TRAINING MODEL

for youth workers working with young people at risk

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Introduction

Erasmus+ Strategic partnership for youth project "Competences – Quality – Quantity in Work with Young People at Risk" was jointly implemented within a course of 13 months by a partnership consisting of 2 NGOs and a municipality - Core Youth Service (Ireland), JES (Belgium) and Education, Culture and Sports Department of Riga City Council (Latvia).

The project brought together youth workers who used outreach and streetwork methods in their daily work, as well as youth work coordinators, civil servants from municipal and state levels, as well as politicians, in order to build up a sustainable education, training and support system for youth workers working with young people at risk.

Since the context within which involved youth workers perform their duties differs greatly, the partnership agreed to focus on common issues – the values, the tools and the support structures (these topics connected all of the training activities with a single thread).

Altogether 4 international short-term learning activities for youth workers took place in May, June, September and November. The first one of them was a 3 day training, the second and the third – a five day training with integrated elements of evaluation meeting each, the fourth was an evaluation meeting.

As outreach youth work, and streetwork in particular, don't provide universal "how to?", we built the programme largely on previous experience of the participants. We believed it was important for the participants to take a step back, to outline one's practice and to figure out how it can be improved.

It might not be possible to copy-paste this training exactly in the same way anywhere else, as it was set up as a co-creation space between the participants and the facilitators. However, we encourage you to explore our journey through the learning process and see if you want to replicate parts of it in your own reality.

Good luck in your further personal and professional growth!

The project journey

The trainings explored three key topics a youth worker working with young people at risk needs to face at different stages of his/her work (quite often it is not a linear process and one needs to be jumping "back and forth" while working with the same young person):

- outreach and building contact with young people at risk;

- individual support for young people at risk;

- resocialization of young people.

These 3 topics were blended and combined into 4 short-term learning activities for youth workers that briefly followed the logic of Kolb's Experiential Learning Cycle and focused on these processes:

- reflection on one's personal practice (1st activity in Brussels = Reflection Street),
- sharing of knowledge, experiences and methods (2nd activity in Riga = Sharing and Celebration Avenue),
- learning and growth (3rd activity in Dublin = the Boulevard of Learning and Growth),
- common ground (4th activity in Riga = Common Ground Square).

Further on in this material we offer you to explore both a selection of methods we used on these stages of the project and the conclusions/insights participants came up with in the result of them.

Reflection Street – Brussels (22-24/05/2019)

As we start the journey, it is important to clarify for oneself and the rest of the group what are the expectations and possible contributions.

Learning expectations and contributions

The process:

Duration	Activity	Objectives	Methods and session description
60 – 75 minutes	The learning journey/ Exploring expectations	- pax can understand the flow of the project - pax think about their role in it - pax think about their expecations and possible contributions - pax share these with each other	Pax think about three questions: - what do i want to get out of the project? (learning, experience, content, etc.) - what do i want to contribute to the project? (content, energy, presence, etc.) - other expectations Method: - three flip charts with each one question. There is a facilitator at the two main flip charts and the group is divided into three - We do three rounds of 7' where 1 group with their 'group marker' answer the question on the flipchart. Facilitators ask questions to clarify and specify answers + take notes - after the 1st round the groups go to the next flip-chart (and take their group marker with them) - first the facilitator summarises what the last group said and underlines things that are shared by the current group than the group can add their own answers - repeat once more

The outcome (of our discussion):

Take =expectations	Give = Contribute
• How to use reflection in practice? • When our work is finished? • Enough time to think + concrete questions • Stories / situations and expences of others • Me as youth worker	• Honest feedback • Own experience using reflection in streetwork • Sucessful / unsuccessful stories

My practice & environment

Duration	Activity	Objectives	Methods and session description
60 – 75 miutes	what is my practice/ what is my environemment (A)	- to create a reflective space for the youth workers on their practice - to create an opportunity for the youth workers to explore their practice and share their experiences - to encourage an exchange or practice and learning	Part 1: My practice, my youth work (40 min interview =15 min each + 5 feedback to each other) In pairs the participants are invited to use the "appreciative interview" a series of questions that will support them in celebrating their work and highlighting their practice, the one doing the listening will be giving feedback about what they heard their pair say in the context of: what were the skills you think the person has demonstrated? What knowledge did they show? And what were the underlining values? Part 2: My poster (20 min) With the feedback received each participant is invited to spend some individual time working out how they can describe their practice, they are to develop a poster about themselves that states: What I believe in/ what I stand for/ what I am good at/ When does magic happen for me? The participants are invited to stick the poster about themselves around the room and everybody is invited to go around and read, if there are any comments or questions to be left on the poster in a post-it. Part 3: My environment (30 min) The participants, in group of 3 are to use anything in the room or outside to make a sculpture of the environment in which they work, they are to explain their sculptures to the rest of the group

Personal practices of all participants were described based on

- My values
- My skills
- My knowledge
- My belief(s) (system)

After sharing the most important outcomes, a summary of this session was made on the following flip chart:

My Practice

HEART VALUES BELIEFS

Inspiration — Honesty — Transparency

opportunity — Change — DREAM! — creativity

Dare good!! — listening — Facilitate, don't control, relentless!

opportunity — no judging — Accept — Believe in... — YOUTH WORKERS

YOUNG PEOPLE — Small Steps — Feel needed — forgiveness — open doors — Take risks

work with needs — Professional — Follow gut

their ownership — own decisions — behaviour

survival — develop relationships

COMMUNITY — resources

Evaluation portraits

Duration	Activity	Objectives	Methods and session description
30 - 40 minutes	Reflection, Evaluation wrap up	- reflect on the training course in national groups and in the big group - identify unfinished business and gather feedback for the next module of the training	Pax are invited to make a portrait of themselves. When ready they are asked to answer the following questions and incorporate them into the drawing: - hair: What do you still want to grow/develop in? - mouth: What is the first thing you will tell others about our time here in Brussels? - ears: What do you remember/take out? - eyes: What did you contribute? - nose: Did we reach the goals of this first exchange? Pax make pairs and present each other their portrets. Afterwards they share with the group the other person's answers they remember.

Sharing & Celebration Avenue – Riga (26-30/06/2019)

Our group was comprised of experienced and multi-competence youth workers. The list of topics and methods they were ready to share was very vast:

Methods:
- narrative approach
- about employment
- using outdoors
- individual work towards education

Experiences:
- urban work
- work with youngsters good practices
- organising holidays with young people
- participation in politics/ urban space
- momentary activities to make contact
- working with volunteers

Organisation skills

Relationship building

Stories/examples:
- successful examples
- learning from other professionals
- good practices

Approaches:
- programmes to support development
- theory
- methodology
- framework
- recording
- to reach people

Ourselves:
- protection against burnouts
- confirmation about our work
- support measures
- tools to confirm what we are doing

The motivation and drivers of disadvantaged communities

Theoretical input on types and models of youth work (supplemented with beliefs and values behind it) is visualised in Annex1.

Definitions / challenges

Duration	Activity	Objectives	Methods and session description
75 - 90 minutes	Defining our practice with young people	The pax get a chance to unpack and analyse the types of challenges they are facing while working with young people / The pax explore what at risk means in different context and work on a consensus of what it means in this project/ The pax learn a new way and methodology to engage young people at risk through empathic and needs based compassionate approach	1) Who is the young person at risk: Exploring the idea and reaching concensus for this particular group for a definition (moving debate) using various statements the group is invited to engage in a debate on the meaning of YPAR, during the debate one of the trainers notes key words emerging from the debate. In small groups pax are to use the key words and formulate a definition that can be used for our project and present it to the group. Concensus to be facilitated by the trainers.(40 min) 2) Mapping challenges and difficulties faced by the youth workers in their engagement with YPAR The pax are invited to think about the various challenges they face and write them down on post its, They then join in groups of 3/4 and discuss their challenges and try and see if they are patterns emerging from those challenges Pax share their findings with the group (35 min)

The outcome (of our discussion): defenitions

Streetwork is a semi-structured approach to engaging young people in their own environment to make connections and build relationships while being present in the community.

Outreach is meeting young people where they are at, reaching out by raising awareness of existing services that are available to them.

A young person at risk (YPAR) is a young person who's less likely to receive and/or take up opportunities to fulfil their full potential, they also have an increased chance of being disadvantaged or vulnerable in society.

A youth worker is a person of trust who supports young people in their personal, social and emotional development to guarantee the right to personal development and reaching their full potential. A youth worker is a bridge to opportunities.

Youth work is a social-emotional learning process that places young people, their interests and needs first. Youth work is a relational practice where the youth worker operates alongside the young people in their space and time.

challenges we have to deal with as youth/street workers

- keep young people engaged consistently and continually
- competition between different services
- (working with) addiction - young person + context
- (feeling powerless towards the) political and justice system
- team/organisational culture
- discrimination
- gender - e.g. young people coming on to me
- personal safety
- community/family violence

! The activity can be combined with Tree of Needs approach (see Annex 2 for details)
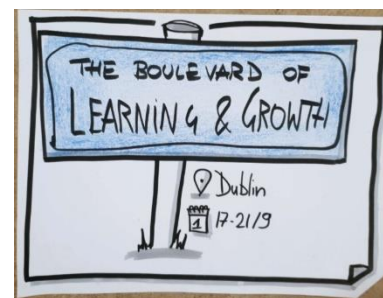
Ethical dilemma quest

The process:

Duration	Activity	Objectives	Methods and session description
3 hours	Urban Ethical Dillema Quest	- discussion of ethical challenges participants have faced in their daily work - observation of Riga's public spaces and generating ideas on how streetwork can be implemented there	Participants explore central part of Riga in small groups and use their observations as a catalyst for sharing and exchange Each group chooses a challenge from those discussed on the previous day and throughout the walk discusses the following questions: - Do I encounter this challenge in my work? - How do people in my environment deal with it? - What we think is a good thing to remember and to to take with us regarding how to deal with these challenges? Sharing the key outcomes of the previous discussion and learnings with the big group.

The outcome (of our discussion): key learning and advice

- not being afraid of changing
- keep the door open
- acceptance
- seeking help
- keep going!
- don't be afraid to be critical
- understand the (needs of) the other side
- always find another route
- beware of how far you can go in your boundaries
- risk assessment (structurally)

# The Boulevard of Learning & Growth (17-21/09/2019)

My learning map

Duration	Activity	Objectives	Methods and session description
1hour 45 minutes	Personal learning goals	- pax get to know different methods for setting personal learning goals (and can use this with their young people) - pax reflect on their learning practice, style and needs - pax define and share their personal learning goals for the week	Plan for my professional growth is the outcome of this session. Fasilitator presents a few goal setting methods/theories. The pax go question by question: - Why do I learn (what motivates me, what is the reason behind)? - value exercise - everyone does the exercise - How do i learn best (learning styles, Bloom, some learning theory)? - What do i want to learn (what knowledge, skills, attitudes do I need to become my ideal street worker)? In small groups we get to 6 main learning goals. For each learning goal you define the 6 oom focus levels.

- my values
- my learning style
- my learning needs
- my learning focus

Each participant created their learning map by reflecting on their personal values, their personal learning style, what they need to learn well and by defining a personal learning focus for the week and asking for support to the rest of the Group and the facilitators to be able to keen this focus.
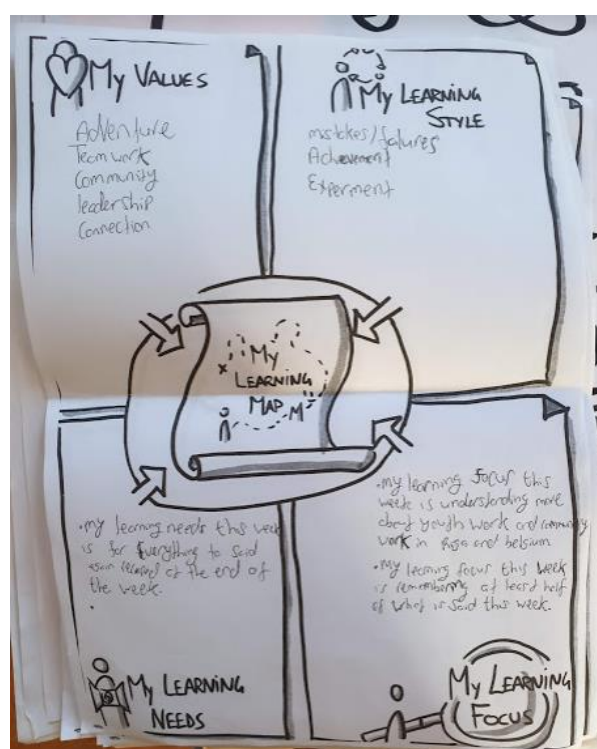
Manooth presentations

Powerpoints of the academic input we got at Manooth University are provided in Annex 3.

TOASST interaction principles

Duration	Activity	Objectives	Methods and session description
60 – 75 minutes	TOAAS(T) interaction principles	- introducing the TOAAST interaction principles to the participants - duscussion how they can be used in work with young people at risk	An interactive session with practical assignments related to every phase of TOAAST: - Trust - Observe - Appreciate - Adapt - Stimulate - Trust After the priciples and their importance are explained, participants are offered interactive cooperation exercises - one on each of the aspects. Participants reflect if they have been using these principles in their work. In the end practical tips are provided.

Detailed description of the method is available in Annex 4.

Learning Space Dynamics – sharing valuable resources & lessons

Duration	Activity	Objectives	Methods and session description
2 – 3 hours	Learning Space Dynamics	- pax share with each other different methodologies, tools and resources they find useful in their work	Activity provides extra value, if diverse profile of participants is involved. Participants share what is important to them / what they find useful in their work (or just observe and learn from others). The following corners can be set up (and many more): • Presentation corner - talks and presentations (incl. mini workshops) by participants and facilitators • Resource table - books, publications, laptops with websites, (ted) talks, methods, etc. • Bucket Books (reading list) • message wall • political incorrect corner • The PUB - mini openspace - discuss what needs to be discussed! Don't what doesnt ;)

			• Best Idea Ever Chair • All Equal - what do we have in common - lets talk! • All Different - what's different - lets talk!

The outcome:

Participants shared and presented different methodologies, tools and resources. Below you find the resource list compiled on one of the digital working stations.

Resource Link	What is it about?
https://www.youtube.com/watch?v=fW8amMCVAJQ	Funny video on leadership
https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en	Do schools kill creativity?
https://www.youtube.com/watch?v=gXALq7SZU7U	Resilience - child/young people needs
https://www.youtube.com/watch?v=jn407dSTvSk	A better neighbourhood with the help of strong volunteers - JES
https://bxlopenview.be/	A platform for an alternative view on Brussels, through the eyes of young people
The life and death of great American cities - Jane Jacobs	An insight in how cities really work, quite old but still relevant
From Boys to Men: Spiritual Rites of Passage in an Indulgent Age - Bret Stephenson	
https://www.youtube.com/watch?v=1pqMXplAI9Y	One of the first (and original) adventure playgrounds, just because I love it:-) founded by Lady Allen of Hurtwood
www.canva.com	Useful for flyers, fancy CV's, posts for volunteers... (presentation Hatice)

https://www.youtube.com/watch?v=EisaD0ZsL3E	Run with me :)
https://prezi.com/p/8mii8avjbjei/solution-focused-coaching/	Solution-based coaching - appreciative inquiry (presentation Iebel)
https://www.mobileschool.org/	Empowering street work educators worldwide - bringing non formal education to the streets
https://www.mobileschool.org/products/streetsmart-play	An open online platform to consult and share educational games and methodologies (released in September)
bikablo 2.0 - https://terra.jes.be/index.php/s/qysTHGEHB42rrzd	Visual dictionary
playback by roger greenaway - https://drive.google.com/file/d/0B8DGBA21kaI8Zl8xQ0E1UGtWanc/view?usp=sharing	Background and methods on active reviewing

Street- and youthwork metaphors in the Wicklow mountains
<mark>The outcome</mark>:

During this project we largely used environment in which we were in as a tool for learning - be it wondering around youth-"inhabited" public spaces, dropping in to youth service organisations or merely enjoying a proper experience-sharing round during a walk in a park. The last days of the third module took place in the beautiful Wicklow mountains. While having a hike in the hills, the participants looks for metaphors to relate to their daily work.

- Moss and tree represent Street/Youth work(ers)
  - very resilient
  - trial and error is a big part of our practice
  - The roots of streetwork are the same all over (Europe)
  - Branches grow out into the community
  - Give oxygen to young people

- River – represents street worker
  - It flows and is ever changing just like a street worker is/needs to be
  - It also represents the street itself. If you put a stone in, it will move around, the street adapts

- Stones - in the river
  - Our work building bridges (back into society), by crossing the river we offer a way of the streets

- different kinds of rocks represent different kinds of streetwork, young person can choose which stepping stone is for them
- We also serve the other way around and bring the community into the streets

- Tree - represents Street worker
  - Gives shade, a fostering space to /for young people to develop and strengthen themselves in
  - The tree grows (and develops) itself by doing what it does
  - Needs to be watered, as we work a lot with problems of others we need to not forget (space for) ourselves
- River (decision maker group)
  - Concerned about social contol
  - State is making decisions on what youth workers should do?
  - We want to empower and not control
  - More focus for the invisible children
  - Influence of history

The learning outcomes

At the end of the project the participants defined the following conclusions and insights regarding youth work with young people at risk (and streetwork in particular) which they thought were important to share with other youth workers:

1) **The importance of critical reflection:**
   - It should be an integral part of the work and not an add on or an afterthought.
   - The time given to individual reflection, reflection with peers, reflection with the outside (other agencies, European exchanges, etc.) has a real impact on the work as you can make decisions to change or address issues differently (as opposed to being stuck in a loop and doing the same thing over and over again hoping you'd get a different result).
2) **The importance of articulating your practice:**
   - So that you can be grounded in it and know why you are doing what you are doing;
   - Also it is easier then to have challenging conversations with various stakeholders when you can articulate clearly where you come from, why and how you do what you do.
3) **The importance of challenging our boundaries:**
   - Why are we in the street?
   - On whose terms?
   - Are we fully present?
   - What are our boundaries?
4) **The importance of sharing:**
   - Tools, tips and practice sharing keeps your work fresh and makes you look at things from another angle and encourages you to try new things.
5) **The importance of self-care:**
   - Work with young people a risk is demanding and can be dangerous. It is a responsibility of the coordinators and managers to provide basic safety and support framework that would enable youth worker to act in an efficient, systematic and long-term perspective.

Articulating my practice (youth work model/values/methodology/tools)

TRANFORMATIVE & COMPASSIONATE COMMUNICATION TRAINING

TRANSFORMATIVE COMMUNICATION

Some of the golden rules
- ❖ **The ONLY thing you have full power over and can impact is YOURSELF**
- ❖ **Everything begins with YOU**
- ❖ **No matter what the situation is you start by checking in with yourself and identify your intention and what role you can play in transforming it**
- ❖ **Read more, inform yourself more, find your own style, trust yourself, trust your heart**

COMPASSIONATE COMMUNICATION

Compassion in the context of this training is the humane quality of understanding the suffering of others and wanting to do something about it. It is not about justifying, excusing or accepting the behaviour but rather to understand that challenging behaviour is a symptom of deeply rooted hurt. Consequently, by committing to a compassionate practice, we commit to respond rather than react, we commit to transform the situation rather than try to fix it.
"I imagine one of the reasons people cling to their hates so stubbornly is because they sense, once hate is gone, they will be forced to deal with pain." James Baldwin

SELF-AWARENESS/CHECK-IN:

When entering any situation we bring with us our own realities and these can have a direct impact on the way we react, manage or interact with that situation:

Perception: is the way in which we understand, interpret or see something so it is¬ important to ask yourself how do things look to me, not how do things look?

Beliefs: are opinions we firmly hold and are what we accept as true or real.¬ "This is me and this is what I believe" when we react in a personal way to a situation it can be a sign that a core belief in us has been challenged

Assumptions: When we accept a thing as true or certain without any proof; we¬ usually assume to fill gaps of uncertainty

Expectations: What we think can, will or should happen. Some expectations are¬ connected to our desires and others to our fears

Feelings: Depending on the situation you will feel different emotions and it is¬ important to connect with those to give you an indication of what may be happening for you

As part of preparing to be in either a highly emotionally charged space, or a space where you need to focus on communicating delicate matters, or simply where you know communication might be challenging; routinely do the checking in exercise above with yourself; it will help you identify if you need more support on the day or if personal issues might have an impact on how you may react.
The more you practice the more it becomes something you do automatically.

It is important to apply the same process while you are in that space.

Example: If behaviours you deem unacceptable occur during a meeting you organised and worked hard on being a safe space, the following could be happening for you:

➢ *By tuning in to your **feelings** you realize that you are reacting to that situation with anger; know that anger has a lot of useful information in it.*
➢ *Anger is a very clear indicator of hurt and if you are hurting it is maybe because your **belief** in "everybody deserves to be treated equally" has been challenged;*
➢ *You may **perceive** that the individual causing the harm is doing it on purpose and therefore does not deserve your empathy.*
➢ *You may **assume** that the individuals at the receiving end think you have let them down by not providing the safe space you said you would provide and*
➢ *You **expect** that they will not want to come back to any future space you will organise.*

This will have a very deep impact on how you will handle the situation; so by checking in with yourself you increase the chances of not being on the defensive, responding in a non-judgmental way, staying calm and demonstrating a compassionate attitude to the situation.

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In order for you to manage situations when situations you deem difficult or challenging or conflict happen a key strategy involves making connections with the person and not with the language or behaviour used. When you can and it is appropriate; it is important to build empathy and approach all dialogue with compassion; and it is also important that we do not do anything to shut down a conversation, to make someone feel that you are accusing them of being 'wrong' and just building defensiveness so they feel unheard themselves and cannot then hear other viewpoints.

That connection needs to happen with yourself first: by identifying how you are feeling and what the triggers are for those feelings, you will be able to assess if you actually can address that situation with compassion.

You should apply that compassion to you first and acknowledge how this situation is making you feel and what potential impact it will have on the management of it.

Once you have connected with yourself and compassionately addressed your own reactions it is about assessing if you can connect with the individual who has displayed the behaviour.

It is very important to know what your intention is in that situation and what you want to achieve:

• Do you want to get the individual who caused the harm or discomfort to understand they did cause someone pain?
• Do you want to de-escalate the situation?
• Do you want to raise awareness of the people present that even if no one was harmed the use of such language or behaviour is harmful?
• Do you want to use the situation as an educational opportunity?

You will be looking at either:

➢ Wanting to connect with the other to understand better and therefore gain the ability to look at the situation with compassion
➢ Wanting the other to connect with you and understand that your need for providing a safe space for them is being challenged and therefore connect with the other's ability to empathise

➢ Wanting an action to happen and directly ask the other or your colleague to do something (Take an individual away from the group for a chat/ interrupt the activity so you can talk about what has happened...)

ENSURING CONNECTION:

The most effective way to connect, with yourself or the others is through communication; how we use our words and body language is very important in keeping others engaged and connected with you; the following are some of the things we might do that will interrupt that communication and disconnect us from ourselves and others (it is important to remember that it doesn't matter if what you are trying to communicate is right or wrong by using any of the following the result is the same, you will alienate the other/self):

1. **Blame**: Is when you declare that someone or something is responsible for a fault or is wrong. By using terms like "always" or "never" you imply that you can account for every single time something has taken place in your presence or not 24/7 which is impossible to do
It's your fault...you always do this...

2. *Moralistic judgements*: as opposed to value judgements which are based in your value and belief systems, moralistic judgments imply you have a moral superiority and you know what is wrong and what is right and therefore have the right to judge others; it is thinking in terms of all what is wrong with others or yourself. It also can be based on the idea that we can decide "who deserves what"
What you just did there is wrong and you should feel ashamed of yourself/ You have crossed the line you deserve to be kicked out of the network

3. **Labels**: In this context labelling is when we inaccurately and in a restrictive manner apply a name, a classification or an image to a person; we imply that we have made up our mind about the person and we know for a fact that they are what we have just decided they would be.
You are selfish/ they are all racist/ you are lazy

4. **Comparison:** is when we use the character or qualities of someone or something else in order to discover resemblances or differences and in this context we believe that comparisons are a form of judgement
That is not as good as.../ she is so much more helpful that you/ why does it always have to be you, the others never behave this way

5. **Demands:** is when we ask for something forcefully or using our authority, sometimes in a way that shows that you do not expect to be refused. Demands are closely linked to concepts of power: we can keep making demands from the young people it doesn't mean that they will do what we are asking from them; however it means they will feel alienated from us and will disconnect

If you want to continue coming to these meetings you will behave as I tell you to/ If you love me you will.../ if you don't do this.../ do this or else

6. **Imposing my judgement**: Also connected to concepts of power, we impose what we think is the right way of doing things; sometimes we think we are offering advice however the other can perceive it as an attempt to disempowered them and make them do it your way.
If you want things to work you really should.../ If you want to rest of the group to like you, you should listen to me

7. **Denying responsibility and choice:** By staying vague about why we need to do what we are doing, or blaming an authority, we deny our own responsibility and therefore cause frustration and anger in the others and equally by taking away the possibility of choice by imposing what needs to be done we will cause disconnect

You have to.../ It is the way it is../I have no other choice than expel you from the network because that's how it is.../I had to...

LISTENING IN AN EMPATHIC WAY:

One of the central skills to any work with people is listening, which is sometimes something we forget to do when a situation escalates or something harmful might have happened.

The need to restore safety sometimes pushes us into action before we have time to think about what the best thing for all involved can be and by actually listening we allow ourselves time to assess the situation and hear beyond the words so we can connect with our own feelings and needs of those of others.

Depending on the situation you may need to intervene and react according to what the others are telling you, sharing or responding.

In this instance what we are talking about is how to demonstrate empathy while listening. The following are things we may do that can interrupt the empathic nature of your listening and consequently will alienate and disconnect the young person; these are not right or wrong ways of listening; they are the ways we can ensure that we empathically listen:

1. **Compare:** By sharing your own experience you think you will make the person feel better when the only thing they want to do is to talk about theirs right now
   You think it was hard on you?! Wait until you hear what has happened to me

2. **Educate:** Using what the person is sharing as an opportunity to educate them on what they really were feeling

   You could learn so much from this experience, this is showing you how when you do this, that happens

3. **Discount:** Thinking you may make someone feel better by making what the person is sharing less important than what it seems to be for them

   You are maybe making a big deal out of this, it not as bad as you think it is, get over yourself worse things happen in this world everyday

4. **Fix:** This is one of our first instincts we have and we try to fix and find a solution straight away however the more you give space for the other to talk it through, they very often find those solutions on their own.

   I know what we'll do, I will go there and talk to them, you will do this and this

5. **Sympathise:** We often mix sympathy with empathy and we think that by expressing how we feel sad or bad for the other it will make them feel better but it can be received as patronising.
   You poor thing...oh nooo this happened to you....

6. *Data gathering:* When we ask the person for more information or specific information that is of interest to us rather than supporting them tell their story, usually we do this in order to be able to fix.

So when was it that they said that? Where were you when it happened? Tell me exactly the words they used when you said...

7. **Explaining/Justifying:** By explaining to the person who is sharing that it could be their fault and sometimes they need to think of others; that what has happened to them might be deserved.

Are you sure it was a racist comment? Maybe you didn't understand them right. Do you know how hard it is to do my job so if I say that to you maybe you should remember how hard my job is

8. **Analysing:** Trying to figure out what has happened by assuming or reaching conclusions and hoping the person may feel better if they know what the root of the issue is.

When you responded that way do you think it is to do with the way your mother has been treating you when you were a baby?

Developing empathic listening takes time and practice. It is helpful to practice listening to people with self-awareness to see what non-empathic modes we tend to use. Do you tend to compare, educate, fix etc. and if so can we practice:

- o holding back from jumping in with non-empathic modes,
- o using your silence so that the other person can speak their story fully

OBSERVING VS EVALUATING AND JUDGING:

It is very important to be able to observe a situation without evaluating it or assessing it. In a situation that needs transforming it is important that you can state simply what you actually see or hear.
Evaluation "This place is disgusting"
Observing: "There are clothes covering most of the floor and dishes with dried food on the bed"

When we make non-judgemental observation we:
- ❖ Identify for ourselves what really has triggered our reaction
- ❖ Can agree with the other on something that both can observe
- ❖ Leave room for correction in case we don't remember everything the same way
- ❖ Make a distinction between what we think happened and what really happened
- ❖ Take responsibility for our own actions

Remember:
In order to approach any situation with empathy and compassion in order to transform it, it is important to:

STEP 1: check in with yourself and the 5 points of self-awareness. You don't have to over think it or change anything you only have to be aware of it and the impact it could have on your response to the situation. If there is anything that you need to park in order to be as present, neutral and fair as possible do it

STEP 2: check that the language you are using (with a group or an individual) is connecting and be aware of others using disconnecting language with you. When you note that you have been disconnected you can re-connect

STEP 3: check that when the person/group are addressing you, you are listening in an empathic way and be aware of your responses or how you engage with what is being said...the time for an intervention can be later, for the moment they just need to be heard; it will give you time to assess how they are feeling and what are the needs that are not being met
STEP 4: check that what we are talking about is what we have observed only and not our interpretation of the events or our judgement of what happened

FEELINGS AND NEEDS

The key to engage in transformation of any situation on a compassionate and empathic manner is to understand that:

We think and behave in a certain way as a response (conscious and unconscious way) to how we feel and our feelings are the result of our needs being either met or unmet

One of our needs is not being met

It triggers feelings

We behave a certain way or think a certain way to respond to the way we are feeling

To resolve or address an issue we usually try to address the behaviour but as long as we do not address the core need that is not being met other behaviours and thoughts will keep coming and be disruptive.

What do we mix feeling with?
1. Thoughts: if you can replace the verb "I feel" by "I think" it means it was a thought and not a feeling
2. How we think others are behaving towards us: "I feel misunderstood by her" the feeling of being misunderstood is our feeling and not the behaviour of the other person
3. Evaluation of ourselves: "I feel useless" is an evaluation of ourselves..the feelings resulting from that evaluation could be disappointed for example
4. Caused by others: "I feel you never pay attention to me" "I feel she is ignoring me" others can be the trigger or stimulus for how we might feel but they are not the ones making us feel
5. With needs: "I feel loved" love is a need not a feeling

Our feelings
When our needs are not being met:
Disappointment, unhappy, upset, hurt, sad, miserable, despairing, grief, pain, frustrated, irritated, impatient, annoyed, angry, resentful, disgusted, furious, concerned, anxious, nervous, worried, scared, frightened, terrified, uncomfortable, uneasy, unsure, confused, surprised, baffled, overwhelmed, lonely, withdrawn, bored, tired, cold, numb, indifferent, low, restless, reluctant, aroused, helpless, embarrassed, regretful

When our needs are being met:
Happy, cheerful, buoyant, joyful, overjoyed, blissful, ecstatic, pleased, appreciative, thankful, grateful, proud, glad, delighted, comfortable, calm, secure, content, relaxed, peaceful, interested, curious, intrigued, surprised, astonished, fascinated, amazed, hopeful, optimistic, confident, enthusiastic, excited, inspired, overwhelmed, sensitive, touched, warm, loving

SOME NEEDS WE ALL SHARE

PLAY: Engagement, fun, freshness, spontaneity, stimulation, rhythm, variety, comfort, ease, relaxation

CLARITY: knowledge, awareness, to understand, reassurance, simplicity, order, accuracy, competence, efficiency, skill

EQUITY: equality, fairness, sharing, cooperation, collaboration, honesty, openness, keep to agreements, reliability, consistency, justice, tolerance, balance, harmony, unity

MEANING: purpose, contribution, awareness, beauty, mystery, wholeness, adventure, challenge, creativity, growth, learning, achievement, completion

AUTONOMY: independence, freedom, choice, control, power, authenticity, integrity

EMPATHY: understanding, sympathy, acceptance, acknowledgement, recognition, to be valued, consideration, respect, trust, celebration, mourning

LOVE: care, nurture, affection, closeness, intimacy, touch, sexual expression

PROTECTION: containment, safety, security, peace

SUBSISTENCE: food, water, light, air, space, warmth, movement, rest, health, hygiene

COMMUNITY: belonging, connection, friendship, contact, inclusion, participation, solidarity, loyalty, help, support

MAYNOOTH PRESENTATIONS

Youth policy, youth work, youth justice

Maurice Devlin

Competences – Quality – Quantity
in work with young people at risk
18 September 2019

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Policy

- Refers to a 'general plan of action'
- Also often implies underlying principle(s) to guide action

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'Youth policy'

- Principles and actions (especially of government) concerned with youth
  - But note…
    - 'youth' can be defined in different ways
    - 'policy' can be implicit or explicit
    - …and can be unified and codified to varying degrees (sometimes 'youth *policies*' is more accurate

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European Youth Policy

- The term can be applied to principles and actions of both the European Union and the Council of Europe
- In the EU its most recent formulation is the *European Youth Strategy 2019-27: 'Engage, Connect, Empower'*

Guiding principles

'European Youth Policy and all actions undertaken within the European Union Youth Strategy 2019-2027 should be firmly anchored in the international system of human rights. The following principles should be applied in all policies and activities concerning young people:…'

Guiding Principles (cont.)

- Equality and non-discrimination
- Inclusion
- Participation
- Global, European, national, regional and local dimension
- Dual approach [both 'mainstream' and 'youth-specific']

Youth Work

'A planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young persons through their voluntary involvement and which is:

(a) complementary to their formal, academic or vocational education and training; and

(b) provided primarily by voluntary organisations.'

[Ireland - Youth Work Act, 2001; Education & Training Boards Act, 2013]

Youth Work – 'five defining elements'

For over 150 years, five elements have fused to delineate what we now know as youth work and to distinguish it from other welfare activities. It is distinctive only when all are present…

- Voluntary participation
  - 'In an increasingly regulated world that offers young people fewer and fewer genuine opportunities to exercise judgement – as opposed to being invited to participate and be listed to – the chance to voluntarily engage with a worker or agency is a rare opportunity for them to act as citizens, and to meet with others.'

'Five defining elements'

- Education and welfare
  - 'Historically, youth work did not develop to simple 'keep people off the streets', offer activities or provide amusement...Each of these traditions [of practice] encourages us to focus on learning through conversation, experience and relationship.'

- Focus on young people
  - Although there have been shifts in age boundaries, youth work remains an age-specific activity...

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'Five defining elements'

- Association, relationship and community
  - Youth work is fundamentally about community; about working, as John Dewey (1916) put it, so that all may share in the common life. It is an activity of communities.

- Being friendly, accessible and responsible while acting with integrity
  - 'Youth work has come to be characterised by a belief that workers should not only be approachable and friendly, but they should also have faith in people and seek to live good lives...the person or character of the worker is of fundamental importance.'

[T. Jeffs & M.K. Smith, 'Introducing Youth Work', in Jeffs & Smith *Youth Work Practice*, Macmillan, 2010]

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Youth work - core principles

- Young person-centred
- Safety and wellbeing
- Education and development
- Equality and inclusiveness
- Quality and continuous improvement

[*National Quality Standards Framework for Youth Work*, Ireland, 2010]

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Council Resolution on Youth Work 2010

'Youth work takes place in the extra-curricular area, as well as through specific leisure time activities, and is based on non-formal and informal learning processes and on voluntary participation. These activities and processes are self-managed, co-managed or managed under educational and pedagogical guidance by either professional or voluntary youth workers and youth leaders and can develop and be subject to changes caused by different dynamics…[such as]…'

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Council Resolution on Youth Work 2010 (cont.)

- context (community, history, society, policy)
- concern to include and empower all young people
- Role of paid/volunteer youth workers
- types of organisation (govt/non-govt; youth/adult-led)
- method and approach
- role of local and regional authorities

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Youth work as a profession

- 'Youth work is not just a **vocation**, although almost inevitably the people who do it have a particularly strong sense of personal commitment to the work and to the wellbeing of young people. It is a **profession**, in the sense that all those who do it, both volunteer and paid, are required and obliged, in the interests of young people and of society as a whole, to carry out their work to the highest possible standards and to be accountable for their actions.'
- *National Youth Work Development Plan* (Ireland, 2003)

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Aspects of professionalism

- Standards
- Accountability
- Trust
- Ethics
- Also note - institutional mobility

(not necessarily tied to one particular institutional/organisational setting/location)

Youth Justice

Most definitions are systemic:

- 'The youth justice system in New Zealand comprises organs and processes that deal with offending by children aged 10–13 years and young people aged 14–16 years. These differ from general criminal processes, and are governed by different principles.'

- 'The Youth Justice Board [of England and Wales] works to prevent offending, reduce re-offending, protect the public, support victims of crime, and to promote the safety and welfare of children and young people in the Criminal Justice System.'

Irish Youth Justice Service

'The Irish Youth Justice Service aims to improve the delivery of youth justice services and reduce youth offending. This challenge is met by focusing on diversion and rehabilitation involving greater use of community-based interventions and the promotion of initiatives to deal with young people who offend. Providing a safe and secure environment for detained children and supporting their early re-integration back into the community is also a key function.'

What youth work and youth justice share…

- Both concerned with young people, with 'youth'
- Both interdisciplinary fields
- Both are policy domains (from local to international levels)
- Both have elaborate (and overlapping) institutional and organisational dimensions

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What are the differences?

- Different disciplines or combinations of discipline
- Different ideologies or discourses; different basic assumptions?
- Different forms (and combinations) of occupational role(s) and status…
- Different interpretations of 'justice'?
- Different statuses/approaches as professions?

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Question

- In the light of both the similarities and the differences, how can the relationship between youth work and youth justice be optimised?

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Professional Youth Work
Education and Training

——————

Erasmus+ KA2 project

Wed 18th Sept 2019

Youth Workers as Educators

Not everyone can or should be a youth worker…. the doing of youth work…. requires a *particular combination of knowledge, skills and personal qualities*.

Youth work is *not just a vocation*, although almost inevitably the people who do it have a particularly strong sense of personal commitment to the work and to the wellbeing of young people.

It is a *profession*, in the sense that all those who do it, both volunteer and paid, are required and obliged, in the interests of young people and of society as a whole, to carry out their work to the highest possible standards and to be accountable for their actions. (NYWDP, 2003:14)
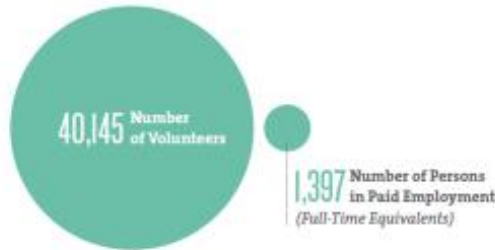
YOUTH ORGANISATIONS are active in almost **every community** reaching over **383,000** YOUNG PEOPLE

Report on the Economic Value of Youth Work (NYCI, 2012)

Extent of Volunteering and Paid Employment in the Youth Work Sector in Ireland - 2012

40,145 Number of Volunteers

1,397 Number of Persons in Paid Employment (Full-Time Equivalents)

Source: Indecon analysis

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Mapping the Work Force NYCI/Youthnet 2013

Survey of all major youth organisations [Total number of workers 940] 658 or 70% of the total paid work force

Primary Role

Provision of informal and non-formal education services for young people (including direct face-to-face work with young people)

Headlines	Qualifications
Full-time positions 67.%	QQI Youth work qualification - Level 5+ 33.1% [231]
Part-time 29.8%	Professional qual. in youth work (UG&PG), 28.% [189]
Sessional 2.7%	Primary Social care/Health related 41.2% [270+]
	Outdoor Ed 9.7% [64]

66% approx. of staff at this level are educated to third level degree standard or above.

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QQI Major Award Level 5

The purpose is to enable the learner to acquire the *knowledge, skills and competence* to work *under supervision* in a youth work context and or to **progress to further and or higher** education & training.

All of the following component(s)

1. Understanding Youth Work
2. Young People and Society
3. Working with Young People

At least **one** of:

1. Personal Effectiveness
2. Communications
3. Team-working
4. Customer Service

Eeither

Work Experience **or** Work Practice

At *least two* of the following:

Community Addiction Studies
Understanding Community Development
Community Development Practice
Occupational First Aid
Human Growth & Development
Youth Information Skills
Social Studies/Social Analysis
Criminology

Substance Use - Issues for youth work

Structure
8x15 credit modules or minor awards

contd.

Exercise and Fitness
Social Justice Principle
Peer Education
Safer Sex Negotiation
SkillsAfter School Support
Skills
Adventure Activities
Community Arts Practice

and one other module

Dept. Applied Social Studies [DAPPSS – est. 1980]

Our mission is to

'promote **human rights, social justice** and **equality**, nationally and internationally, through excellence and innovation in **education, research and public engagement** that contribute to the development of the **social professions and applied social sciences**.'

DAPPSS - Professional Youth Work Education & Training Programmes

BSocSc Community and Youth Work [BCYW]

❑ 3 years full-time/4 years part-time Level 8 Honours degree [Level 7 EQF] 225 ECTS

MSocSc Community and Youth Work [MCYW]

❑ 2 years full-time/3 years part-time Level 9 post-graduate degree [Level 8 EQF] 120 ECTS

❑ **Fieldwork Placement** full ECTS alongside full academic ECTS

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BSocSc Community & Youth Work

'a fully integrated programme of education and training in both community work and youth work'.

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Curriculum Integration

Two key ideas:

1. Idea of bringing traditional knowledge disciplines together in the service of fundamental and important problems and questions.

2. Pedagogical idea of Deweyan constructivism where a learner's prior knowledge is incorporated into new understanding (Bacon, Marino Institute)

Youth Work

- is defined in Irish legislation as a 'planned programme of **education** designed for the purpose of **aiding and enhancing the personal and social development** of young persons through their **voluntary participation'** and it is intended to be complementary to young people's formal and vocational education and training.

- Youth Work **empowers young people** and gives them **a voice, individually and collectively**. It should **uphold and promote the rights of children and young people** as citizens

Community Work

… is concerned with the **development** and **empowerment** of communities through **facilitating the active participation** of people in addressing issues that affect them **collectively** and **challenging** the **persistence of social and economic inequalities**.

It can be done in a variety of contexts: in **neighbourhoods**, with specific groups (e.g. **women, Travellers, new communities, migrant workers and refugees, combating racism**) as well as with **local authorities and state agencies**.

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Curriculum Focus

- Process of **Professional Formation** – academic excellence and practice competence have equal value.

- **Social Science** Foundation - Disciplines of Sociology, Psychology, Management etc.

- Underpinned by **explicit Equality and Human Rights** focus

- **Theory, policy and practice** of youth work and community work

- **Block supervised fieldwork placement** (14 weeks full-time) in each year of the programme.

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Features of the Programmes

- **Professional Formation** role of Year Co-ordinators

- Small Group **Experiential Learning**

- **Practitioners as Educators**
  - Engagement with the field
  - Field in the 'academy'

- **Creative** Methods Central

- **Study Visits** – one day & residential

- **Range of Assessment Types**
  - Presentations
  - Individual and Group Projects
  - Arts based work
  - Essays

- **Accountability** e.g. attendance, sick certs etc.

Restricted Entry
- Recruitment Process

Supervised Fieldwork Placement*
- Must be passed in order to receive professional qualification
  - *** Exit Award** – Academic Only

Final Oral Exam
- Involves the external examiners and practitioners
- must be passed independently of other components

Final Year Values Presentation
- Statement of Professional Identity to peers - values, principles, practice commitments

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Indicative Themes

- Youth Work Principles and Processes

- Community Work Principles & Processes

- Youth & Community Arts

- Professional Practice Skills

- Youth Justice

- Management

- International Youth Work

- Conflict and Mediation Skills

- Group Work

- Equality & Human Rights Studies

- Comparative & International Studies

- Sociology

- Global Youth Work & Development Education

- Psychology

BCYW (225 ECTS)	MCYW (120 ECTS)
Stage 1 modules CY102A Practice Skills Development (15 ECTS) CY103A Community Work Principles and Processes (7.5 ECTS) CY104A Youth Work Principles and Processes (7.5 ECTS) CY105A Youth & Community Images & Arts (7.5 ECTS) CY107 Fieldwork Practice 1 (15 ECTS) CY111B Study & Inquiry at Third Level (7.5 ECTS) CY117 Introduction to the Social Sciences (15 ECTS) **Stage 2 modules** CY202B Practice Skills Development 2 (15 ECTS) CY203A Community Work Issues & Policies (10 ECTS) CY204A Youth Work Issues & Policies (10 ECTS) CY207 Fieldwork Practice 2 (15 ECTS) CY215 Professional Studies (10 ECTS) CY216 Applied Social Science (15 ECTS) **Stage 3 modules** CY307 Fieldwork Practice 3 (15 ECTS) CY330 Professional Development (15 ECTS) CY331 Research for Practice (15 ECTS) CY332 The Social Science Context of Practice (15 ECTS) CY333 Critical Issues in Practice (15 ECTS)	**Stage 1 modules** CY622A Professional Development & Fieldwork Practice 1 (20 ECTS) CY623A Community Work Principles, Processes and Policies (10 ECTS) CY633A Foundations of Social Science (10 ECTS) CY624A Youth Work Principles, Processes and Policies (10 ECTS) CY630A Fundamentals of Equality, Social Justice and Human Rights (10 ECTS) **Stage 2 modules** CY622B Professional Development & Fieldwork Practice 2 (20 ECTS) CY623B Community Work Praxis and Politics (7.5 ECTS) CY624B Youth Work Praxis and Politics 2 (7.5 ECTS) CY630B Equality, Social Justice and Human Rights Practice (7.5 ECTS) CY633B Integrative Social Science (7.5 ECTS) CY637B Practice Research Project (10 ECTS)

North South Education & Training Standards Committee [NSETS] established 2006

All-Ireland framework for the **professional endorsement** of youth work education and training which sets out to:

– ensure *quality standards and fitness-for-purpose*;
– support *best practice;* and
– facilitate professional *mobility, exchange and peer learning*

both on a North/South and East/West basis.

Professional qualification benchmarked at Level 8 on. the NFQ

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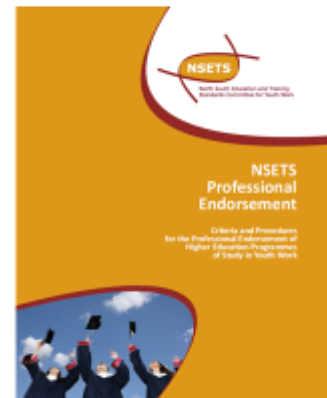
Professional Endorsement

- Professional endorsement **represents a formal recognition by the youth work sector** that specific qualifications, awards or programmes have reached a minimum standard or met prescribed criteria .. including **intercultural awareness/competence**

- It is **distinct from academic validation** which is conferred by higher educational institutions themselves or other relevant qualification authorities… 5 year cycle.

- Purpose of professional education and training is to enable practitioners to **develop a strong sense of their own professional identity**, enabling them to **engage critically** with a variety of **policy contexts and with complex fields of accountability**

NSETS view of professional youth work

'….. engage first and foremost as **educators with a sense of moral purpose and responsibility**.

It is the **interaction between mission, ethical understanding, and professional knowledge** in which the essence of good youth work practice is to be found.

…. **never be reduced to a set of discrete skills** to be mastered in some **mechanical process of assimilation**.

(To do so is) …**to deny the intellectual basis** of youth work and the richness of the on **going dialogue and learning that enhances professional practice** (NSETS, 2013 p 10).

Five Areas of Professional Ability

A. Facilitate the **personal, social and political education** and development of young people and adults

B. Promote **equality and change** in the interests and welfare of young people and communities and **uphold the value base** of youth work and community work

C. Work with young people, with communities and with peers and partners, **build and sustain empowering relationships**

D. Develop youth work and community **work strategy and practice**

E. Manage their own work and lead and manage the work of teams and individuals

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Professional Youth Work Programmes in Irish HE Institutions Endorsed by NSETS

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UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Ulster University

DUNDALK
INSTITUTE of TECHNOLOGY

CYM

INSTITUTE of TECHNOLOGY
CARLOW
Institiúid Teicneolaíochta Cheatharlach

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Maynooth University Department of Applied Social Studies

https://www.maynoothuniversity.ie/applied-social-studies

North-South Education and Training Committee [NSETS]

https://www.youth.ie/programmes/projects-initiatives/nsets/

NSETS Endorsement Criteria

https://www.youth.ie/wp-content/uploads/2019/03/NSETS-Professional-Endorsement-Criteria.pdf

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TOAAST interaction principles

NB! The TOAAST method was develop by JES staff and is a subject of copyright.

Its time for a double A toast which starts and ends with Trust!

Trust
Observe
Appreciate
Adapt
Stimulate
Trust

Trust
Why?
- trust relationship is the foundation
- fysical and mental safety
- 'condition creating'

How?
- giving (real) responsability
- being 'real' (not playing a role)
- be approachable
- greet young people (hand, word or other) individually
- support in hard times
- agreements, rules & boundaries

Used excersise:
- any trust buidling excersise (e.g. blindly following someone, etc.)

Observe
Why?
- be empathic - see, hear and feel what's going on with the young person
- expecations strongly influence your observations
- expectations are, amongst others, created by others, (sub)culture, background, upbringing, etc.

How?
- see and hear as much as possible
- react to exclusion
- balance individual/group
- "Always be passionately aware that you can be completely wrong!"

Used excersise:
- Count the F's
- A bird
- in my
- my hand
- Both excersices show that
  - we are not good at objectively observing

- our observation is strongly influenced by what we are told by others and what we think is 'logical'.
- Always be passionately aware that you can be completely wrong!

Appreciate
Why?
- All Different, All Equal
- genuinely regard/respect young people ('s opinion)

How?
- spread your attention
- get to know 'their' world
- genuine curiosity & interest - use it if you feel it!
- work with/be appriciative of contributions

Used excersise:
- 2 lies, 1 truth
- put three chairs next to each other and say something about yourself while sitting on each chair. Two of those things have to be true, the other a lie.
- The group than stands in front of the chair where they think you were lying.
- Your goal is to have as little people as possible standing in front of the chair where you lied
- After each person you as a facilitator can ask more info a bout the true stories, get to know your grow and show your interest in their personal stories

Adapt
Why?
- You adapt how you behave according to:
  - the young person
  - age
  - how big the group is
  - how well the group knows you/each other
  - context
  - etc.

How?
- Change focus of communication (Product/Procedure/People)
- Leadership styles
- Other frameworks

Used excersise:
- half of the group is taken outside and gets specific instructions
- the others get the following assignment: "Make someone who is lying on a table stand up without touching them"
- the people who lie down get different instructions
  - one needs a clear order - product oriented
  - one needs a step by step description because they don't know what standing up is) - procedure oriented
  - one needs to be motivated - people focus

Stimulate;
Why?

- Works better than the opposite
- It's being done a lot less
- 'Power-glasses'

How?
- Name (make explicit) and strengthen what goes well!

Used excersise:
- make the implicit explicit, e.g. "thank you for not talking when I talk, makes me feel appreciated".