the impact of mental models, hidden rules and formal and informal power,
- o identify the driving forces which prevent change and the resources which would enable and support change,
- o plan and implement collaborative research together with a group of young people,
- o implement appropriate and diverse methods to carry out social analysis of the lived environment with the young people and,
- o develop a strategy for empowerment and transformation with the young people and document it.

##### Young people will be able to:

- o work in a group to carry out an analysis of their context and develop and document an action plan for empowerment and transformation.

**Competences:**

- o the participant should be able to recognise social exclusion and marginalisation in their context and analyse its causes and impact, including on participation in society,
- o the participant should be able to develop a participatory analysis of the local context with a group of young people and,
- o the participant should be able to develop work with the group of young people, develop and design and document an action plan for empowerment and transformation.

**Required Reading**

Beck, D., & Purcell, R. 2020. Community Development for Social Change. Routledge, 1-42.

Community Strategic Planning. A method to involve young people in decision making processes. in Make Change Yourselves! Handbook for empowering young people in everyday life. 2011. Cesky Těšín, interdiac, 7-17.

[https://www.online-space.eu/file\\_download/443](https://www.online-space.eu/file_download/443)

Empowerment – making it happen. A handbook on user involvement in social service design and delivery. <https://www.sempre-project.eu/results>

Purcell, R., & Beck, D. 2012. Popular Education Practice for Youth and Community Development Work (Empowering Youth and Community Work Practice). Learning Matters. 65–75.

**Recommended Reading**

Global Youth Development Index and Report 2020. 2021. Commonwealth secretariat. London. Available at <https://thecommonwealth.org/news/new-global-youth-development-index-shows-improvement-state-young-people>

Unt, M., Gebel, M., Bertolini, S., Deliyanni-Kouimtzi, V., & Hofäcker, D. 2021. Social Exclusion of Youth in Europe: The Multifaceted Consequences of Labour Market Insecurity. Policy Press.

**Study Unit 3 Youth Diaconal Work and Participatory Practice for Change (125 hours)****Change-making competence****Participants will be able to:**

- o develop and implement strategies for change with young people.

**Young people will be able to:**

- o plan and work for change.

**Content:** youth development, professional ethics, youth diaconia, participatory practice, professional profile.h

**Detailed Content:**

- o The ecological model of youth development and the needs of marginalised young people.
- o The social and economic factors that prevent positive youth development.
- o The role of youth diaconia in the process of supporting the positive development of marginalised young people and their engagement in work for change.
- o The approaches and methods to support marginalised young people in transition from childhood to adulthood.
- o The approaches and methods of participatory youth work with groups of marginalised young people, enabling them to work for change.
- o Enabling and facilitating methods of working with marginalised young people including non-violent communication and skills of active listening.
- o Professional ethics in diaconal youth work and the creation of safe working practices and safe places.

**Knowledge and Skills:**

**The participant should know about:**

- o the needs and developmental characteristics of young people from an ecological point of view,
- o the social and economic factors that influence positive youth development,
- o the approaches and methods of participatory youth work with groups of marginalised young people, which enable them to work for change,
- o methods of working with marginalised young people including non-violent communication and skills of active listening,
- o The basic ethical guidelines for professional work with marginalised young people and to create a safe space for young people and,
- o youth diaconia as a value-based approach to supporting the positive development of marginalised young people and their engagement in work for change.

**The participants should be able to:**

- o practice an ecological perspective on the life and development of marginalised young people, taking into account the factors that threaten their positive development,
- o communicate with young people in a non-violent, non-manipulative way and create a safeguarding framework,
- o take a personal approach to working with marginalised young people in their context and to create environments for positive youth development,
- o to work with a group of marginalised young people in order to support their work for change and,
- o apply and promote ethical guidelines and create a safe space in their working contexts.

**Young people will be able to:**

- o recognise their dignity and learn through experience of just and equal relations that they can participate with a group in personal development and work for change.

### Required Reading

Motivation and Participation. Working with Groups. In Make Change Yourself! Handbook for empowering young people in everyday life. 2011. Cesky Těšín, interdiac. 21-27.  
[https://www.online-space.eu/file\\_download/443](https://www.online-space.eu/file_download/443)

Ethical orientation on social work and work with young people. Guidelines for Practice and Training. 2013. Cesky Těšín. interdiac.  
[https://www.online-space.eu/file\\_download/161](https://www.online-space.eu/file_download/161)

### Recommended Reading

Unt, M., Gebel, M., Bertolini, S., Deliyanni-Kouimtzi, V. & Hofäcker, D. 2021. Social Exclusion of Youth in Europe: The Multifaceted Consequences of Labour Market Insecurity. Policy Press.

Inclusion in International Higher Education: European Perspectives & Insights. 2021. ACA THINK PIECES Available at <https://aca-secretariat.be/publications/list-publication/?yearPub=2021>

Fitzsimons, A., Hope, M., Russell, K., & Cooper, C. 2011. Empowerment and Participation in Youth Work (Empowering Youth and Community Work Practice). Learning Matters.

Soni, S. 2011. Working with Diversity in Youth and Community Work (Empowering Youth and Community Work Practice). Learning Matters.

### Web Sites

[www.barefootguide.org](http://www.barefootguide.org)

<http://www.youthworkessentials.org/up-running/what-is-youth-work.aspx>

<https://www.coe.int/en/web/youth/youth-work>

## Study Unit 4 Youth Diaconal and Community Work – Development & Organisation (100 hours)

### Organisational competence (Community Initiatives & Social Enterprises)

#### Participants will be able to:

- o create appropriate forms of social, economic, or cultural organisation, with young people.

#### Young people will be able to:

- o develop their own organised activity to improve social, economic and/or cultural life.

**Content:** community development, planning, implementation and evaluation.

#### Detailed Content:

- o Approaches to participatory community development with marginalised young people, including participatory planning and implementation and evaluation.
- o Working with marginalised young people to create an organised response in order to improve their social, economic and/or cultural life.



**Knowledge and Skills:**

**The participant should know about:**

- o approaches to community development and participatory strategies for the inclusion of marginalised young people,
- o community development as an approach to diaconal youth work with marginalised young people,
- o approaches to self-organising and the creation of organised responses to the social, economic and/or cultural issues or needs as identified by a group of marginalised young people and,
- o approaches to the planning management and evaluation of projects developed by a group of marginalised young people.

**The participant should be able to:**

- o use community development and participatory strategies for the inclusion of marginalised young people,
- o create appropriate forms of social, economic, or cultural organisation, with a group of marginalised young people,
- o enable a group of marginalised young people to monitor and evaluate the development and implementation of their chosen initiative and,
- o integrate community development and participatory strategies into diaconal youth work with marginalised young people.

**Young people will be able to:**

- o develop their own organised activity to improve social, economic and/or cultural life.

**Competences:**

**The participant should be able to:**

- o practice participatory and community development work as appropriate for working with marginalised young people,
- o create organised responses to the marginalisation of young people with marginalised young people and,
- o implement the basic principles of a diaconal approach with marginalised young people using a participatory community development approach.

## Required Reading

Asset-Based Community Development. How to get started. 2019. Western Norway University of Applied Sciences.

<https://www.abundantcommunity.com/asset-based-community-development-how-to-get-started/>

Beck, D., & Purcell, R. 2020. Community Development for Social Change. Routledge, 121-161.

Stats & Stories in community settings: a guide to blending different types of evidence in evaluation reports. Evaluation Support Scotland. Scottish Charity SC036529. [www.evaluationsupportscotland.org.uk](http://www.evaluationsupportscotland.org.uk)

Sapin, K. 2009. Essential Skills for Youth Work Practice. Sage, 139-153.

## Recommended Reading

Popple, K. 2010. What Is Community Work? Learning Matters.

Resource Pack on Systematization of Experiences. ActionAid. London, 33-39 Bowling Green Lane, London, EC1R 0BJ. United Kingdom.

Taylor Marilyn, Purdue Derrick, Wilson Mandy and Wilde Pete. 2005. Evaluating community projects. A practical guide. Joseph Rountree Foundation. The Homestead, 40 Water End, York YO30 6WP.

## Web Site

[www.barefootguide.org](http://www.barefootguide.org)

## Study Unit 5 Co-Learning Exchange (100 hours)

### *Evaluative competence*

### **Knowledge and Skills**

#### **The participant should know about:**

- o analysis of the working context of a co-learner,
- o analysis of an organisation according to its working culture in relation to the organisational service model and the working methods of diaconal practice,
- o analysis of the work of a co-learner in a different context in relation to personal and professional service model and diaconal work,
- o reflection on the practice in a different context and receiving and acting on the personal learning and on the feedback from a co-learner,
- o reflection on a different organisation in context and acting on the learning,
- o receiving and acting on the feedback from a co-learning and,
- o 'learning by difference' as an approach to practice and development.

**The participant should be able to:**

- o analyse a working context different to one's own and give feedback concerning similarities and differences to the analysis of the organisation,
- o analyse a diaconal or similar organisation paying attention to the service culture, service model and approaches & working methods and give reflected feedback,
- o analyse the work of a practitioner in a different context and give reflective feedback,
- o use the analysis of the service model of a practitioner in a different context to critique their own practice and including the feedback from a co-learner in the analysis and critique and,
- o use the analysis of a different organisation in its context and the feedback from a co-learner and recognise and act on the implications of it for their own organisation.

**Competence**

- o The participants should be able to use a complex approach to the analysis of context, organisation and practice in relation to goals and methods of local diaconal work in order to give and receive reflected feedback and to use the learning in their own practice and organisation.

## 4. Process of the Programme

### Make Change Yourself: Learning Process Outline

#### Study Units:

**SU1 Integrating Studies 200 Hours** - Basic and Reflective Competence

**SU2 Youth Diaconal Work and the Social Context 100 Hours** - Analytic Competence

**SU3 Youth Diaconal Work and Participatory Practice for Change 125 Hours** - Change-Making Competence

**SU4 Youth Diaconal and Community Work – Development & Organisation 100 Hours** - Organisational competence (Community Initiatives & Social Enterprises)

**SU5 Co-learning Exchange 100 Hours** - Cross cutting



Preparation	CT1	CT2	CT3	CT4
<b>SU1</b>	<b>Main Topics:</b> SU1, SU2 <b>Introduction to</b> SU3, SU4	<b>SU1, SU2, SU3, SU4</b> <b>Main Topic:</b> SU3	<b>SU1, SU2, SU3, SU4</b> <b>Main Topic:</b> SU4	<b>Debrief SU5</b> <b>Synthesis,</b> <b>Evaluation,</b> <b>All Study Units</b> <b>Finalisation</b> <b>Portfolio</b>
<b>In-between periods</b>	1. Analysis & building the Group <b>SU1, SU2, SU4</b>	2. Development with the Group <b>SU1, SU3, SU4</b>	3. Action with the Group <b>SU1, SU3, SU4</b>	4. Finalisation <b>SU1, SU4</b>
<b>Peer-learning process</b>		<b>SU5 (prep)</b>	<b>SU5 (phase1)</b>	<b>SU5 (phase2)</b>

#### Notes:

- Holidays for Easter and Christmas will depend on the calendar and church practice.
- The tasks will be adjusted to fit the practice period and the exact time period adjusted for holidays; however, the average workload will be less than 10 hours per working week.
- The overall total number of hours is 625.

## 5. Programme Timeline

### Preparation

- SU1** Preparatory written task on biography according to the instructions given during the online day
- SU1** Each participant will start using the Learning Journal according to the instructions given during the online day
- SU1** Preparatory reading. interdiac pedagogy
- SU1** Each participant should write an essay: I as a learner where they should reflect their learning experiences in dialogue with interdiac pedagogy
- SU1** Online orientation to the studies in the Programme

### Contact Teaching Workshop 1

MAIN THEME 1. Person, Identity and Learning, Group building

- SU1** Process of learning, learning styles
- SU1** Reflective writing; learning from and acting on reflection
- SU1** Debriefing biographical work – how relationships and the environment/place shape identity and response to conflict
- SU1** Personal identity as rooted and reflected in biography
- SU1** Preparation for the practice period (process and tasks)
- SU1** Use of Workshop Diary

MAIN THEME 2. Personal and institutional service model. Theology, Spirituality, Reflection on Practice

- SU1** Introduction to Participatory spirituality
- SU1** Use of the Bible and Christian traditions in personal spiritual reflection and with young people
- SU1** Introduction to critical reflection
- SU1** Introduction to the Exposure process
- SU1** Personal, professional and institutional service models in professional work with young people
- SU1** The ecological approach and life course when working with diverse people and groups in the margins
- SU1** Participatory approach in work with young people - empowerment, respect, and reciprocal learning
- SU3** Participatory Methods of Work with Young People – ethical dimension
- SU2** Critical reflection on practice in context as a resource for personal and professional development and innovative action

## Practice Period 1

**SU1** Group Building and Development with marginalized young people

**SU1** Work on Biography with a group of marginalized young people

**SU1** Task. Reflective Essay. What did I learn from work with the marginalized young people

**SU2** Reading on Preparation for the Context Analysis with the marginalised young people

**SU2** Task. Context Analysis together with the marginalised young people

**SU3** Reading on Ethics in Youth Work

**SU4** Introduction to Community Development. Strength-based Approach

**SU5** Co-learning Exchange introduction

## Contact Teaching Workshop 2

MAIN THEME 1: Practice Learning

**SU1** Debriefing Practice Period - Personal and professional development

**SU2** Debriefing Practice Period - Practice in relation to context analysis

**SU3** Generic preparation for Practice Period 2

**SU4** Specific preparation for Practice Period 2

**SU1** Workshop Diary

**SU5** Co-Learning Exchange

MAIN THEME 2: Strategy for empowerment and transformation

**SU2** Theory and practice of collaborative research and working with young people to analyse their own context

**SU2** Developing and documenting a strategy for empowerment and transformation with young people

**SU3** Ethics in Youth Work

**SU3** Motivation of Young people

**SU3** Participatory Methods of work with groups of marginalised young people

**SU4** Project Planning

## Practice Period 2

**SU1** Participatory Approach in practice of work with marginalised young people

**SU1** Critical reflection on practice in context as a resource for personal and professional development and innovative action

**SU2** Reading on marginalisation and exclusion

**SU2** Analysis of marginalisation and exclusion of young people

**SU2** Analysis of marginalisation and exclusion in the local context as it affects young people

**SU2** Developing and documenting a strategy for empowerment and transformation with young people

**SU3** Youth Diaconia as supporter of action for social change

**SU3** Skills of Active Listening

**SU4** Community development as an approach to diaconal youth work with marginalised young people

**SU4** Plan and start implementing project with marginalised young people

**SU5** Co-learning Exchange 1

### Contact Teaching Workshop 3

MAIN THEME 1: Practice Learning

**SU1** Debriefing Practice Period - Integrating Studies, Reflection on Personal Practice and Development

**SU2** Debriefing Practice Period - Practice on Youth Diaconal Work and the Social Context

**SU3** Youth Diaconal Work and Participatory Practice for Change

**SU4** Specific preparation for Practice Period 3

**SU1** Workshop Diary

MAIN THEME 2: Youth Diaconal and Community Work – Development & Organisation

**SU4** Social, economic and/or cultural life experience for marginalised young people

**SU4** Integrated community development and participatory strategies into diaconal youth work with marginalised young people

**SU4** Group of marginalised young people know how to monitor and evaluate the development and implementation of their chosen initiative

### Practice Period 3

**SU1** Personal and professional development through involvement with marginalised young people

**SU2** Developing and documenting a strategy for empowerment and transformation with young people

**SU4** Community development as an approach to working with marginalised young people to create an organised response in order to improve their social, economic and/or cultural life

**SU4** Implementation of the project with a group of marginalised young people. Action with the group

**SU5** Co-learning Exchange 2

### Contact Teaching Workshop 4

MAIN THEME 1: Personal and Professional Learning in the Programme

**SU1** Debriefing Practice Period - Integrating Studies, Reflection on Personal Practice and Development

**SU1** Reflection on how the Programme changed personal and professional service model

**SU1** Integrating studies in the Programme. Complex evaluation of the learning

**SU1** Workshop Diary

**SU5** Co-learning Exchange

MAIN THEME 2: Youth Diaconal and Community Work – Development & Evaluation

**SU4** Finalisation of the project with marginalised young people

**SU4** Evaluation of the project stages and engagement of the young people

### Finalisation

**SU1 SU2 SU3 SU4 SU5**

Each participant will produce a final task as a portfolio. A portfolio essentially requires collecting and organising the working material and methods that were explored and applied in work with marginalised young people and found inspirational and practical. Therefore, this task will result from the work during the Programme including the final workshop and reflection on practice with the marginalised young people in the follow up period.

## 6. Assessment Criteria

Any tasks completed as part of this Programme should be assessed accepted/not accepted. It should be possible for participants to resubmit any written tasks if they are not accepted.



## 7. Finalisation of the Programme

In order to finalise the Programme, the participant must fulfil the requirements in terms of attendance and completion of accompanying tasks by the specified end date of the Programme. The participant will receive a Certificate of Attendance from the Organiser. The Participant is also invited to create the Youthpass Certificate.



interdiac contact details:

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The rapid changes that have been profoundly transforming the patterns of the lives of people and societies, have heavily affected the wellbeing of marginalised young people. Over the years the feelings of personal powerlessness, anxiety, fears of the precarious future in the face of ongoing social turbulence within these people have been increasing. Young people are particularly vulnerable to such feelings, sharply experiencing growing exclusive barriers on their way to adulthood. They often respond to it with apathy, depression, withdrawal from social life or with growing aggression and violent attitudes. At the same time, very often young activists are found on the forefront of social movements and significant social changes.

The challenge for social, youth and diaconal workers is to re-think how their approaches and methods of work shape relationships with marginalised young people. Do they mirror the exclusive and alienating patterns of a mainstream society towards those people who find themselves on margins of society? On the other hand, a positive youth work and community development approach may contribute to the critical reflection by the young people on their context and empower them to seek and pursue ways to transform social oppressive processes for themselves and in a wider context.

The Curriculum of this Learning Programme aims to open an opportunity for those, working with marginalised young people, to explore the ways of learning together with young people and develop meaningful practice towards social change in their own context.

This is the first booklet in a series which introduces the whole programme:

1. The Curriculum
2. The Operational Plan
3. Handbook for Programme Leaders
4. Handbook for Programme Participants

All four booklets can be accessed on the interdiac 'on-line space'.