

2.

The Operational Plan

**Make Change
Yourselfes:
Turning Challenges
to Your Advantage!**

*Learning Programme
for Youth Workers
and Young People*



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

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1. Introduction

This document contains an overview of the learning programme which has been developed in accordance with the principles of liberating pedagogy initiated by the Brazilian educator Paulo Freire and in a consultation process with practitioners working with marginalised young people.¹ This learning programme aims at supporting the empowering and sustainable work of youth diaconal workers and volunteers with ‘Youth on the Margins’, who are normally ‘invisible and forgotten’. Eventually, the main programme goal is to help to initiate and develop sustainable social change from ‘bottom-up’ level.

In accordance with the approach of liberating pedagogy, this programme is based on ‘learn as you live and work’. The learning in this programme is organised as a continuous process which integrates theory, theology, spirituality and practice. It is a unique possibility for the programme participants to combine knowledge and practice and bring into the focus their ‘first-hand’ experience of work with marginalised youth.

Consequently, the programme participants will work with a local group of marginalised young people, who will be engaged as active subjects of their own change process. Therefore, there will be a so-called ‘double learning’ dialogical process during the programme. ‘Make Change Yourselves’ is the leitmotif for this double learning processes leading to change for both professionals and long-term voluntary workers and the young people they work with. To support this learning, it is important to invite grass-root workers to share their ‘field’ experience and practice as one of the key learning inputs for the programme participants. Such ‘horizontal’ communication and relations between the programme leaders and participants should contribute to the empowering impetus of learning in this programme.

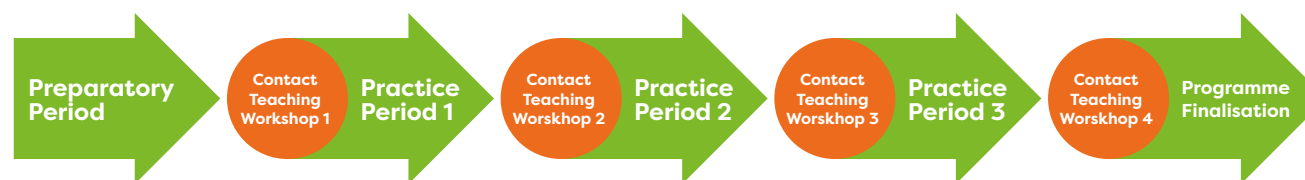
This document should be read alongside the curriculum for the programme, which provides a conceptual framework for the content and process of the programme and the ‘Handbook for Programme Leaders and Resource People’ and ‘Handbook for Participants’. The Handbooks provide detailed guidance and an explanation of the learning process.

¹ See: 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>

2. Linking the Plan to the Curriculum

The programme lasts for a little more than one year including the additional time needed for the finalisation of the programme requirements. The general learning process is depicted in the diagram below and is organised as a series of 4 learning workshops (so-called 'Contact Teaching Workshop') combined with periods of practice, which should be carried out by the participants in their own workplaces. In this Operational Plan you can find a detailed description of the framework and timeline of the programme, related events and of the resources needed for participation in the programme.

Here is a diagrammatic representation of the learning process:



The programme is built around four **Contact Teaching Workshops**. These face-to-face events are organised as a participatory process with enhanced peer-learning in intense group work, specialised inputs on the programme theme and the possibility for thematic study visits to get to know the context and work of the organisations, where local participants work. Each Workshop lasts 5 days, usually including travel.

In-between the Contact Teaching Workshops there will be three periods 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 and should work with them to develop a small-scale participatory project. The project should be rooted in the context of the marginalised young people and aim to empower them to take action towards relevant changes in the context and consequently in their lives. During the whole process youth and social workers should reflect on and evaluate their working methods with marginalised young people, embracing the perspective of the present-day challenges in the field related to the experience and hearing the 'voice' of the young people. Therefore, professionals and young people become co-learners.

The programme participants are expected to fulfil carefully chosen reading and complementary tasks which are undertaken singly or with other participants. Regular consultations with the Learning Supervisor or other resource people should be organised as supportive programme activities. Additionally, over these periods an on-line Learning Platform and a Video Platform (such as Teams or Zoom) should be utilised for providing virtual spaces for distance peer learning and collaboration. The programme participants are invited to carry out continuous personal and spiritual reflection on their engagement with the marginalised young people as an integral part of this Programme.

The **Co-Learning Exchange** should be organised during the practice periods, and this should be viewed as an extra aspect of the learning process which complements the main programme activities.

3. Learning Resources & On-line Learning Tools

a) On-line Tools

Specific on-line 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. Many resources can be accessed via the interdiac 'on-line space' (<https://www.on-line-space.eu>)
- Learning Platform (e.g., Canvas) - a 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.

b) 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 on-line or as a physical diary and is confidential to the course participant, the Learning Supervisor and the Programme Leader. Using the Workshop Diary is an essential part of the programme.

Learning Journal - using a 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 on-line journaling tool which is confidential to the course participant, available for commenting by the Learning Supervisor and the Programme Leader should 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.

4. 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.

- **Organisational**

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.

- **Programmatic**

The '**Programme Leader**' steers and coaches the learning and educational processes, working together with the Learning Supervisor and with both the Support People 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 People**' 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, on-line or face to face with the other members of the Team.

5. Workload and Learning Process Outline

Study Units:

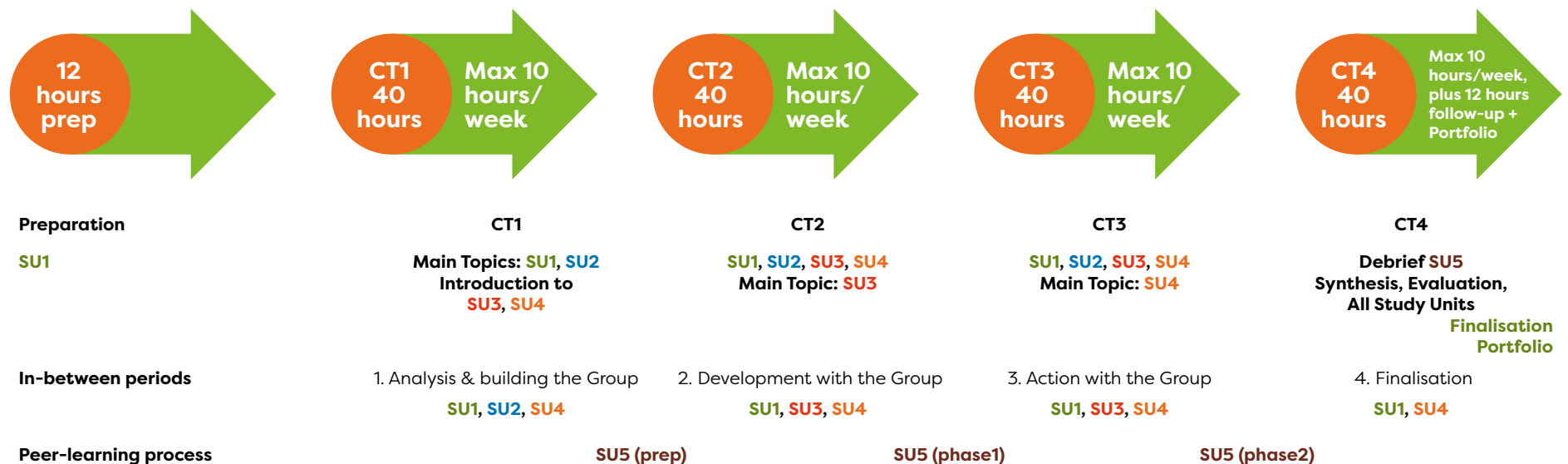
SU1 integrating Studies 200 Hours - Basic and Reflective Competence

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



Notes:

- The tasks should 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.

6. The Programme in Detail

Please Note: This Operational Plan should be read in conjunction with the Curriculum. The full definition of the Study Units is to be found in the Curriculum.

Preparation

SU1 Preparatory written task on biography according to instructions given on the on-line orientation day.

SU1 Each participant will start using the Learning Journal according to the instructions given during the introductory on-line orientation day.

SU1 Preparatory reading: interdiac pedagogy.

SU1 Each participant should write a short reflective account: 'Myself as a Learner', where they should reflect on their learning experiences in dialogue with the interdiac pedagogy.

SU1 On-line orientation (one day) which will be organised about three weeks before the first Contact Teaching Workshop 1.

Note: For the Written Tasks see the Handbook for Programme Leaders & Support People.

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.

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.

Reading before the Workshop

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

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

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

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

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Contact Teaching Workshop 1. Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 9.00 - 10.30		Morning Prayer SU1. Exposure1: Sharing life stories as the way to discover how self- identity & the roots of service are formed (in small groups)	Morning Prayer SU1. Exploring Personal Motivation and Expectation	Morning Prayer SU3. Introduction to Ecological Perspective of Work with Marginalised young People	Morning Prayer SU1. Preparation for the Practice Period
Coffee break 10.30 -11.00					
Session 2 11.00 - 12.30		SU1. Exposure 2: Experiencing the city or town.	SU1. Reflection on Personal Service Model	SU1. Attachment theory	Open questions Evaluation Prayer for the journey
Lunch 12.30 - 14.00		... on the move!			
Session 3 14.00 - 15.30	Welcome & Introduction to the Programme. Getting to know each other	SU1. Exposure 2 continues	SU1. Participatory spirituality: Personal theology and reflection	SU3. Participatory Methods of Work with Young People - ethical dimension	
Coffee break 15.30 - 16.00					
Session 4 16.00 - 17.30	SU1. Debriefing the assignment "Myself as a learner"	SU1. Exposure 3: Sharing experience in relation to biography/own roots.	SU1. Hearing the voices of the young people in the margins - research as part of practice	SU1. Contextual use of Bible and faith tradition	
	Evaluation Evening Prayer	Evaluation Evening Prayer	Evaluation Evening Prayer	Evaluation Evening Prayer	

NOTE: Prayer is an optional part of the programme.

Practice Period 1

(Around 6 months)

Main themes for practice (participants):

SU1 Group Building and development with marginalised young people.

SU1 Work on Biography with a group of marginalised young people.

SU1 Written Task. Reflective Account: What did I learn from biographical work with the marginalised young people?

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

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

SU3 Reading on Ethics in Youth Work.

SU3 Written Task. Case Study on Ethics in Youth Work.

SU4 Introduction to Community Development. Strength-based Approach.

SU4 Co-learning Exchange introduction.

Note: For the Written Tasks see the Handbook for Programme Leaders & Support People

During the Practice Period the participants are requested to develop an Action Plan in accordance with the Scheduled Tasks for this Period. Some of the tasks are regular, such as:

- o Completing Learning Journal (linking personal experience to analysis and practice).
- o Personal Consultation with the Learning Supervisor.
- o Attendance at regular on-line meetings or participation in on-line forums for the work on the tasks. The weeks for the meetings are marked with a green background in the table below. The exact date and time should be specified.
- o Carry out personal spiritual and theological reflection.
- o Participate in On-line Workshops or watch Recorded Tutorials according to the Schedule.

Note: For the Work with Marginalised Young People see the description after the table below.

Main themes for practice (Young People)

The participants in the programme together with the young people should understand the impact of their personal biography on their life. Participants should use the approach to biography they learned during the first Contact Workshop in this process.

Aims for the young people:

- Young people learn to take responsibility for their personal development with the support of the staff members, peers, and volunteers.
- Programme Participants together with young people conduct context analysis where they can learn about the impact of their biography and their context and wider in the light of what can be changed together for their desirable future.
- Young people learn to take responsibility for the activities of the group or organisation they are involved with.

Tasks for the Young People

- Young people will reflect on their life histories and the histories of their families and the context in which they have been living during their life and understand its influence on their current life and their future opportunities.
- Introduction to Asset-Based Community Development and Context Analysis– as a method to carry out context analysis and defining the strength of the local community or community of peers.

Learning Resources

Workplace Period 1

Required Reading

NAOMI tool for Workplace Analysis. In the 'Handbook for Programme Leaders and Resource People. Make Change Yourselves: Turning Challenges to your Advantage'. interdiac, 2023.

Introduction to Community Development. Video-lecture by Jouko Porkka.
<https://youtu.be/1LjbyfBZw90>

Recommended Reading

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>

Workplace Period 2

Required Reading

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>

Motivation and Participation. 'Make Change Yourselves! Handbook for empowering young people in everyday life'. 2011. interdiac, Český Těšín, 23 - 26
<https://www.online-space.eu/search?search=make+change>

Ethical orientation on social work and work with young people. Guidelines for Practice and Training. 2013. Český Těšín, interdiac.
<https://www.online-space.eu/ethical-issues-in-work-with-young-people>

Recommended Reading

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

Workplace Period 3

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/>

Research with Young People, 'Make Change Yourselves! Handbook for empowering young people in everyday life'. 2011. interdiac, Český Těšín, 27 - 33.
<https://www.online-space.eu/search?search=make+change>

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

Recommended Reading

Wood, J., Westwood, S., & Thompson, G. 2014. Youth Work: Preparation for Practice. Routledge. 1st edition. 41-52. (ISBN 978-0-415-61985-1)

Workplace Period 4

Required Reading

Empowerment – making it happen. <https://www.sempre-project.eu/results>

Recommended Reading

Porkka, Jouko. The Young Confirmed Volunteers of the Evangelical Lutheran Church of Finland: Motivation, religiosity, and Community, 23-27, Ch. Motivation and Expectation. https://www.theseus.fi/bitstream/handle/10024/227335/DIAK_tutkimus_2_web.pdf?sequence=2&isAllowed=y

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>

Practice Period 1

	Periods	Programme Tasks and Events	Work Process for the participants	Learning Outcomes and Times
Workplace Period 1: 5 weeks	Week 1	SU1. Action Plan Practice learning & learning process	Participants prepare an Action Plan and share it with the Learning Supervisor (the LS)	Share with the LS by the indicated due date
		SU1. Learning Journal Practice learning & learning process	Participants launch personal reflection in the on-line Learning Journal (LJ)	Weekly writing in the on-line LJ
		SU1. Regular meetings with Learning Supervisor	Participants bring issues or questions related to challenges in their practice learning to individual meeting with the LS	Set the schedule of regular meetings with the Learning Supervisor and follow it during the whole period
	Week 2	SU1. Read about Working Context Analysis and carry out the analysis in the Workplace	Participants read the given literature and write down the notes in their LJ	Conduct Workplace analysis and prepare main findings and questions for the discussion. Make regular thematic notes in the LJ

Workplace Period 2: 5 weeks	Week 3	SU1. On-line Group Meeting Debriefing on the findings from working context analysis Facilitator: Learning Supervisor	Participants join on-line discussion about findings and questions from the analysis	Participation in on-line discussion. Write down learning points in the LJ
	Week 4	SU1. Start inviting the young people to the project	Participants plan action on Group Building with marginalised young people. This is to be updated as the process unfolds	Plan and implement Orientation Meeting with young people who will be participants in this project. Write down learning and reflection from the meeting in the LJ
		SU4. Tutorial Video Input Community Development. Introduction to Working with people in participatory way	Participants should watch the video-lecture in their own time	Reflect in the LJ on practical implementation of the learning
	Week 5	SU1. On-line Group Meeting Debriefing on the learning from the Practice Facilitator: Learning Supervisor	Participants join on-line discussion about findings and questions from the developmental work with the marginalised young people	Participation in on-line discussion
		SU4. Personal Reflective work at the end of the Workplace Period 1	Participants prepare a PowerPoint (PP), including the feedback and results of the peer learning from the on-line meeting	Prepare a PP for CTW-2. Share it with the LS by the indicated due date according the programme
	Week 6	SU1. Introduction to Motivational Interview	Participants learn about the Motivational Interviews from on-line resources	Write down findings from the learning in the LJ. Plan for and include it in the action on trust building with marginalised young people

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Week 7	SU1. Introduction to the theory of Attachment style	Participants watch the videos and reflect on their own attachment style. Then reflect on the attachment style of young people	Write down findings from the learning in the LJ. Plan for and include it in the action on trust building with marginalised young people
	SU1. Group Building, Trust Development	Participants discuss their findings for the group building or development of trust in the group with the LS. Correct or add it to their Action Plan	Update Action Plan
	On-line Group Meeting Debriefing on the Practice - preparation for the Biography Work Facilitator: Learning Supervisor	Participants read instructions for the task on biographical work and get together in on-line discussion about questions from the task	Participation in on-line discussion. Write down learning points in the LJ
Week 8	SU1: Working with young people on Biography 1 (see the instructions above)	The participants work with marginalised young people on their biography, following the task	Write down reflections and findings from the learning in the LJ
	On-line Group Meeting Debriefing on the Practice Facilitator: Learning Supervisor	The participants get together in on-line discussion about findings and questions from the engagement with young people	Participation in on-line meeting. Write down learning points in the LJ
Week 9	SU1. Reflective Writing: What did I learn from biographical work with the marginalised young people	Each participant writes a reflective account, where they strategise from their findings towards future work with the group	Share the paper with the LS by the indicated due date according to the specific programme timetable
Week 10	SU3. Reading on Ethical Work with marginalised young people. Written Task. Case-study analysis	Participants prepare their analysis of the case-study of an ethical issue which they experienced in their work with young people	Write a short introduction paper of the case. Share it with the LS by the indicated due date according to the specific programme timetable

Workplace Period 3: 8 weeks	Week 11	SU2. Preparatory Reading for the Context Analysis with the young people	Participants read the given literature and prepare the questions	Write down learning reflections in the LJ
		SU2. On-line Workshop: Introduction to the Context Analysis Facilitator: Support Person Present: Learning Supervisor	Participants attend on-line Workshop	Write down the learning points and reflections in the LJ. Make sure that the task for practice with the marginalised young people is clear
	Week 12-14	SU2. Context Analysis process	Participants plan and start the activity together with marginalised young people on the analysis of their context. They plan to document the process during the whole of this period. They may use different media	Start and keep documenting the process during the rest of this period Keep continuous reflections on the process in the LJ Prepare an account of the context analysis as well as organising the materials developed by the young people for sharing in the group meeting
	Week 15	SU2. On-line Group Meeting Debriefing on the conducted Context Analysis: looking into the process and findings. Preparing for the next stage Facilitator: Support Person Present: Learning Supervisor	Participants come together on-line for debriefing on the work and findings accomplished for the Context Analysis	Participate in on-line meeting. Share findings with the group and leaders
	Week 16-17	SU2. Debriefing the findings from Context Analysis together with the group of marginalised young people	Participants plan and start the activity together with marginalised young people on the Stage 2 of Context Analysis, where young people are involved in discussing their findings	Keep documenting the process during the rest of this month. Different media may be used as means Keep continuous reflections on the process in the LJ. Reflective account as well as materials produced by the young people should be prepared for sharing

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	Week 17	SU5. Orientation to Co-learning Exchange: on-line meeting	Participants read the paper – ‘introduction to the co-learning exchange’ before the meeting. An on-line meeting with the group is held for clarification of the activity and related tasks	For the upcoming Workshop, the participants think of the peer-learner whom they would like to engage with in this activity and prepare questions about the process of the co-learning exchange
	Week 18	On-line Group Meeting Debriefing on the Practice Facilitator: Learning Supervisor Present: Programme Leader	Participants join on-line discussion about their findings and questions from the engagement with young people	Participation in on-line discussion. Write down learning and reflections in the LJ
	Week 19	SU2. Finalise the analysis of the context with the marginalised young people SU3. Reading: Participatory Methods of Work with marginalised young people Preparatory week for CTW2	Participants summarise their findings from the process of context analysis Participants read the resources and prepare the questions and feedback for the CTW-2	Prepare a PP for CTW-2. Share it with the LS by the indicated due date according to the actual programme Finalise all outstanding assignments and tasks before the upcoming workshop
Workplace Period 4: 1 week				

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 Active Listening Skills.

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

SU4 Project Planning.

Reading before the Workshop

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

Preparatory Task

Prepare to talk about analysis of marginalisation and exclusion in the local context as it affects young people.

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Contact Teaching Workshop 2. Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 9.00 - 10.30		Morning Prayer SU2. Debriefing on the Findings from the Context Analysis	Morning Prayer SU3. Group Methods of working with marginalised young people. Participation	Morning Prayer Visit: Possible themes: Safe space, communication, participatory methods	Morning Prayer Preparation for the Practice Period 2 SU5. Co-Learning Exchange
Coffee break 10.30 -11.00					
Session 2 11.00 - 12.30		SU2. Debriefing on the Findings from the Context Analysis as a tool to questioning the lived environment	SU3. Group Methods of working with marginalised young people. Motivation	Visit	Open questions Evaluation Prayer for the journey
Lunch 12.30 - 14.00					
Session 3 14.00 - 15.30	Welcome & Introduction to the Programme SU1. Debriefing the Practice Period 1: Personal Learning - biography	SU2. Analysis of Marginalisation and Exclusion of the young people	SU3. Communication skills in work with marginalised young people	Debriefing the Visit	
Coffee break 15.30 - 16.00					
Session 4 16.00 - 17.30	SU1. Debriefing the Practice Period 1: Learning from practice on biography work with young people Evaluation Evening Prayer	SU2. Introduction to understanding the theory of change together with the young people. Evaluation Evening Prayer	SU3. Ethical issues in Youth work Evaluation Evening Prayer	SU4. Brainstorming the ideas on the mini project with marginalised young people Evaluation Evening Prayer	

NOTE: Prayer is an optional part of the programme.

It may be a good practice to invite the presence of key supportive people online or in person on the Day 1, where they may learn from the participants about their progress. The process of individual reporting of the learners should be organised.

Practice Period 2

(Around 4 months)

Main themes for practice - Participants:

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 Written Task. Developing and documenting a strategy for empowerment and transformation with young people.

SU3 Youth Diaconia as supporter of action for social change.

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

SU4 Plan and start implementing project with marginalised young people.

SU4 Written Task. Reflective Account on Learning from the process of engagement with marginalised young people.

SU5 Co-learning Exchange 1.

NOTE: For the Written Tasks see the Handbook for Programme Leaders and Support People.

During the Practice Period the participants are requested to develop an Action Plan with accordance to the Scheduled Tasks for this Period. Some of the tasks are regular, such as:

- Completing Learning Journal (linking personal experience to analysis and practice).
- Personal Consultation with the Learning Supervisor.
- Attendance at regular on-line meetings or participation in on-line forums for the work on the tasks. The weeks for the meetings are marked with a green background in the table below. The exact date and time should be specified.
- Carry out personal spiritual and theological reflection.
- Participate in On-line Workshops or watch Recorded Tutorials according to the Schedule.

Main Themes for Practice: Young People

During this Practice Period the young people will develop their analysis of marginalisation in their context and create an action plan for a mini project. They will learn about dignity, justice, equality and participation.

Aims for Young People

Through participating in this practice period, young people:

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

Tasks for Young People

- Deepening the context analysis and its implications for their life situation and possibilities for change.
- Create a design and action plan for a mini project which will create change or innovation in their context or organisation.

Learning Resources

Workplace Period 1

Required Reading

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

Beck, D., & Purcell, R. 2010. Popular Education Practice for Youth and Community Development work (Empowering Youth and Community Work Practice). Chapter 7, 65–86.

Recommended Reading

Global Youth Development Index and Report 2020. 2021. Commonwealth secretariat. London. <https://youth-development-index.thecommonwealth.org/assets/pdf/global-youth-development-report-2020.pdf>

Workplace Period 2

Required Reading

Skills of Active Listening at https://youtu.be/lwWj_SfDpzg

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

<https://www.interdiac.eu/publications>

Workplace Period 3

Required Reading

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

Recommended Reading

Inclusion in International Higher Education: European Perspectives & Insights. 2021. ACA THINK PIECES

<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.

Workplace Period 4

Required Reading

Beck, D., & Purcell, R. 2020. Community Development for Social Change. Routledge, 121-146.

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.

Practice Period 2

	Periods	Programme Tasks and Events	Work Process for the participants	Learning Outcomes and Times
Workplace Period 1: 5 weeks	Week 1	SU1. Action Plan Practice learning & learning process	Participants prepare an Action Plan and share it with the Learning Supervisor	Share with the LS by the indicated due date according to the specific programme
		SU1. Regular meetings with Learning Supervisor	Participants bring issues or questions related to challenges in their practice learning to individual meeting with the LS	Set the schedule of regular meetings with the Learning Supervisor and follow it during the whole period
	Week 2-4	SU2. Development of Context Analysis	Participants read the given literature and prepare their questions to the meeting with the LS and relevant Workshop Leader	Write down reflections in the LJ, prepare the questions for the on-line meeting with the LS
		SU2. Development of Context Analysis. Using the Asset-Based Approach to Community development – work towards change	Participants deepen the context analysis with the marginalised young people and begin the development of the mini project ideas for their context using the learning from the Contact Teaching Workshop	Keep documenting the process during the whole of this period. Keep continuous reflections on the process in the LJ
		On-line Group Meeting Debriefing on the Practice Facilitator: Learning Supervisor	Participants join in on-line discussion about findings and questions from the engagement with young people	Write down learning and reflections in the LJ
		SU2. Finalisation of the Context Analysis. Organisation of the materials and documenting the process, strategising further steps	Participants organise the documents from the process during the whole of this period of Context Analysis. They work to strategise and develop next steps with the group of the youth	Written account and as well as materials by the young people should be prepared for sharing. Prepare a PP for CTW. Share it with the LS by the indicated due date according to the specific programme

	Week 5	SU2. Reflective Account: What did I learn from contextual analysis and engagement for change with marginalised young people	Participants read about Critical Reflection. Write a reflective account and perspectives set for action towards social change	Share the paper with the LS by the indicated due date according to the specific programme
		On-line Group Meeting Debriefing on the Practice Facilitator: Learning Supervisor	Participants join on-line discussion about findings and questions from the developmental work with the marginalised young people	Participation in on-line discussion. Write down learning and reflections in the LJ
Workplace period 2 2 weeks	Week 6-8	SU3. Reading on participation and transformative practice	Participants read the given literature and prepare their questions to the meeting with the LS	Reflect in the LJ on practical implementation of the learning
		SU3. Input. Hearing the needs of young people: communication skills. Going from surviving to thriving	Participants listen to the video(s), reflect and write down the ideas for their practice	Reflect in the LJ on practical implementation of the learning
		On-line Group Meeting Debriefing on the Practice Facilitator: Support Person Present: Learning Supervisor	Participants join in on-line discussion about findings and questions from the engagement with young people	Write down reflections in the LJ. Think of how a youth work approach based on community development can be an agency for enabling change together with the young people
Workplace period 3 3 weeks	Week 9	SU4. Develop the project plan with marginalised young people.	Participants discuss with the LS and plan the relevant group activities for project development (they may need some additional focus group discussions, interviews, brainstorming, etc)	Prepare with the group of marginalised young people the framework for the project. Young people should document it and make a preliminary plan
		On-line Group Meeting Debriefing on the Practice Facilitator: Learning Supervisor	Participants join on-line discussion about findings and questions from the developmental work with the marginalised young people	Participation in on-line discussion. Write down learning and reflections in the LJ

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	Week 10-11	SU4. Input on Participatory community development with marginalised young people. Approaches to self-organising	Participants listen to the tutorial in their free time and write down ideas that can be helpful to their practice	Report and reflect in the LJ on practical implementation of the learning
		SU4. Further development of the Action Plan together with the young people	Carry out group meetings and activities together with marginalised young people	Document the Action Plan in stages
		On-line Group Meeting Debriefing on the Practice Facilitator: Support Person Present: Learning Supervisor	Participants join in on-line discussion about findings and questions from the developmental work with the marginalised young people	Participation in on-line discussion. Write down learning and reflections in the LJ
		SU4. Reflective account on the phase of project planning together with marginalised young people	Each participant writes the account according to the task	Share the report with the LS by the due date according to the specific programme. Prepare a PP for the upcoming CTW-3
Workplace period 3: 1 week	Week 12	Preparatory week for CTW		Finalise all outstanding assignments and tasks before the upcoming Contact Teaching Workshop

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 knows how to monitor and evaluate the development and implementation of their chosen initiative.

Reading before the Workshop

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

Preparatory tasks

Preparation for the workshop will be linked with the reading material the LS suggested above and experience from the previous Practice Period. PP's will be shared by participants about their Practice Period and the main outcomes will be underlined.

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Contact Teaching Workshop 3. Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 9.00 - 10.30		Morning Prayer SU4. Debriefing Learning from Practice. Focus on engagement with marginalised young people	Morning Prayer SU4. Participatory community development Approaches to self-organising in the project implementation stage	Morning Prayer Visit, Possible Themes: participatory work/ community development & spirituality/theology	Morning Prayer Preparation for the Practice Period 3
Coffee break 10.30 -11.00					
Session 2 11.00 - 12.30		SU4. Social, economic and/or cultural life experience for marginalised young people – Implementation approaches	SU4. Interactive non formal education methods on planning and management approaches	Visit	Open questions Evaluation Prayer for the journey
Lunch 12.30 - 14.00					
Session 3 14.00 - 15.30	Welcome & Introductions and short updates. Introduction to the Programme	SU3. Double Learning Perspective: Strategies for Empowerment and Action for Change. Debriefing on Personal and Professional Learning from Practice	SU4. Planning and management approaches Conclusion on planning and management approaches	Debriefing the Visit	
Coffee break 15.30 - 16.00					
Session 4 16.00 - 17.30	SU1. Debriefing Practice Period 2, personal and community development Evaluation Evening Prayer	SU3. Double Learning Perspective: Youth Diaconia as Agent for Change. Debriefing on Personal and Professional Learning from Practice Evaluation Evening Prayer	SU4. Knowledge and Skills of marginalised young people to implement and evaluate their chosen initiative Evaluation Evening Prayer	SU1. Spiritual and Theological aspects in professional practice on Working for Change Evaluation Evening Prayer	

NOTE: Prayer is an optional part of the programme.

It may be a good practice to invite the presence of key Supportive people online or in person on the Day 1, where they may learn from the participants about their progress. The process of individual reporting of the learners should be organised.

Practice Period 3

(Around 3 months)

Main themes for practice - Participants:

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 Written Task. Reflective account on the learning with the group of marginalized young people.

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

SU5 Co-learning Exchange 2.

NOTE: For the Written Tasks see the Handbook for Programme Leaders and Support People.

During the Practice Period the participants are requested to develop an Action Plan with accordance to the Scheduled Tasks for this Period. Some of the tasks are regular, such as:

- o Completing Learning Journal (linking personal experience to analysis and practice).
- o Personal Consultation with the Learning Supervisor.
- o Attendance at regular on-line meetings or participation in on-line forums for the work on the tasks. The weeks for the meetings are marked with a green background in the table below. The exact date and time should be specified.
- o Carry out personal spiritual and theological reflection.
- o Participate in On-line Workshops or watch Recorded Tutorials according to the Schedule.

Main Themes for Practice – Young People

In this period the young people will learn how to carry out an activity they have planned and evaluate the work they have done.

Aims for Young People

Young people will:

- Implement, document and evaluate their own organised activity to improve social, economic and/or cultural life.
- Systemise their personal and experience of the group in the project.
- Evaluate the achieved outcomes and reflect on personal involvement as a story of learning and change.

Tasks for Young People

- Begin the Implementation of the mini project.
- Document the work they have done on the mini project.
- Produce an evaluation of their involvement and their learning and create a PowerPoint.

Learning Resources

Workplace Period 1

Required Reading

Beck, D., Purcell, R. 2020. Community Development for Social Change. Routledge, 263-268.

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

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>

Workplace Period 2

Required Reading

Resource Pack on Systematization of Experiences. ActionAid. London, 33-39 Bowling Green Lane, London, EC1R OBJ. 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.

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>

Workplace Period 3

Required Reading

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

Practice Period 3

	Periods	Programme Tasks and Events	Work Process for the participants	Learning Outcomes and Times
Workplace Period 1: 3 weeks	Week 1	SU1. Action Plan Practice learning & learning process	Participants prepare an Action Plan and share it with Learning Supervisor (the LS)	Share with the LS by the due date according to the specific programme
		SU1. Regular meetings with the Learning Supervisor	Participants bring issues or questions related to challenges in their practice learning to individual meeting with the LS	Set the schedule of regular meetings with the Learning Supervisor and follow it during the whole period

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	Week 2	SU4. Reading on Community Development & Project Work	Participants read the given literature and prepare their answers to the meeting with the LS	Reflect (if needed, share) on personal learning in the project implementation with marginalised young people
		SU4. Follow the project implementation according to the Action Plan	Participants continue with the documenting the process and reflections on it together with young people	Write down reflections from practice in the LJ
		On-line Group Meeting Debriefing on the Practice Facilitator: Learning Supervisor	Participants join in on-line meeting on debriefing the working progress	Prepare for the on-line discussion. Write down learning findings in the LJ
	Week 3	SU1. Reading: Theological Reflection and Use of Bible	Participants read given literature and make notes on the indicated questions	Prepare for the on-line discussion. Reflect in the LJ on practical implementation of the learning
		On-line Workshop: Theology and Spirituality Facilitator: Support Person Present: Learning Supervisor	Participants attend and participate in the on-line Workshop	Attendance and participation on-line meeting. Write down learning reflections in the LJ
Workplace period 2: 4 weeks	Week 4	SU4. Work with the group to discuss the project implementation and next steps	Participants carry out the planned meetings with the group of young people and discuss the project implementation	Document the outcomes of the discussion. Analyse the learning from it
		On-line Group Meeting Debriefing on the Practice Facilitator: Learning Supervisor	Participants join on-line discussion about findings and questions from the developmental work with the marginalised young people	Attendance and participation on-line meeting Write down learning reflections in the LJ
		SU4. Reflective Account of the findings and learning at the stage of project implementation	Participants write a reflective account and share perspectives for action towards social change	Share the paper with the LS by the indicated due date according to the actual programme
	Week 5	SU1. Reading: Theological Reflection and Use of Bible	Participants read given literature and make notes on the indicated questions	Prepare for the on-line discussion, Write down learning findings in the LJ

	Week 6	On-line Workshop: Theology and Spirituality Facilitator: Support Person Present: Learning Supervisor	Participants attend and participate in the on-line Workshop	Write down learning findings in the LJ
	Week 7	SU4. Work with the group to discuss the project implementation and next steps	Participants carry out the planned meetings with the group of young people and discuss the project implementation	Document the outcomes of the discussion. Analyse the learning from it
		On-line Group Meeting Debriefing on the Practice Facilitator: Learning Supervisor	Participants join in on-line meeting on debriefing the working progress	Attendance and participation on-line meeting Write down learning reflections in the LJ
	Week 8	SU4. Project implementation	Participants carry out the planned meetings with the group of young people and discuss the project implementation	Document the outcomes of the discussion. Analyse the learning from it
Workplace period 3 4 weeks	Week 9 - 12	SU4. Read given literature and other resources	Participants read the given literature and write down main learning for themselves for the new project stage	Bring questions to the discussion in on-line group meeting or individually to meeting with the LS. Prepare the next step in work with the group
		SU4. Plan participatory finalisation of the project implementation and evaluation	Participants plan and implement project evaluation and celebration of the achieved results with the group and possibly, in the organisation	Discuss with the LS ideas from the evaluative process and make an Action Plan
		On-line Group Meeting Debriefing on the Practice Facilitator: Learning Supervisor	Participants join on-line discussion about findings and questions from the developmental work with the marginalised young people	Attendance and participation on-line meeting. Write down learning reflections in the LJ. Prepare a PP on learning from practice in Practice Period 3 for the CTW-4
	Week 13	Preparatory week for CT4		Finalise all outstanding assignments and tasks by the indicated due date according to the actual programme

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.

Reading before the Workshop

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

Preparatory tasks

Preparation for the workshop is linked with the reading material the LS previously suggested, the experience from the previous Practice Period. PPs should be shared by participants about their Practice Period and the main outcomes should be underlined.

Contact Teaching Workshop 4 . Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 9.00 - 10.30		Morning Prayer SU4. Presenting and Debriefing the Project in its' 3 stages - 1	Morning Prayer SU4. Introduction of the Evaluative Work in preparation for the finalisation of the project	Morning Prayer Complex Evaluation: SU1. What have I learnt of the Life world of young people/ challenges (link to Analysis phase)	Morning Prayer Planning the next steps 1. Personal 2. For the project 3. For the event
Coffee break 10.30 -11.00					
Session 2 11.00 – 12.30		SU4. Presenting and Debriefing the Project in its' 3 stages - 2	Practice Visit The aim is to look at the practice of working with young people in projects	SU1. What have I learnt about the development process of working with young people?	Open questions Evaluation Prayer for the journey
Lunch 12.30 – 14.00					
Session 3 14.00 – 15.30	Welcome & Introductions and short updates. Introduction to the Programme SU5. Debriefing Co-learning Exchange	SU4. Presenting and Debriefing the Project in its' 3 stages - 3	Visit	SU1. How has my understanding of Diaconia, and Christian Social Action changed	*if the learning and outcomes from the programme is to be shared, locally or internationally
Coffee break 15.30 – 16.00					
Session 4 16.00 – 17.30	SU5. Debriefing Co-learning Exchange Evaluation Evening Prayer	SU4. Presenting and Debriefing the Project in its' 3 stages - 4 Summary Evaluation Evening Prayer	Debriefing Evaluation Evening Prayer	SU1. How has my practice of Spirituality and Theological Reflection developed during the Programme? Evaluation Evening Prayer	

NOTE: Prayer is an optional part of the programme

The presence of key support people online or in person may be invited on the Day 2, where they may learn from the participants about their project activities. The process of individual reporting of the learners should be organised.

Programme Finalisation Period

(Around one month)

Main themes for practice:

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

Integrating Studies **SU1**, **SU2**, **SU3**, **SU4**, **SU5**. Portfolio

At the end of the Programme the final task which integrates studies throughout the Programme is to create a Portfolio of Learning from the Programme.

Each participant is expected to 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 to be inspirational and practical. Therefore, this task should 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. To support this please consult the written assignment instruction and the relevant video. (see the Handbook for Participants or for Programme Leaders and Resource People)

It should be made accessible for the Programme leaders on the Learning Platform or as otherwise agreed.

NOTE: Group meetings with the LS may be organised during this period and participants can make an agreement to meet the LS as they feel it is necessary. A final group meeting may be organised on-line with the PL and LS.

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.

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'on-line-space' for learning resources: <https://www.online-space.eu>

This booklet contains an overview of the learning programme which has been developed in accordance with the principles of liberating pedagogy initiated by the Brazilian educator Paulo Freire and in a consultation process with practitioners working with marginalised young people. This learning programme aims at supporting the empowering and sustainable work of youth diaconal workers and volunteers with 'Youth on the Margins', who are normally 'invisible and forgotten'. The main programme goal is to help to initiate and develop sustainable social change from 'bottom-up' level.

This is the second booklet in a series which will introduce 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'.