



YouthReach



INCLUSIVE AND TRANSFORMATIVE
FRAMEWORKS FOR ALL

BRIDGING PATHWAYS WITH INCLUSIVE AND
TRANSFORMATIVE OUTREACH FRAMEWORKS

Training Programme

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BOB
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IN KULTURNE DEJAVNOSTI



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INTRODUCTION

This **training programme** was developed within the framework of a European Erasmus+ project titled **YouthReach:¹ Inclusive and Transformative Frameworks for All**, which involved practitioners (street workers and social workers), both professionals and volunteers, professors, researchers and decision-makers from five different countries: France, Slovenia, Croatia, Spain and Italy. Based on the capitalisation of training and practices in each country, the experimentation of the training programme and the methodology of support, we have created this training programme, which we hope will help you in your practice and contribute to bridging pathways and transforming the frameworks for the inclusion of all.

The goal of the training programme is to empower future professionals and volunteers in the fields of social work, social education, and other domains who work with individuals who are facing vulnerabilities. The project was initially inspired by the recognition that while ‘outreach’ practices are discussed in social work training, they often present challenges when applied to people experiencing social exclusion, especially young people. Thus, it aims to bridge gaps, promote inclusivity and facilitate transformative outcomes for all involved. To do so, it provides comprehensive training to enhance understanding of outreach, its associated attitudes and strategies. The goal is to bridge the gap between outreach training and practice, improve the quality of its existing training content and materials, and contribute to bridging the gap between practice and social policies by encouraging social dialogue between all stakeholders.

The training programme is intricately linked to the other outputs of the project: *Pedagogical Toolkit: Bridges for Solutions in (Y)out(h)reach: Theory, Method & Examples* and *Methodological Guide: Cooperative Approach for Solving the Outreach Challenges of Target Groups*. All of them see the social worker or educator as a key player in bridging the social and cultural gaps that entrap young people by helping them articulate their life’s challenges and establishing a dialogue with the authorities in various institutional settings. The programme is designed to facilitate the direct application of its materials, considering the social context and the specific needs of the individuals you engage with.

What is our definition of outreach?

Outreach in social work literature can be broadly understood as a methodology and a model for achieving comprehensive, integrated and continuous care of a person’s needs, particularly for people detached from institutional care who may be at risk of social exclusion. This approach requires at least three levels of action – policy planning, institutional organisation and professional intervention – to respond to the growing complexity of needs and the increasing professional hyperspecialisation of socio-educational care. Outreach goes beyond merely ‘reaching’ individuals facing social exclusion; it also involves ‘reaching’ institutions capable of influencing and changing social policies. It encompasses the creation of spaces where dialogue among all stakeholders can occur and where collective reflections on common issues are fostered. In the context of social work, outreach is a tool for social intermediation that analyses existing services and rights based on the input and expressions of

¹ A contraction between Youth and Outreach.

(young) people within the context of professional and institutional practices. Its primary objective is to identify solutions to support service dysfunctions by incorporating feedback from outreach efforts. Social workers and youth workers see themselves as responsible, respectful, skilled allies and facilitators of (young) people who are experts in their everyday life experience, understanding their lives better than anyone else does. The (young) people are the master of their life. At the same time, the social worker serves as a helper and supporter in identifying and analysing situations as much as it helps institutions to analyse institutional dysfunctions through the prism of feedback from the field and (young) people. In this process, problems and solutions are articulated to overcome social disadvantages in dialogue.

How to use the training programme

This document offers an overview of the programme, followed by specific sections that explore its aim and the rationale behind its design. You'll find information about the target group of the programme, its objectives and structure, including its duration as well. The document then outlines the conditions for inclusion and completion, as well as the competencies participants are expected to acquire. It covers the assessment principles of both participants and the programme itself, along with the certification process. Furthermore, it provides guidance on the didactical, methodological and implementation aspects of the training, including learning forms, methods and organisational considerations. Lastly, the document dives into the content of the programme, offering a detailed course syllabus for outreach work with an emphasis on youth. Whether you're an instructor, a teacher or someone interested in understanding more about (youth) outreach, this programme has the power to be an all-encompassing resource.

It is crucial to bear in mind that the document contains a presentation of the essential elements for developing a systemic approach to 'outreach' as we understand it. The content presented here describes the aspects to be addressed during lessons while leaving teachers free to mobilise resources as they see fit. However, we believe that all the subjects covered here are essential in order to maintain coherence.

GENERAL OVERVIEW

PROGRAMME'S NAME

Bridging Pathways with Inclusive and Transformative Outreach Frameworks

AIM AND RATIONALE FOR THE PROGRAMME

The programme aims to train current and future professionals and volunteers in the field of social work, education and other domains who work with disadvantaged (young) people by providing comprehensive training in the concept of outreach.

Its rationale stems from the observation that the practices commonly referred to as 'Outreach' remain challenging to implement in the context of social work and volunteer work with individuals experiencing social exclusion, particularly among young people. These practices often do not receive sufficient emphasis within support systems and encounter obstacles due to the complex interplay between political planning, institutional organisation and professional or field intervention. This leads us to consider whether this aspect can be regarded as a neglected policy field, where the issues related to outreach and social inclusion may not be receiving the attention they deserve within the broader framework of policy planning and implementation.

Furthermore, specialised prevention associations entrusted with missions related to outreach face regular questioning, which raises concerns about the effectiveness of their interventions. The current training and support systems in most countries fail to address the comprehensive needs required to bridge the gap between these different dimensions. This also leads us to consider whether a new governance structure that promotes the cooperation of various stakeholders in policy preparation, decision-making and implementation is needed. The existing disconnection between strategic planning, organisational implementation and professional execution of interventions highlights the potential benefits of such a collaborative approach.

By equipping professionals and volunteers with a thorough understanding of outreach and its associated attitudes and strategies, the programme aims to create a shared space for dialogue between the needs of (young) people and institutional services. This comprehensive training approach will foster effective implementation, enhance collaboration and improve outcomes for socially excluded (young) people. Through this programme, we seek to empower current and future professionals and volunteers, bridging the gap between initial training and the practical skills required for successful engagement with disadvantaged (young) people. By focusing on the concept of outreach and addressing the limitations observed in existing practices, we aim to facilitate a more effective and coordinated approach to supporting marginalised (youth) populations, ultimately leading to positive social impact and improved outcomes.

DESCRIPTION OF THE PROBLEM

The training programme was developed in an international project titled 'YouthReach: Outreach Inclusive and Transformative Frameworks for All,' bringing together diverse countries facing a common challenge. There is a necessity for building spaces for collaboration and negotiation with institutions, which could foster partnerships between practitioners and institutions while improving the services. Therefore, the training should give the practitioners the tools to be able to collaborate effectively with institutions. By equipping professionals with the necessary tools and approaches, the programme aims to bridge the gap between social work training and the practical implementation of outreach strategies. The programme's efforts are directed towards improving existing practices in the field by disseminating more approaches that are effective among professionals.

FUNDAMENTAL PRINCIPLES FOR PROGRAMME DESIGN

How do social workers tailor their outreach strategies to meet the needs of different communities?

Social workers and educators tailor their outreach strategies to meet the needs of different communities by considering the unique characteristics and challenges of each community. Some of the ways they do this include:

1. **Understanding the Community and the 'Tribe' Where the Marginalised (Youth) Population Live:** Social workers take the time to learn about the community and tribe they are working with, including its history, culture, rituals, values and beliefs. This helps them better understand the needs and challenges of the community and develop outreach strategies that are culturally sensitive and appropriate.
2. **Building Relationships:** Social workers build relationships with community members and leaders to gain their trust, facilitate social capital development and better understand their needs. This helps to ensure that outreach efforts are effective and well-received.
3. **Using Multiple and Multi-Modal Approaches:** Social workers use a variety of outreach strategies to reach different segments of the community. For example, they may use social media to reach younger community members while using community events to reach older members.
4. **Collaborating with Other Organisations:** Social workers collaborate with other organisations and agencies to provide comprehensive services to the community. This helps to ensure that outreach efforts are coordinated and effective.
5. **Adapting to Changing Needs:** Social workers continually assess the needs of the community and adjust their outreach strategies accordingly. This helps to ensure that outreach efforts remain relevant and effective over time.

Principles for programme design

The programme is based on the following principles:

- A user-centred approach.
- A co-creation approach that highlights active collaboration between institutions and individuals, empowering them to engage in problem-solving actively.

- An urban diagnosis (exploring the living environment of individuals and social groups).
- Integration of the supported persons into the content of the training.
- Professionalism and inter-collegiate networking.
- Interdisciplinary problem-solving.
- Dialogue among the participants in the educational process and in the work with (young) people (service users).
- Interpersonal relations among participants in the educational process and in the work with (young) people (service users).
- A problem-based approach and the principle of proximity, which allows the programme and practice to address the current problems of the environment in which the programme takes place.
- Innovation and reflexivity in practice, practice analysis and reflection on the postures.
- Ethical principles: respect, confidentiality, respect for and protection of privacy, a duty to help, considering access to rights and social justice as central, empowering people to understand and act on the system around them, free adhesion, consent in terms of the right to accept or refuse outreach, right to refuse aid.
- Reaffirmation of the role of intermediation (the role of the researcher having a function within the society in which they operate and the social worker as a key person for the intermediation process).

TARGET GROUP OF THE PROGRAMME (PARTICIPANTS)

The target group of the programme includes students of social work, social pedagogy, social education and adult education, as well as professionals who have already worked in the field, such as youth workers, cultural workers, counsellors, learning ambassadors and educators in formal and non-formal education, medical prevention programmes and similar. The programme is also aimed at NGOs and volunteers in all sorts of youth work. It is designed to cater to the specific needs of the individuals engaged, and it outlines the processes and methods employed to connect with people, harness their inner strengths and empower them to participate actively in society.

The programme is suitable for practitioners, beginners in outreach, experts seeking to change their practice or explore new topics, volunteers with a focus on direct youth work, social work students, teachers (both pre-service and in-service teachers) and institutional decision-makers involved in assessing decision options and the decision-making process. The programme is designed to facilitate the direct application of its materials, considering the social context and the specific needs of the individuals engaged if used in combination with the other outputs of the YouthReach project: *Pedagogical Toolkit: Bridges for Solutions in (Y)out(h)reach: Theory, Method & Examples* and *Methodological Guide: Cooperative Approach for Solving the Outreach Challenges of Target Groups*. The programme aims to empower current and future professionals and volunteers, bridging the gap between initial training and the practical skills required for successful engagement with disadvantaged (young) people.

PROGRAMME OBJECTIVES

The objectives of the programme are to empower professionals in the field of social work, education and various prevention programmes (e.g., medical prevention). The specific programme objectives are related to the competencies that shall be developed by the participants during the programme and are presented in the Catalogue of Knowledge.

As said, the programme seeks to help create a shared space for dialogue between the needs of (young) people and institutional services, foster effective implementation, enhance collaboration and improve outcomes for socially excluded (young) people.

PROGRAMME STRUCTURE

The programme consists of modules that are structured around the three levels of (youth) work (macro, mezzo, and micro level), which are in turn connected with policy planning, institutional organisation and professional or field intervention.

We recognise the importance of bridging and connecting these three interconnected dimensions to make effective implementation possible. Social workers play a crucial role in this process as they act as allies and supporters to co-create solutions and build bridges between (young) vulnerable people and institutions. The social worker's bridging role involves translating the perspectives of various stakeholders involved and establishing a dialogue with the authorities in diverse institutional settings. To tailor outreach strategies to different communities, social workers consider factors such as cultural norms, language barriers, socio-economic status and access to resources. They gather information about a community's needs and preferences through community assessments, focus groups, surveys and interviews. By equipping professionals and volunteers with a thorough understanding of outreach and its associated attitudes and strategies, the programme aims to create a shared space for dialogue between the needs of (young) people and institutional services.

This comprehensive training approach will foster effective implementation, enhance collaboration and improve outcomes for socially excluded (young) people in the short and long term.

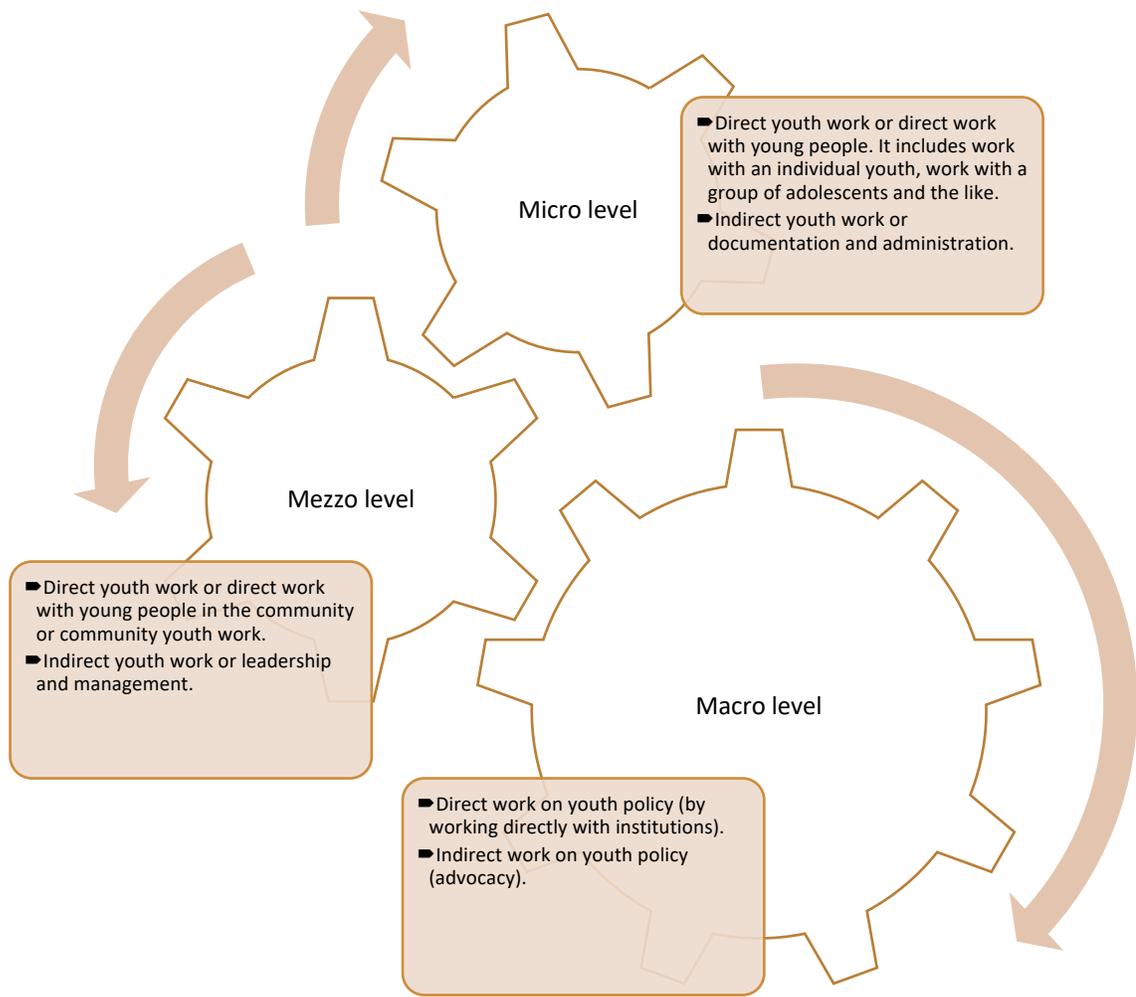


Figure 1. Levels of youth outreach

DURATION OF THE PROGRAMME

The duration of the programme is flexible and can be adapted to the specific context in which the programme takes place. The context is determined by the needs of the participants (i.e., prior knowledge and experiences, their interests) and the circumstances of the programme provider (e.g., qualification of the staff, material conditions for delivery, etc.). While the programme offers the freedom to select and deliver specific modules based on the context, there is a vital framework in place to ensure that the programme’s core objectives are met.

CONDITIONS FOR INCLUSION

There are no special conditions for inclusion.

REQUIREMENTS FOR COMPLETION OF THE PROGRAMME

Participants who successfully complete the programme must demonstrate a minimum of 80% programme participation to qualify for a Certificate of Participation, with the potential for earning micro-credentials from accredited higher education institutions.

COMPETENCIES TO BE ACQUIRED IN THE PROGRAMME

The training aims to develop the following competencies:

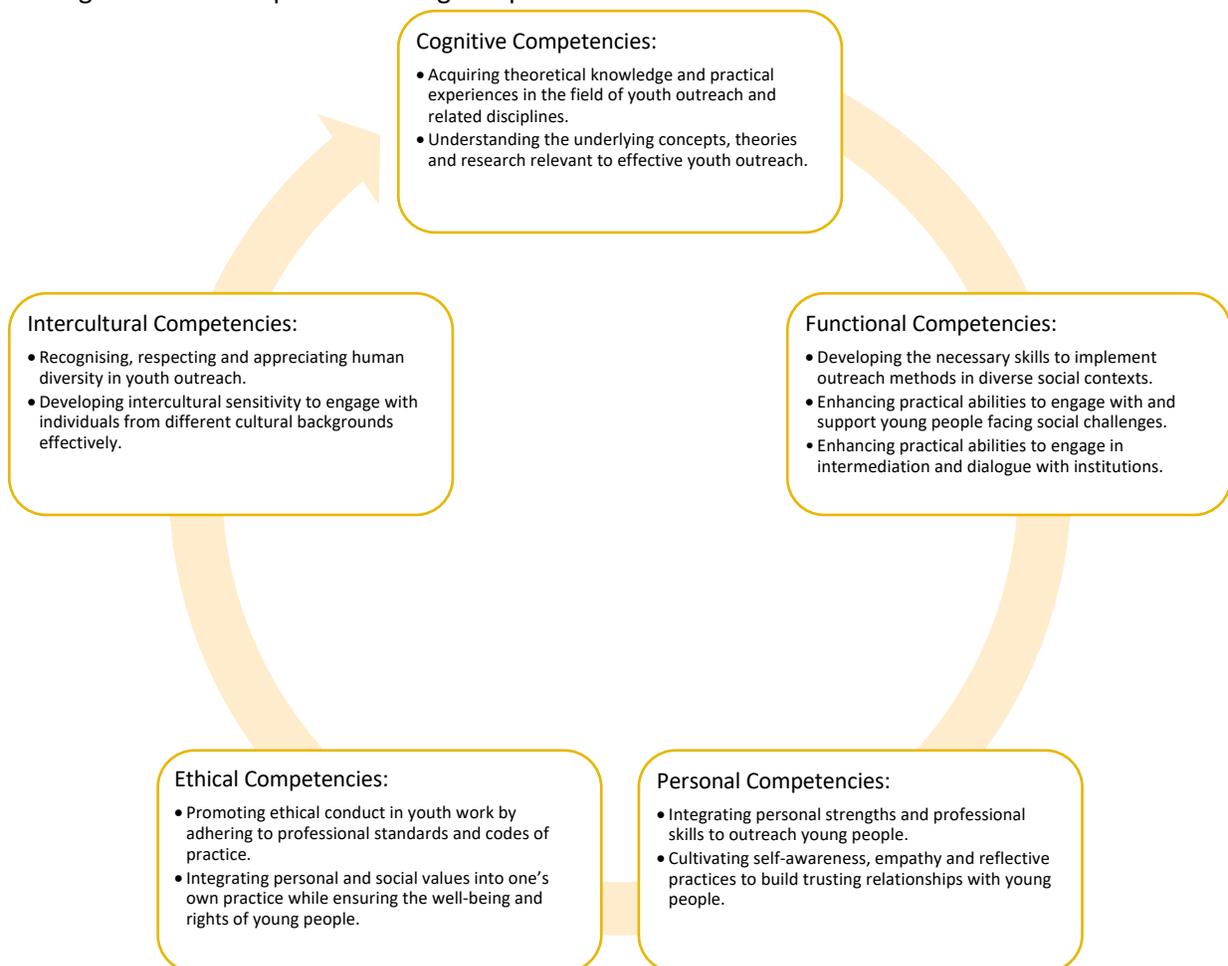


Figure 2. Competencies of Youth Outreach

The training shall help participants to:

- Identify and define the diverse needs of people, comprehensively exploring their unique circumstances and challenges.
- Conduct holistic investigations and analyse the formal and legislative frameworks that shape the problem and impact people's positions from various perspectives (users, institutions that are involved).
- Acquire a deep understanding of transformational approaches, including methodologies like 'appreciative inquiry,' aimed at reshaping services and organisations from the inside out, as well as understand how to navigate and drive change in the field of youth social services.
- Establish meaningful connections with people to engage in effective counselling conversations to understand their experiences and provide tailored support (discourse).
- Foster and manage group dynamics when working with (young) people collaboratively and inclusively.
- Skills for intermediation, facilitating collaboration, cooperation and networking within the environment to bridge gaps and enhance the overall support provided to (young) people and forging partnerships with other institutions and influential individuals to enhance outreach services.
- Cultivate a dialogical relationship with people and various stakeholders, encouraging open communication and actively involving them in decision-making processes.
- Utilise mediation techniques and conflict resolution skills to address disputes and challenges encountered during outreach work.
- Reflect on one's own practice and methods of self-evaluation.
- Engage in reflective practices and self-evaluation to continuously improve their own professional or volunteer practice, including participation in professional practice analysis groups and seeking supervision and intervision.
- Conduct investigations and action research and employ various problem-solving methods to define and effectively address outreach challenges.
- Cultivate an innovative mindset and creative problem-solving skills to address evolving challenges in the field of (youth) social services. Learn how to generate new ideas, pilot projects and strategies that can enhance the quality and impact of services to better meet the needs of (young) people by cultivating the attitude of perseverance and flexibility needed to navigate uncertainty.
- Engage in critical reflection and social discourse analyses related to institutional work and the broader social context, critically examining the impact of institutional practices on users and their unique needs.
- Develop the ability to elicit and incorporate feedback, ideas and perspectives to drive positive change and innovation.

ASSESSMENT OF PARTICIPANTS

Assessment is not foreseen in the programme, except in the case when the programme or specific topics are part of formal education (e.g., in universities) or in other training that provides for obtaining the certificate as proof of micro-credential. In these cases, it is recommended that the assessment take place in the form of a case study, project or seminar assignment, where a practical example of (youth) outreach is provided and/or investigated and explained theoretically.

CERTIFICATE OF ACHIEVEMENT OF THE PROGRAMME'S OBJECTIVES

There are two sorts of certificates:

- The Certificate of Participation for those who will participate in the programme but will not be assessed.
- Certificate of Micro-Credential, where participants shall successfully pass the assessment predicted by the programme.

EVALUATION OF THE PROGRAMME

For the final evaluation of the programme, the participants and tutors reflect on the quality of training provided and the learning progress of the participants.

DIDACTICAL, METHODOLOGICAL AND OTHER INSTRUCTIONS FOR THE IMPLEMENTATION OF THE PROGRAMME

The training programme is adaptable to different contexts that are determined by the needs of the participants (i.e., prior knowledge and experiences, their interests) and the circumstances of the programme provider (e.g., qualification of the staff, material conditions for delivery, etc.). The timing of individual topics can be adjusted as needed. The providers of training themselves shall implement the curriculum.

LEARNING FORMS, METHODS AND LEARNING ACTIVITIES

Training can be carried out in various learning forms, i.e., as a course at a university or as part of a university course, in the form of in-service seminars, workshops or courses aimed at developing the skills of professionals already working in the field of social work and education. The methods shall be student-oriented and shall enable the active participation of students and at least a few hours of practical work in real circumstances (for beginners) and reflection on one's own practice. These methods encompass a range of approaches, including discussions, debates, project work, dialogic methods of working with texts, methods of working in pairs and small groups, action research, interviews and even simulation – possibly even in a blended manner with VR cases.

ORGANISATION OF TRAINING

The programme can be implemented by various providers involved in the education and in-service training of social workers, adult educators, counsellors and consultants in multiple institutions. They shall provide adequate experts for each of the particular topics of the programme. The number of students in the learning group shall enable active participation and personal pedagogical treatment.

STAFF FOR THE IMPLEMENTATION OF THE PROGRAMME

Tutors on individual topics must demonstrate appropriate expertise. They will be experienced in organising active methods of education. They must also demonstrate values and attitudes that are consistent with the ethics and values of the programme.

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CONTENT OF THE PROGRAMME

The content addresses the modules that are specifically related to the levels of youth outreach, specific theories and practices in related fields and social practices. The teaching modules of the programme are:

1. Youth and Society: Definitions and Societal Determinants of Youth Life Paths.
2. Formal and Legislative Framework of Youth Outreach Work (lectured in each country’s context).
3. Youth Identities: Navigating Structural Changes and Building Resilience.
4. Bridging Pathways between Youth and Society: Levels of (Youth) Outreach.
5. Concepts and Models of (Youth) Outreach.
6. Approaches and Methods in (Youth) Outreach Work.
7. Building Trusting Relationships in Outreach Practice: Analysing and Reflecting on Your Practice for Engaging Youth from a Multi-Referential Perspective.
8. Youth Rights and Ethical Participation in Outreach Work.
9. Planning, Monitoring and Evaluating Community-Based Projects in (Youth) Outreach.
10. Intermediation and Collaboration.
11. Community-Centred (Youth) Outreach and Transformation.

Each module describes:

- Crucial contents.
- Knowledge, skills and attitudes to be acquired.
- Minimum duration in hours (knowing that if the teacher has more time, they are free to do more hours on the module).
- References.
- Learning resources (can be found in the ‘Pedagogical Toolkit’).

By addressing these key components, each module in the programme aims to create a holistic and adaptable learning environment catering to the diverse needs and preferences of participants and instructors alike.

COURSE SYLLABUS

1. YOUTH AND SOCIETY: DEFINITIONS AND SOCIETAL DETERMINANTS OF YOUTH LIFE PATHS

CONTENTS DESCRIPTION

‘Youth and Society: Definitions and Societal Determinants of Youth Life Paths’ invites us to explore youth in the 21st century as they grapple with pressing challenges. These include the rise of diverse youth cultures and groups, the depiction of youth in visual media across different eras and the complex reality of young lives within societies marked by severe inequalities. The module critically analyses young individuals as they navigate a world shaped by global capitalism and pervasive labour uncertainty, delving into topics such as youth vulnerability, the role of social networks, the pursuit of empowerment and the dynamics of relationships within the evolving context of gender equality (see **Pedagogical Toolkit Theme 1/3: Societal Determinants of Youth Life Paths**). It equips participants with a deep understanding of the challenges, developmental tasks and societal influences that shape the lives of young people, with a focus on both global and regional perspectives. This module is essential for understanding the importance of promoting the well-being of youth in today’s complex society.

In social work and social pedagogy practice, the term ‘youth’ typically refers to individuals who fall within a specific age range (12–30), often between adolescence and young adulthood (see **Pedagogical Toolkit Theme 1/1: Definition of Youth in the 21st Century**). The exact age range can vary depending on the context and the specific programmes or services being offered. Youth in social work practice are individuals who are transitioning from childhood to adulthood, facing unique challenges and developmental tasks during this period of their lives. Social workers who specialise in youth practice often aim to empower youth, foster their autonomy and promote their participation in decision-making processes. They work collaboratively with young people to address their unique challenges, develop their skills and competencies, enhance their resilience and support their overall development.

Understanding youth in social work practice involves recognising the diverse experiences, needs and strengths of young people from an intersectional perspective. It requires acknowledging that youth are not a homogenous group and that their experiences are shaped by various factors such as ethnicity, culture, socio-economic status, gender, sexual orientation and abilities. Social workers strive to adopt a holistic approach that considers the individual circumstances and perspectives of each young person they work with.

Key topics covered in this module include:

- *Overview of the Developmental Stages of Youth, the Challenges They Face and Their Implications Personally and Socially*: This module begins by delving into the characteristics of young people during the critical life periods of adolescence and emerging adulthood without shying away from investigating the institutional and environmental obstacles that hinder their positive psychosocial development and social inclusion in the societies they inhabit. It examines the main developmental tasks that young people need to address on their journey to adulthood by analysing the structural and systemic challenges they face today. The ecological perspective of youth development, as proposed by Bronfenbrenner, will be

introduced to understand the multiple systems that influence young people, including their relationships with family, peers and their living environment. On this basis, participants will be invited to critically examine the societal factors that influence the experiences and identities of young people, such as social inequalities, social exclusion or inclusion and the impact of societal norms and values.

- *Promoting Empowerment, Autonomy and Participation in Decision-Making Processes:* Youth, as seen through the eyes of social workers, should be seen as a journey marked by resilience, empowerment and holistic development. Specialists in youth practice seek to equip young individuals with the skills, knowledge and confidence they need to navigate this transformative period successfully. By fostering autonomy and promoting active participation in decision-making processes, social workers and pedagogues play a critical role in shaping the future of youth.
- *Recognising Diversity and Addressing the Intersectional Experiences of Youth:* Youth is not a monolithic group, nor are vulnerable young people. Understanding youth in the context of social work and social pedagogy extends far beyond a mere age range; it's an acknowledgement of the experiences, needs and strengths that young individuals bring to the table. Youth are far from a homogenous group, as their life experiences are intricately woven with threads of diversity, such as ethnicity, culture, socio-economic status, gender identity, sexual orientation and abilities. We encourage participants to embrace an intersectional perspective that fosters recognition of the diversity of social-risk youth.
- *Examining the Impact of Social and Cultural Factors on Youth Development:* Gain insights into how social and cultural factors weave into the fabric of youth development. Understand the profound impact of the environment, norms and structures on the challenges and opportunities that young individuals encounter. By examining these influences, participants will be better equipped to navigate and support youth in contemporary societies.
- *Applying a Holistic Approach to Working with Individual Youth:* Applying a holistic approach to working with individual youth is an important topic covered throughout the whole course. This approach considers the entire person and their unique circumstances, rather than just focusing on specific problems or issues. It takes into account the physical, emotional, social and spiritual aspects of a young person's life, as well as their cultural background and community context. Social workers are encouraged to work collaboratively with young people to identify their strengths and needs and to develop a plan that addresses all aspects of their lives. This approach also involves recognising the importance of relationships and social connections in a young person's life and working to build and strengthen these connections. By taking a holistic approach, social workers can help young people develop the skills and resources they need to overcome challenges and achieve their goals.
- *Fostering Subjectification, Self-Identity and Agency:* This critical axis of the module will explore the intricate processes of subjectification, self-identity and agency in the context of youth development. Participants will delve into the philosophical and psychological aspects that shape how young individuals perceive themselves in the world and their capacity to effect change. The course will encourage deep introspection, self-discovery and the cultivation of a sense of purpose among the participants. By examining various theories and practical approaches, the module aims to empower young individuals to become active agents in shaping their own lives and contributing positively to society. Participants will

explore how educational and social work practices can nurture these essential attributes, enabling young people to answer questions about who they are, who they aspire to be, and how they can meaningfully contribute to their communities and the world at large.

- *Importance of Trend Watching:* As the world rapidly changes, understanding the latest youth trends is crucial for social workers and youth practitioners. This component emphasises the significance of staying informed about the evolving interests, behaviours and preferences of young people and the directions they are likely to take in the coming years. Participants will then explore the impact of digital spaces, cultural and subcultural trends, educational and employment shifts, as well as mental health and well-being trends on outreach work.

MINIMUM HOURS REQUIRED

4 hours of teaching (2 hours of theory and 2 hours of practice)

KNOWLEDGE, SKILLS AND ATTITUDES TO BE ACQUIRED

- Acquire a profound understanding of the field of social studies of youth.
- Gain an in-depth knowledge of various phenomena associated with social inequality and social exclusion affecting young people, such as school dropout, long-term youth unemployment, youth poverty, youth crime, youth homelessness and youth with special needs.
- Develop the ability to assess the unique experiences, needs, challenges and strengths of young people, supporting their skill development and competence-building in various areas such as communication, problem-solving, decision-making and goal-setting.
- Acquire skills for engaging with youth in a respectful, supportive and non-judgmental manner.
- Recognise the value of actively involving young individuals in decision-making processes regarding their own lives and future.
- Adopt a holistic approach that considers the individual circumstances, perspectives and identities of each young person from an intersectional perspective, considering the impact of various factors such as ethnicity, culture, socio-economic status, gender, sexual orientation and abilities.
- Recognise and respect the diverse backgrounds, beliefs and values of young people and promote culturally responsive and inclusive practice by addressing issues of inequality, discrimination and oppression that impact their lives.
- Engage in ongoing self-reflection, critically examining one's own biases, assumptions and power dynamics when working with young people and foster a willingness to continuously learn and adapt the practice to meet better the evolving needs and challenges of youth in an ever-changing society.

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2. FORMAL AND LEGISLATIVE FRAMEWORK OF YOUTH OUTREACH WORK

CONTENTS DESCRIPTION

This module offers a holistic exploration of youth outreach, encompassing the formal, legislative and policy frameworks as well as the broader societal context that shapes the lives of young people. Participants will gain a profound understanding of the legal and policy landscape surrounding youth outreach, equipping them with the necessary knowledge and skills to navigate the complex legislative framework and advocate for youth rights.

The module begins by delving into the formal and legislative aspects of youth outreach, providing an overview of youth policies at various levels and examining the historical development as well as key stakeholders involved. Participants will explore the strategic and legislative frameworks governing youth outreach, including relevant laws, regulations and policies that ensure the protection and empowerment of young people.

European youth policies offer guidelines for each country to shape its own youth policy. In this regard, disparities in the implementation of these policies have become evident through the YouthReach project, and these differences are often rooted in the diverse historical backgrounds and social policy approaches of each country. Because of the nature and specificity of these contents, **they need to be delivered within the context of each country (see Pedagogical Toolkit Theme 1/2: Current Youth Policies)**. However, they can be enriched by drawing comparative perspectives from other regions or nations, offering a more comprehensive understanding of global youth policies and practices.

Considering this, herein we only underscore the significance of five pivotal documents adopted by the European Union and the Council of Europe concerning youth policy:

- *European Union (EU) Youth Strategy 2019–2027*: This strategy, building upon past youth field cooperation experiences, aims to address the ongoing and future challenges faced by young people across Europe. It provides a framework of objectives, principles, priorities, core areas and measures for collaborative youth policy, respecting the competencies of relevant stakeholders and the principle of subsidiarity.
- *The European Youth Work Agenda*: This strategic framework focuses on strengthening and enhancing the quality, innovation and recognition of youth work. It adopts a targeted approach to develop knowledge-based youth work in Europe, bridging political decisions with practical implementation. It promotes coordinated cooperation across various levels and areas of youth work, positioning youth work as an equal partner in policymaking.
- *Resolution CM/Res(2020)2 on the Council of Europe youth sector strategy 2030*: This resolution aims to enable young people throughout Europe to actively uphold, defend, promote and benefit from the core values of the Council of Europe, such as human rights, democracy and the rule of law. It emphasises strengthening young people’s access to rights, deepening youth knowledge and broadening youth participation based on social and political consensus.
- *Recommendation CM/Rec(2017)4 of the Committee of Ministers to member States on youth work*: This document encourages member States to support youth work by safeguarding its establishment and

development within local, regional and national youth policies. It suggests establishing a flexible competency-based framework for the education and training of youth workers, promoting research, review and evaluation, as well as supporting the dissemination of best practices.

- *The European Charter on Local Youth Work*: This charter aims to guide the development of local youth work by defining principles and aspects to meet these principles. It serves as a European platform for dialogue on youth work, offering a methodological tool for stakeholders to discuss and implement measures to enhance youth work efficiently and comprehensively.

These documents underscore the importance of both the legislative framework and the societal context when working with young people. Understanding the principles they convey and aligning practical efforts with these recommendations is crucial to ensuring the well-being and development of youth at the national and European levels.

MINIMUM HOURS REQUIRED

4 hours of teaching (2 hours of theory and 2 hours of practice)

KNOWLEDGE, SKILLS AND ATTITUDES TO BE ACQUIRED

- Develop an understanding of the legal and policy landscape surrounding youth outreach, with a focus on the social investment approach for actual social returns to the holistic well-being of young people and the broader community.
- Familiarise oneself with and stay informed about relevant national policy papers addressing issues of youth social inclusion and empowerment and their historical development, such as the European Social Pillar Rights' Action Plan and the Youth Employment Initiative.
- Acquire knowledge of key stakeholders involved in youth outreach.
- Develop awareness of the legislative framework governing youth outreach, including relevant laws, regulations and policies.
- Gain competence in identifying the rights and protections afforded to young people.
- Develop an understanding and the skills for dealing with the constraints and policy challenges of social work when planning, implementing and evaluating youth outreach.
- Acquire analytical skills to critically assess the impact of legislative policies on youth empowerment and protection.

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3. YOUTH IDENTITIES: NAVIGATING STRUCTURAL CHANGES AND BUILDING RESILIENCE

CONTENTS DESCRIPTION

Identity is pivotal for youth outreach approaches because it is a crucial aspect of a young person's life. In the process of forming their identity, young people are influenced by various social environments, including the influence of their peers, which is particularly important. Adolescents compare themselves to peers they are attracted to and strive to gain acceptance and support from friends as they search for identities, self-descriptions and ways of being. These friendships provide feedback about whether they can integrate and be accepted or excluded from peer groups. Identity formation is fluid throughout life as individuals adapt and learn from relationships and life experiences with different groups of people.

In the context of youth outreach, understanding the identity formation process is important because it can help social workers and other professionals tailor their outreach strategies to meet the needs of different communities (**see Pedagogical Toolkit Theme 1/4: Youth Identities**). By understanding the social environments that influence young people's identities, outreach workers can better connect with them and provide support that is relevant and meaningful. Additionally, by recognising the importance of identity in the lives of young people, outreach workers can help them develop a sense of self-worth and empowerment, which can be crucial for their overall well-being and success.

Drawing upon the foundational policies discussed earlier and the examination of the broader societal forces that shape youth trajectories and life paths, this module will delve into the realm of youth identities. Participants will explore the diverse ways in which young people construct their identities, considering personal, social and cultural dimensions. The impact of vulnerabilities, disaffiliation and non-concern on the construction of identity will be examined alongside the strategies employed by young people to navigate these challenges, such as withdrawal or identity reaffirmation. The importance of empowerment and positive affiliation processes will be emphasised, highlighting the role of outreach work in fostering resilience (**see Pedagogical Toolkit Theme 2.2/2: Strengthening the Resilience of Young People**) and supporting young people in their journey of self-identity formation.

Recognising the complex and multifaceted nature of identities, influenced by societal norms, cultural contexts and personal experiences, the module offers a comprehensive exploration of the construction of young people's identities in the context of youth awareness using a psychological and sociological approach. This exploration involves examining the structuring elements that contribute to this construction: cognitive (knowledge of the characteristics of one's personality, abilities and beliefs integrated into a self-concept), emotional (the importance and value of oneself and the positive or negative feelings about oneself that constitute self-esteem), motivational (instincts, desires, goal orientations, values) and socio-behavioural (relationships with others, membership in groups). Particular attention will be given to the analysis of specific identities as a starting point for raising awareness and embracing the various dimensions of youth identities. Special emphasis will be placed on the study of particular identities related to 'youth tribes,' recognising their significance and influence in understanding the unique dynamics of youth belonging to these distinct subcultural groups. This understanding is crucial in the context of outreach in social work, as it enables outreach workers to connect with young people on a deeper level,

acknowledging the role of subcultures, shared values and group affiliations in shaping their identities and experiences. By recognising the impact of ‘youth tribes,’ outreach practitioners can better adapt their approaches to engage and support these young individuals, ultimately promoting their well-being and social inclusion. Drawing on case studies of young women and men from South-Western Europe, participants will also examine how these specificities intersect and influence the experiences of young individuals, thereby affecting their self-perception and social interactions. This often results in the adoption of diverse strategies, including withdrawal, self-justification and assertion. The case studies will illustrate the different ways in which outreach work affects youth’s beliefs, engagement, action and identities within broader historical, social, cultural, economic and political contexts.

To achieve that, participants can explore effective strategies to engage and support these individuals through youth outreach initiatives. Vulnerabilities and processes of precariousness faced by many young people must be addressed in advanced, especially by those who are the most susceptible. These elements will make it possible to address the question of observation, diagnosis and identification of situations. The importance of adopting a sensitive and inclusive approach that recognises and responds to the specific needs and circumstances of vulnerable youth will be highlighted throughout this module, promoting a resilient and empowering approach.

MINIMUM HOURS REQUIRED

4 hours of teaching (2 hours of theory and 2 hours of practice)

KNOWLEDGE, SKILLS AND ATTITUDES TO BE ACQUIRED

- Develop the ability to critically analyse the complexities of youth identities in the context of youth outreach, considering various factors and perspectives that shape identity formation and influence its development.
- Explore societal determinants, such as family relationships, peer interactions, urban or rural contexts and impediments to accessing autonomy, that shape young people’s experiences and trajectories while recognising the unique dynamics created by their subcultural affiliations.
- Gain insights into the processes of vulnerability and disaffiliation among young people, understanding the factors that contribute to their disengagement and non-concern, with a specific focus on how ‘youth tribes’ can impact these processes.
- Learn about the impact of precariousness and disaffiliation on the construction of youth identity, explore strategies for resilience building and foster positive affiliation.
- Examine how social inequalities are reproduced and perpetuated, particularly within the context of youth, and explore the role of outreach work in addressing these disparities.
- Acquire an intersectional lens to examine how multiple identities intersect and influence young people’s experiences, recognising and addressing the unique needs and perspectives of diverse youth populations.
- Learn strategies to foster resilience in young people, equipping them with tools to navigate challenges and adversity they may face.

- Foster a strong commitment to social justice by advocating for systemic change and dismantling barriers that perpetuate inequalities for young people.

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4. BRIDGING PATHWAYS BETWEEN YOUTH AND SOCIETY: LEVELS OF (YOUTH) OUTREACH

CONTENTS DESCRIPTION

This module is designed to provide a comprehensive understanding of outreach in social work, with a focus on reaching individuals and communities facing barriers to accessing social services. It recognises at least four categories of individuals who may face challenges: those who are unable to seek assistance (for instance, because they are institutionalised), those who are unwilling to seek services due to negative experiences or opinions, those who are unaware of available services and those who are 'invisible' to social workers despite needing assistance. Within this context, 'outreach practice' has its roots in early social services work and has a long tradition as a proximity strategy that enables the approach to the person in need by link-building to facilitate their access to community resources. In this sense, this module will provide tools to analyse the factors of (dis)engagement that can be considered when designing outreach approaches.

An alternative approach to the traditional 'problem thinking' and viewing young people as having problems is the concept of 'appreciative inquiry.' This approach and methodology for organisational development and change focuses on identifying and amplifying an organisation's positive attributes, strengths and successful experiences. It marks a departure from conventional problem-solving methods by shifting the emphasis from problem identification to recognising strengths and positive aspects. Professionals in institutions should reflect on it and identify and map the challenges from the viewpoint of policymakers, the perspective of 'youth tribes' and the institutions. This perspective empowers social workers to work with young people in a more positive and strengths-based manner, emphasising their potential for growth and development.

In line with this, this module will defend that 'outreach' can be overall understood as a methodology as well as a model of understanding the approach adopted to achieve comprehensive, integrated and continuous care of someone's needs for people detached from institutional care who might be at risk of social exclusion. This necessarily requires at least three levels of action: (1) policy planning, (2) institutional organisation and (3) professional intervention to be able to respond to the growing complexity of needs and the growing hyperspecialisation of socio-educational care. It is the articulation of these three dimensions which makes effective implementation difficult, so students need to develop the ability for critical reflective practice of social work with young people to challenge conventional social work practices. For outreach practices to be consistently integrated into the broader framework of support systems, these three dimensions – policy planning, institutional organisation and professional or field intervention – need to be better connected. Therefore, this module aims to make students aware of it (**see Pedagogical Toolkit Theme 2.1/1: Youthreach Approach**).

To intervene and break the cycle of disadvantage, outreach approaches are aimed at ensuring that people are thriving in strong and connected communities from an ecological perspective (micro, mezzo, macro). Outreach takes place in institutional spaces, private and public areas and is based on exploring the lifeworld of users through direct interactions with them in their everyday environment. Thus, the module explores different levels of outreach intervention in order to bridge pathways among them:

- At the micro level of outreach practice, the module covers the following areas:
 - Social Casework: Developing working relationships with individuals, young people and families to provide direct support.
 - Group Work and Work with Family (Direct Social Work): Engaging with groups and families to address their specific needs and challenges.
 - Case Management (Indirect Social Work): Utilising social planning and regulatory frameworks to provide support and assistance to individuals and communities.
- Moving to the mezzo level, the module explores:
 - Community Organisation (Direct Social Work): Engaging in street work and outreach activities to connect with individuals and communities in need.
 - Administration (Indirect Social Work): Understanding and managing the role of administrative processes and systems in supporting effective outreach initiatives.
- At the macro level, the module delves into:
 - Social Policy (Indirect Social Work): Examining the broader policies and frameworks that influence outreach practices and service provision.
 - Youth Policy: Analysing policies and strategies specifically aimed at addressing the needs and challenges of young people.

These different levels of (youth) outreach can also be discussed within three contexts:

- Outreach in Private Spaces: Visiting users in their homes, emphasising the historical practice of friendly visiting to provide support. Private spaces are the apartments or residences of some users, which we visit 'at home.' One of the first activities, methods, techniques, or approaches of social work in the USA in the second half and end of the nineteenth century was friendly visiting.
- Outreach in Institutional Premises: Engaging with users in institutional settings where some people reside temporarily or permanently, such as educational institutions, refugee centres, homes for senior citizens, etc. When we visit our users in the institution where they live temporarily or permanently, we are, so to speak, on their terrain.
- Outreach in Public Places: Reaching out to individuals and groups in public spaces that everyone can or potentially use, such as the square, street, park, youth clubs, neighbourhood youth centres, etc.

Taking all analytical levels as a basis, the module will provide knowledge and tools to co-design outreach strategies, which mainly focus on three tasks: the establishment of trusting relationships, linking people with (or providing) the services and support they need and, finally, the provision of ongoing support embedding engagement strategies within systems and programmes.

Throughout the module, participants will explore the sources of marginalisation, deprivation and discrimination, as well as identify sources of empowerment for individuals. The aim is to foster collaborative relationships, where social workers act as responsible allies and supporters while empowering people to take an active role in problem-

solving. The emphasis is placed on bridging social and cultural gaps, enabling people to engage in dialogue with authorities and institutions to address their needs effectively.

MINIMUM HOURS REQUIRED

8 hours of teaching (4 hours of theory and 4 hours of practice)

KNOWLEDGE, SKILLS AND ATTITUDES TO BE ACQUIRED

- Acquire knowledge and ability to identify the main levels of outreach action in practice: policy planning, institutional organisation and professional intervention.
- Familiarise oneself with the ecological perspective of outreach, spanning micro, mezzo and macro levels.
- Train for quality work with young people by connecting the primary levels of outreach action with already acquired concepts of social work.
- Learn to analyse and evaluate the factors of engagement and disengagement in outreach approaches.
- Acquire knowledge and skills for joint analysis of needs and planning and co-creation of appropriate services in the specific field of youth outreach.
- Develop an understanding of the functioning of institutions to be able to improve institutional practices in the specific field of youth outreach.
- Foster commitment to bridging social and cultural gaps in outreach practices.
- Learn to place emphasis on fostering collaborative relationships and acting as responsible allies and supporters.
- Incorporate the approach of 'appreciative inquiry' to foster a positive and strengths-based organisational culture and problem-solving approach.
- Develop a willingness to adapt outreach approaches to the diverse needs of individuals and communities.
- Acquire qualification for the anti-discriminatory and critical reflective practice of social work with young people.
- Become skilled in empowering youth with fewer opportunities and creating change in the community towards greater equality.

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5. CONCEPTS AND MODELS OF (YOUTH) OUTREACH

CONTENTS DESCRIPTION

This module delves into the concepts and models of youth outreach within the fields of social work and social pedagogy. It explores the various theoretical perspectives that inform outreach practices, emphasising the need to critically analyse and understand the complexities and contradictions inherent in this domain. The module highlights the historical development of outreach work and its contemporary challenges, equipping participants with the knowledge and skills to navigate the evolving needs of young people.

The main idea is to delve into the foundational concepts and practices of youth outreach by examining the various definitions and interpretations of outreach in social work practice, highlighting its unique characteristics and importance in engaging with young people. Additionally, it is essential to observe the innovative developments in educational practice, which can be highly inspiring. These include the emergence of 'learning ambassadors,' who serve as bridging individuals in schools, as well as 'learning coaches' in learning shops. These innovative roles and approaches have the potential to complement and enrich the practice of youth outreach, offering new strategies for engaging and supporting young people in their educational journeys.

By critically analysing the concepts related to outreach from a historical and contextual perspective, we suggest exploring the challenges and contradictions that emerge in the context of outreach work today. Research on outreach has recognised that remarkably little has been written and agreed about what constitutes 'outreach.' In turn, this has led to methodological deficits in social work practice, complicating the identification of its practices, manifestations and results. That is why this module will start by focusing on discussing a few general definitions of outreach work, as well as the challenges and contradictions involved in the concept of 'outreach' in social work. This will be done from a historical point of view, which has its roots in the pioneering experiences of Social work in the early 20th century, but also taking advantage of the daily practices of social workers to later be able to discuss how to respond to the growing complexity of needs and the growing hyperspecialisation of socio-educational care from 'outreach' work.

In so doing, the three key models of youth outreach (traditional, reformist/radical and ecological) will be presented. Although they are not specific to a single source, they represent different approaches and ideologies that have been developed and refined over time. The module will discuss and analyse the outreach working models that have been developing since the late nineteenth century and have been influenced by several perspectives and disciplines ranging from politics, faith-based youth-serving organisations and community work, ethnography, public health or philanthropy. The 'proliferation of outreach models operates on a continuum of engagement and varies in the extent to which they aim to address problems at an individual or structural level' (Mackenzie et al., 2011: 351). Authors claim that nowadays, services continue to implement outreach activity without clarifying what types of outreaches (with which specific mechanisms) are suited to generating positive outcomes in particular circumstances; therefore, this module will contribute to clarifying this so that participants can identify the main principles of their outreach practices, as well as classify them on a continuum that goes from individual-based to structural-based interventions.

The traditional model of outreach in social work leans on the functionalist paradigm. The reformist and radical models rest on the assumptions of the radical humanists and radical structuralists, that is, on the structuralist paradigm; the socially constructivist model of social work relates to interpretative approaches, mainly phenomenology, while the systemic ecological model of social work is linked to systems theories in social science. Therefore, the context of the traditional, conservative model of social work would see a social worker as the consolidator of existing social relationships and existing social interpretations or constructions of reality. In the context of reformist or radical social work, a social worker would develop strategies of change as an awareness-raiser or revolutionary. In the context of the systemic-ecological model of social work, a social worker would explore the exchanges that occur between individuals and social systems in the context of second-order cybernetics, while within the socially constructivist model of social work, the social worker, along with the user, would look for the meanings of what is going on in the user's life world.

It's important to note that these models are not mutually exclusive, and elements from different models can be integrated into practice. Additionally, the specific application of these models may vary based on cultural, societal and contextual factors. Social workers and practitioners need to critically evaluate and adapt these models to the specific needs and realities of the young people they work with, ensuring an inclusive and empowering approach to youth outreach. Since outreach approaches are implemented in very different ways in different countries depending on the structure of social policies, from the institutionalisation of care or support based on community to individual approaches, a cross-contextual consideration of outreach work would help students understand not just how this is affected by circumstances but also what the method brings into the situation.

MINIMUM HOURS REQUIRED

6–8 hours of teaching, theory and practice

KNOWLEDGE, SKILLS AND ATTITUDES TO BE ACQUIRED

- Develop an understanding of the concept and purpose of outreach practices in social work. Acquire knowledge about 'outreach' concepts and 'outreach work,' its challenges and contradictions.
- Familiarise oneself with tasks involved in outreach strategies: building trusting relationships, linking people with services and providing ongoing support.
- Acquire knowledge of the historical development and tradition of outreach as a proximity strategy in social services.
- Acquire in-depth knowledge of theoretical models of outreach.
- Gain the ability to analyse the implementation of outreach models in real-world practice.
- Develop a thorough understanding of the diverse models of outreach employed in various contexts.
- Gain the ability to carry out a cross-contextual analysis of the models of outreach.
- Develop critical reflection on social work practices with young people to be able to challenge conventional approaches when needed.
- Foster recognition of the importance of outreach in addressing the needs of individuals and communities.

- Develop a strong sense of social justice and equity in one's outreach work.

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6. APPROACHES AND METHODS IN (YOUTH) OUTREACH WORK

CONTENTS DESCRIPTION

Reaching out to youth through outreach work involves a multifaceted approach, encompassing various methods to engage and support this specific target group effectively. Key methods include *a youth-centred approach* that values their unique perspectives and involves them in planning and decision-making processes, creating a safe and inclusive environment. *Peer outreach* employs trained young individuals as peer educators and mentors to connect with their peers, building trust and credibility. *Street outreach* takes activities to public spaces, utilising mobile units or street teams to offer information, resources and non-traditional activities. *Collaborative partnerships* involve working with schools, organisations and stakeholders to reach a wider youth audience. *Creative methods* include arts, music, drama, sports and storytelling to foster self-expression. *Culturally sensitive approaches* respect and adapt outreach strategies to the diverse cultural backgrounds and preferences of the targeted youth population through collaboration with cultural leaders and organisations. Lastly, *technology-based outreach* leverages digital platforms, social media and online communities for virtual resources and support. In the ever-evolving landscape of youth engagement, it is crucial to explore emerging avenues, such as virtual public spaces. The Metaverse, for instance, poses an intriguing question: ‘Will outreach of youth workers be possible in the Metaverse in the future?’ This question highlights the importance of staying attuned to technological advancements and the evolving ways in which young people interact and seek support.

Here there are their main characteristics:



Figure 3. Key methods in outreach

It is important to note that the effectiveness of outreach methods and approaches may vary depending on the specific context, culture and individual needs of the youth being targeted. Therefore, a comprehensive and flexible approach that combines multiple methods and considers the unique characteristics of the youth population is often recommended.

All these approaches and methods mentioned can be tailored to meet their unique needs and preferences. Additionally, some specific characteristics and strategies are relevant to engaging with youth in outreach initiatives. In outreach work with youth, the informal approach is often employed, emphasising choice, internal motivation and voluntary participation. The learning process is flexible, with objectives adjusted based on the development and understanding of the participants. The timing of activities is openly determined to accommodate the availability and preferences of young people.

Effective outreach with youth focuses on dialogue between ‘mediators’ (outreach workers) and ‘receivers’ (youth), emphasising mutual relations, respect and the power of verbal communication. Activities take place in environments that utilise familiar cultural forms and are embedded in local communities and everyday life experiences. This allows for experimentation and the acquisition of new experiences.

Furthermore, Diane Baumrind’s categorisation of democratic, authoritarian and permissive approaches provides insights into different communication styles, roles, authority, responsibility, goal setting and measures in outreach work. The democratic approach, also known as cooperative, participative or authoritative, involves open communication and co-creation of goals, with consequences for actions agreed upon. The role of the social worker

is to be a responsible and respectful ally, while the role of the youth is recognised as an expert based on their everyday life experiences.

In the context of adult education and thus also in the context of guidance in adult education, outreach can be conducted through various approaches. Veronica McGivney defines four models:

- The *satellite model* (establishing outreach centres for delivering learning programmes in community locations).
- The *peripatetic model* (providing learning programmes in organisational settings such as hotels, day centres, homes for senior citizens, community centres, hospitals and prisons).
- The *detached outreach model* (contacting people outside of an agency or organisational setting, for example, in streets, shopping centres, pubs, at school gates).
- The *domiciliary outreach model* (visiting people in their own homes).

The first three are the most commonly used, of which the detached approach is used most often, both in adult education guidance and in the field of youth work. It can be conducted outside of institutional settings, such as youth centres and public areas where young people gather and socialise informally. The focus is on meeting the existing needs of young people and providing informal learning opportunities within their environments.

Other forms of detached outreach work targeting youth also include *outreach in public areas*, informing young people about local community possibilities and supporting their participation in activities and youth centres.

A popular form of detached outreach approach is *a mobile service*, for example, using vans or buses as mobile youth centres to reach youth in more remote areas, such as rural or suburban communities or, as in guidance in adult education, visiting different organisations and conducting information and guidance (non-governmental organisations, prisons, etc.). In today's digital age, the outreach landscape has expanded to encompass online spaces that resonate with tech-savvy youth. Distance outreach via Internet tools is on the rise, with organisations utilising different applications and social networks to engage with young people. Platforms like Facebook and TikTok offer opportunities to connect, share information and build virtual communities tailored to the interests and needs of young individuals. Video conferencing tools such as Zoom and messaging apps like WhatsApp enable real-time interaction and support, making outreach more accessible and convenient.

Moreover, the concept of outreach has evolved to embrace innovative approaches that meet young people where they are most active and comfortable. Visibility and attendance at youth festivals, gaming environments and the Metaverse have become dynamic outreach avenues. These spaces provide unique opportunities to engage with youth on their terms and in environments they already frequent. Emerging platforms like Discord, which have gained popularity among young communities, offer new possibilities for building connections and providing support.

In this ever-evolving landscape, it is imperative for outreach efforts to remain adaptable, staying attuned to the diverse spaces where young people gather. This ensures that outreach remains relevant and effective in reaching and engaging the youth of today, whether in physical or virtual environments, providing them with relevant information, supporting their needs and encouraging their active involvement in the community.

The module also emphasises the importance of using evidence-based practices and evaluating the effectiveness of outreach programmes. It provides examples of successful outreach programmes and methods from different countries and contexts that can be adapted to similar contexts in South-Western Europe.

MINIMUM HOURS REQUIRED

4 hours of teaching (2 hours of theory and 2 hours of practice)

KNOWLEDGE, SKILLS AND ATTITUDES TO BE ACQUIRED

- Acquire knowledge and skills for the use of professional methods and strategies in the specific field of youth outreach, including the youth-centred approach, peer outreach, street outreach, technology-based outreach, collaborative partnerships, creative methods and culturally sensitive approaches.
- Acquire knowledge of the importance of flexibility and adaptability in outreach approaches based on the context, culture and individual needs of the youth, as well as on the functioning of institutions.
- Acquire knowledge and skills for joint analysis of needs as well as planning and co-creation of appropriate services for (out)reaching youth.
- Foster a proactive attitude toward engaging young people, providing relevant information and supporting their involvement in the community.
- Gain the ability to co-create original projects and work methods of support and assistance in dialogue with users and other participants in the specific field of youth outreach.
- Gain the ability to co-manage risk in a specific social work area.
- Learn to value the democratic approach and recognise the role of outreach workers as responsible and respectful allies.

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7. BUILDING TRUSTING RELATIONSHIPS IN OUTREACH PRACTICE: ANALYSING AND REFLECTING ON YOUR PRACTICE FOR ENGAGING YOUTH FROM A MULTI-REFERENTIAL PERSPECTIVE

CONTENTS DESCRIPTION

The working relationship in youth social work is a dynamic and collaborative process where professionals and young people work together to achieve desired outcomes. The concept of co-creation is central to this working relationship. Thus, when engaging in social work and building working relationships with young people, several key factors come into play to build trusting relationships that engage youth. The elements of the co-creation working relationship are **(see Pedagogical Toolkit Theme 2.1/3: The Working Relation in Youth Social Work)**:

- *Agreement on Collaboration*: The working relationship starts with an agreement between professionals and young people to collaborate. This agreement sets the tone for a safe and open space for conversation. Both parties define their roles and responsibilities in the collaborative process, with professionals creating a safe work environment and young people taking responsibility for their part in co-creating solutions.
- *Instrumental Definition of the Challenge*: The process involves a collective definition of the challenge. Each young person contributes their perspective on the issue, and professionals add their insights, facilitating the co-creation of desired outcomes. Active listening, open-ended questions and nonverbal communication are crucial in this phase.
- *Personal Leadership*: Professionals take on a leadership role by guiding young people towards their desired outcomes. They help formulate potential solutions, provide relevant information and suggest new ideas. The working relationship is not only professional but also personal, with professionals responding empathetically and sharing their experiences.
- *Strengths Perspective*: The strengths perspective focuses on identifying and utilising the strengths, talents, skills and positive experiences of young people to help them achieve their goals.
- *Ethic of Participation*: Professionals prioritise listening to young people and valuing their voices in the working relationship. They relinquish the power of having all the answers and instead engage in joint exploration and co-creation of solutions. This approach conveys respect, safety and genuine care.
- *Focus on the Present 'Here and Now'*: The working relationship primarily deals with the present. It acknowledges the collaborative and uncertain nature of the process. While past experiences are not ignored, the focus remains on co-creating solutions for the current situation.
- *Actionable Knowledge*: Professionals translate their expertise into actionable knowledge that is understandable to young people. This knowledge is shared to facilitate the co-creation of solutions.

In working with young people facing vulnerability, the social worker plays a crucial role as a responsible and respectful ally. They explore and understand the lifeworld of these young people, listening to their stories and interpretations to gain insight into their conditions. With this knowledge, the social worker can co-create solutions with the youngsters, empowering them to take an active role in the helping process.

While doing so, it is necessary to analyse one's practice by encouraging reflective practice and acknowledging the multi-referential nature of situations. This enables a more thorough analysis, helping to recognise the complexity

and multi-dimensionality of the contexts in which they operate. This will help social workers and social educators approach outreach work and working relationships with vulnerable youngsters in a way that is respectful, informed, and tailored to their specific circumstances. At the same time, the working relationship of co-creation underscores the importance of recognising young people as competent partners in the process. It allows them to articulate their needs, wishes and challenges while tapping into their strengths and resources. Additionally, the module acknowledges the importance of support for the mediators (the individuals conducting outreach). It raises the question of the importance of planning and supporting mediators while doing outreach by encouraging ways of utilising supervision or intervision as a means of support to enhance the quality of services they provide.

The theoretical framework employed in this module is that of multi-referentiality, as defined by Jacques Ardoino. Multi-referential analysis involves examining situations, practices, phenomena and educational facts from various angles and distinct systems of reference, recognising their complexity and avoiding reductionism. Education, being a comprehensive social function spanning multiple fields of the social sciences, requires this multi-referential approach. It involves drawing insights from psychology, social psychology, economics, sociology, philosophy, history and other relevant disciplines.

The training will facilitate the analysis of professional practices through group discussions where they will put into play both intervision (peer-to-peer processes) and supervision (formal structured processes where a qualified and experienced supervisor provides guidance, support and oversight to a social worker) and thus enable learners to acquire methods suited to the challenges of engaging with populations facing vulnerability. These professional practice analysis groups provide a space for learners to reflect on situations in which they have encountered challenges in their professional roles, ensuring their practices align with ethical and professional standards. By working collaboratively within the group, participants can co-construct new knowledge, gain a fresh perspective and find ways to navigate and overcome difficult situations they may have encountered in their work.

MINIMUM HOURS REQUIRED

4 hours of teaching (2 hours of theory and 2 hours of practice)

KNOWLEDGE, SKILLS AND ATTITUDES TO BE ACQUIRED

- Develop an understanding of key factors coming into play when building trusting relationships.
- Gain skills in translating complex knowledge into practical, understandable information for young people.
- Learn to initiate agreements and collaborative working relationships to create a safe and open space for dialogue.
- Practice skills that prioritise the participation and autonomy of young people, involving them in decision-making and co-creating solutions collaboratively.
- Engage in group-based inquiry to critically examine one's professional practice.
- Develop an understanding of the importance of intervision and supervision in professional development and support.
- Acquire theoretical and practical frameworks to enhance the analysis of professional situations.

- Explore the complexity of the process of engaging with young people and incorporate it into practice.
- Foster a reflective stance to gain perspective and enhance analysis of lived experiences.
- Familiarise oneself with the multi-referential perspective by developing an attitude of open-mindedness to multiple angles and systems of reference in analysing situations, avoiding reductionism and appreciating the complexity of context.
- Foster an attitude of collaboration and openness to group discussions, sharing professional practices and gaining fresh perspectives in dealing with challenging situations when doing youth outreach.

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8. YOUTH RIGHTS AND ETHICAL PARTICIPATION IN OUTREACH WORK

CONTENTS DESCRIPTION

This module provides a comprehensive understanding of ethical principles and practices within the context of youth outreach. It explores vital ethical considerations related to privacy, confidentiality, free adherence and consent in youth outreach practice. Respecting the privacy of youth is essential, and participants will gain a comprehensive understanding of the ethical guidelines and legal frameworks that govern privacy and confidentiality. They will acquire the skills necessary to establish trust, maintain confidentiality and navigate the delicate balance between sharing information and safeguarding the safety and well-being of the youth they serve. Moreover, the module emphasises the significance of upholding the rights of youth to freely choose their participation in outreach services and provide informed consent. Participants will delve into the legal and ethical principles surrounding free adherence and consent in youth outreach, and they will develop strategies to create a safe and supportive environment that empowers youth to make decisions about their involvement and exercise their right to accept or refuse aid freely.

Through interactive dilemma discussions and case studies, participants will deepen their ethical understanding and enhance their practical skills in promoting privacy, respecting consent and ensuring the autonomy and rights of youth in the outreach setting, with a focus on empowering socially excluded youth, advocating for their rights and embracing diversity. **(see Pedagogical Toolkit Theme 2.1/2: Youth Participation)**

The module highlights explicitly the following key topics:

- Empowering Youth through Ethical Participation: Participants will explore strategies to empower socially excluded youth through ethical engagement practices. They will learn to recognise and address power imbalances, foster agency and autonomy, as well as promote the active participation of youth in shaping their own lives and communities. The module will highlight ethical considerations related to the empowerment of youth, keeping in mind their rights to self-determination and participation.
- Youth Rights and Ethical Decision-Making: The module will delve into the ethical dimensions of decision-making processes in youth outreach, guided by the framework of youth rights. Participants will explore ethical dilemmas and reflect on how to make informed decisions that uphold and promote the rights of youth. They will examine the intersections between ethical principles, legal obligations and the rights of youth, ensuring that their outreach efforts align with international and local youth rights frameworks.
- Ethical Participation with Stakeholders: Participants will approach and discuss how to engage ethically with various stakeholders involved in youth outreach, including policymakers, community organisations and other professionals. They will develop skills to establish and maintain collaborative partnerships, navigate power dynamics and advocate for youth rights within these collaborations. The module will emphasise the ethical considerations of fostering inclusive and respectful partnerships that prioritise the well-being and rights of socially excluded youth.
- Participatory and Collaborative Ethics with an Intersectional Lens: The module emphasises the importance of participatory and collaborative ethical approaches in youth outreach, incorporating an intersectional

lens. Participants will learn methods to actively involve socially excluded youth, considering the ways in which intersecting identities influence their experiences and needs. They will develop skills to create inclusive and collaborative spaces where youth can meaningfully participate in decision-making processes that recognise and honour their multiple identities.

- Equal-to-Equal Posture: Participants will explore the concept of an equal-to-equal posture in youth outreach. They will examine power dynamics and biases that may impact the outreach relationship and learn techniques to establish a collaborative and non-hierarchical approach. By fostering mutual respect, trust and active listening, participants will promote balanced and equitable participation with the youth they serve.

MINIMUM HOURS REQUIRED

4 hours of teaching (2 hours of theory and 2 hours of practice)

KNOWLEDGE, SKILLS AND ATTITUDES TO BE ACQUIRED

- Maintain a youth-centred approach, valuing their voices, experiences and agency as well as involving them as active participants in the outreach process.
- Gain a comprehensive understanding of ethical principles, dimensions and dilemmas in the field of youth outreach. Participants will gain a deep understanding of the ethical considerations that arise in practice, learn to navigate complex ethical decision-making situations and develop the necessary tools and skills to make ethical choices, with a specific emphasis on aligning policies with the needs of youth. They will explore diverse topics in outreach practice, considering factors such as personal values, legislative provisions and organisational cultures.
- Recognise and understand the hardships and crises that individuals face due to both social and personal circumstances. Develop empathy and sensitivity towards the struggles experienced by youth, enabling them to provide support and assistance.
- Acquire the knowledge and skills necessary to advocate for social justice on behalf of youth. Learn strategies to identify and challenge systemic barriers that perpetuate inequality and discrimination, with a specific focus on bridging the gaps between policy intentions and their practical implementation. Through an intersectional lens, participants will address issues such as racism, sexism, ableism and other forms of oppression, empowering youth to navigate and overcome these barriers through policy change and inclusive practices.
- Engage in critical self-reflection to examine their own biases, privileges and power dynamics when working with youth from diverse backgrounds. Explore how their own identities intersect with those of the youth they serve and identify potential areas of bias or prejudice. This reflective practice will help participants ensure that their advocacy and outreach efforts are inclusive, equitable and responsive to the intersecting needs of socially excluded youth.
- Learn to demonstrate the ethics of participation in projects of support and assistance in social work, as well as manage risk when needed.

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These references cover a range of topics, including ethics and values in social work, global standards for social work education, youth rights, privacy and confidentiality, consent and youth empowerment. They provide a solid foundation for understanding the ethical principles and considerations in youth outreach, respecting privacy, consent and free adhesion.

9. PLANNING, MONITORING AND EVALUATING COMMUNITY-BASED PROJECTS IN (YOUTH) OUTREACH

CONTENTS DESCRIPTION

This module focuses on the methodology of planning, monitoring and evaluating youth outreach work and highlights case studies where members of the community are directly involved. These three main elements play a crucial role in ensuring the effectiveness and success of outreach activities when involving the community in the planning process to ensure that the project meets the needs and preferences of the community. Participants will learn fundamental principles, considerations and tools involved in each stage of the process from a participatory and communitarian approach, with an emphasis on transferring skills. The planning phase encompasses crucial factors that need to be taken into account:

- **Rationality:** Considering the organisation’s resources, such as the number of employees and integration with other activities.
- **Needs of the Local Environment:** Investigating and analysing target groups to determine the extent of necessary outreach on a yearly basis.
- **Lessons from Past Outreach Activities:** Reflecting on previous experiences and incorporating valuable insights.

During planning, participants will learn to develop both an annual outreach plan and individual activity plans. The annual outreach plan includes essential information, such as implementation dates, locations, types of activities, target groups and activity promoters. Each activity plan comprises:

- **Objectives and Content:** Defining the specific activities to be carried out, such as informational, guidance, preventive efforts, etc.
- **Community Focus:** Identifying the precise community or group(s) for whom the outreach efforts are designed to benefit.
- **Community-Centred Approaches:** Determining the most effective strategies for engagement, which may include collaborating with other local organisations, offering mobile services, being present in public spaces, establishing information hubs or creating promotional corners.
- **Location, Space and Timing:** Planning the logistics and selecting appropriate venues and schedules that align with the community’s needs and preferences.
- **Engagement of Local Facilitators and Stakeholders:** Recognising the individuals or community groups responsible for organising and executing the outreach, as well as seeking potential partners and volunteers within the community.
- **Community Collaboration:** Deciding the level of engagement and support of community partners, volunteers and other relevant parties.

- Additional Outreach Considerations: Planning for necessary resources such as ICT equipment, materials, training, intervision and databases.

Effective planning also entails thorough preparation for outreach implementation, including:

- Community Expertise: Continuously reviewing the plan throughout the process, reflecting on the content of outreach, implementation methods and the selection of the target audience, with valuable insights from community members.
- Organisational and Technical Preparations: Ensuring that all essential arrangements and resources are available and operational, with a specific focus on the community's capabilities and technical infrastructure.
- Venue and Partner Coordination: Verifying that the chosen venues are well-suited for the community's preferences and confirming the details of collaboration with participating partners, including the contact persons from local organisations.
- Equipment and Materials: Preparing the necessary items, including ICT equipment, educational materials, databases and decorations, to guarantee the success of the outreach while keeping the community's unique characteristics in mind.

Before initiating outreach activities, participants will develop a comprehensive plan for monitoring and evaluation that aligns with the outreach objectives. Monitoring occurs continuously based on predefined data, including quantitative information about the number of participants and demographic details (e.g., gender, age, employment status), but it is also qualitative. This ongoing monitoring provides real-time insights into the progress and impact of the outreach.

Upon completion of outreach activities, an evaluation is conducted to assess effectiveness and identify areas for improvement. The evaluation process considers the following:

- The quality and success of the outreach plan's design and implementation.
- The effectiveness of the methods employed during the outreach.
- Potential areas for improvement or modification.

Monitoring and evaluation involve the active participation of all staff members involved in outreach implementation, as well as external collaborators. Community-based projects in youth outreach should engage stakeholders, including young people, in monitoring activities. This can be done by involving them in the design of monitoring tools, data collection and analysis. Multiple sources of data can be utilised during the evaluation process, including ongoing monitoring data, discussions within the outreach team, dialogues with partnering organisations and specific data collection methods such as interviews or focus groups. For that reason, it is essential to identify the goals and objectives of the project before monitoring can begin. This will help to determine what needs to be monitored and evaluated.

The ultimate aim of the evaluation is to gather valuable insights and measures for enhancing future outreach initiatives. Participants will be introduced to various evaluation tools, including checklists, plans, questionnaires

and other relevant resources to facilitate the evaluation process. Similarly, indicators need to be developed to track progress towards the goals and objectives of the project. They should be specific, measurable, achievable, relevant and time-bound.

By completing this module, participants will acquire the necessary knowledge and skills to plan, monitor and evaluate outreach activities effectively. Through a systematic and reflective approach, they will optimise the impact and outcomes of their outreach efforts.

MINIMUM HOURS REQUIRED

4 hours of teaching (2 hours of theory and 2 hours of practice)

KNOWLEDGE, SKILLS, AND ATTITUDES TO BE ACQUIRED

- Acquire knowledge and ability to map conditions for outreach: local needs assessment and the conditions in the organisation, using the experiences from previous outreach activities if they were implemented.
- Acquire knowledge and ability to prepare an annual plan for outreach and plan for each outreach activity, especially from participatory and communitarian approaches.
- Gain the ability to define the objectives, target group/s, methods of the outreach and other components of the outreach plan.
- Acquire knowledge for monitoring the outreach activities.
- Acquire knowledge and ability for planning and implementing the evaluation of the outreach activity.
- Acquire knowledge and ability to design tools for evaluation.
- Gain the ability to identify and address community needs and concerns via research methods.
- Learn to empower community members to take an active role in decision-making, leadership and self-advocacy.
- Gain the capability to assess the results of outreach activities and make adjustments for continuous improvement.

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10. INTERMEDIATION AND COOPERATION

CONTENTS DESCRIPTION

Social intermediation and institutional cooperation in outreach work involve acting as a mediator, facilitator and advocate to bridge gaps between public policies, service providers and the target population. These efforts aim to foster collaborative partnerships that enhance the impact of interventions. These two terms are complementary, but it is essential to underline the difference:

1. *Social Intermediation* (the concept proposed by Alain Marchand) is a response to the social question, addressing shortcomings and uniting what is disintegrated and fragmented, individualised and antagonistic. This applies at various levels, including populations in various modalities of tears and ruptures, social ties and the actions of public and private, collective and individual actors. The primary objective is to identify, problematise and remedy manifested disorders. It involves finding the ‘right measure’ from the perspectives and strategies of intermediary actors, the needs of populations and good governance. The ultimate goal is to end the disorder, essentially through a gradual rapprochement of cultures.
2. *Institutional Cooperation*, as a theory in youth outreach policies, refers to the concept of collaboration and coordination among various institutions and organisations to address the needs and concerns of young populations. This theory recognises that the well-being and development of young people require the collective effort of multiple stakeholders, including governments, non-governmental organisations (NGOs), educational institutions, community groups and other relevant actors. It involves establishing collaborative networks, partnerships and mechanisms for information sharing, joint decision-making and resource allocation.

These practices aim to empower individuals and communities, promote effective communication and ensure that outreach efforts are responsive to their unique needs and aspirations. Thus, this module introduces key concepts, including adaptation and change in organisations, the strategic actor and the logic of action, cooperation principles and organisation, intermediation as a gradual rapprochement of cultures, conflict as an element of emancipation and the participation of individuals as active agents. By analysing sociological and pedagogical perspectives and applying them to outreach contexts, participants will gain insights into the underlying dynamics and structures that shape outreach interactions. In order to transform frameworks for the inclusion of all, it seems necessary for us to train in the critical analysis of institutions, in particular in popular education, critical sociology (Bourdieu, Passeron), institutional analysis (Lapassade, Lourau) and institutional psychotherapy (Tosquelles, Oury).

The primary goal of social intermediation is to establish effective channels of communication, build trust and foster collaborative relationships. It refers to the process of bridging the gap between public policies, service providers (such as social workers or outreach workers) and the individuals or communities they aim to serve. This role is often referred to as the ‘BRIDGING ROLE’ of social workers, signifying their role in building bridges between society and its margins and ‘*achieving a mutual adjustment between the target population, its network, the offer*

of social services and society at large' (De Maeyer in Baillergeau, Grymonprez). Working on a professional's posture is therefore essential (see **Pedagogical Toolkit Theme 2.2/3: Intermediation**).

It involves acting as a mediator or intermediary to facilitate communication, understanding and cooperation between different parties. *It aims to refund a social pact on a concrete object by inscribing it in a device, transcending the initial interests and postures of the actors. It is not simply about renewing broken ties and restoring social networks but about building a community (Marchand)*. Intermediation in outreach work can take several forms:

- *Advocacy*: Acting as an advocate on behalf of individuals or communities to ensure their needs and rights are recognised and addressed (see Pedagogical Toolkit Theme 2.2/1: Developing Critical Thinking in Youth and Public Advocacy).
- *Facilitation*: Assisting in connecting individuals or communities with appropriate services, resources and support systems.
- *Mediation*: Resolving conflicts or tensions that may arise between service providers and the target population, as well as within the community itself.
- *Negotiation*: Engaging in dialogue and negotiation to reach agreements or find common ground between different stakeholders involved in the outreach process.

This module focuses on the importance of intermediation and networking in outreach work. Participants will learn about practices developed in different countries participating in the module and explore methodologies and results of investigations and experiments conducted within the framework of the YouthReach project. The module emphasises the role of intermediaries in fostering creative interactions and promoting social cooperation for common problem-solving (see **Pedagogical Toolkit Theme 3/5: Creativity Approaches**). Insights will be gained into how to establish and maintain productive networks that facilitate collaboration and support the goals of outreach initiatives.

We will also examine the formal and informal contexts of interactions between institutions and users in outreach work. Participants will explore the social roles and positions of various actors involved in these interactions, such as social workers, counsellors, educators, volunteers and representatives of public policies. Through a critical analysis of discourse, participants will gain a deeper understanding of the conflicts that may arise and strategies for effective conflict management. By identifying and evaluating documents that define institutional relationships with users, participants will learn how to navigate and improve intermediation and cooperation between institutions and individuals.

There are different types of cooperation. As part of a systemic approach to outreach, we are going to present the one that we feel best meets these challenges.

Institutional cooperation on youth reach policies aims to create a comprehensive and holistic approach to youth development by pooling resources, expertise and perspectives. The theory emphasises that no single organisation or sector can adequately address the diverse challenges faced by young people, such as education, employment, health, social inclusion and civic engagement.

This theory suggests that effective institutional cooperation is essential to designing and implementing youthreach policies that are comprehensive, integrated and sustainable. It involves establishing collaborative networks, partnerships and mechanisms for information sharing, joint decision-making and resource allocation. By bringing together different actors with diverse knowledge and capacities, institutional cooperation can enhance the efficiency, effectiveness and impact of youth policies.

Moreover, the theory recognises the importance of youth participation in decision-making processes. It emphasises that young people should have a voice in shaping the policies that directly affect their lives. Institutional cooperation on youthreach policies strives to include youth perspectives and actively involve them in the design, implementation, monitoring and evaluation of policies and programmes.

Overall, the theory of institutional cooperation on youthreach policies highlights the significance of collaboration, partnership and inclusivity in addressing the complex challenges faced by young people. It promotes a coordinated and multi-dimensional approach that recognises the interconnectedness of various domains, such as education, employment, health, social welfare and civic engagement, in facilitating positive youth development.

There are several methods for cooperation to change youth policies, such as advocacy and lobbying, research and data analysis, stakeholder engagement, capacity building and training, networking and alliances, participatory approaches, media and communication, etc. **(see Pedagogical Toolkit Theme 2.2/4: Cooperation)**

In this final part, participants will learn practical tools and methodologies for collaborative outreach. They will explore techniques for diagnosing the needs of individuals and communities, as well as methods for establishing cooperative relationships between all stakeholders and analysing outreach practices. They will also learn how to map actors and construct services with low thresholds of requirements, creating spaces for cooperation and effective engagement. Through case studies and role-playings, participants will develop skills in outreach and negotiation, maintaining effective postures and proposing solutions to improve collaboration between institutions and users.

MINIMUM HOURS REQUIRED

4 hours of teaching (2 hours of theory and 2 hours of practice)

KNOWLEDGE, SKILLS AND ATTITUDES TO BE ACQUIRED

- Develop an understanding of the concepts of social intermediation and institutional cooperation in the context of outreach work.
- Familiarise oneself with adaptation and change in organisations, the strategic actor and the logic of action, cooperation principles and organisation, intermediation as a gradual rapprochement of cultures, conflict as an element of emancipation and the participation of individuals as active agents.
- Acquire knowledge of practices in intermediation and networking developed in different countries.
- Develop an understanding of the formal and informal contexts of interactions between institutions and users in outreach work.

- Acquire knowledge of the social roles and positions of actors involved in outreach interactions, such as social workers, counsellors, educators and volunteers.
- Gain critical analysis skills to examine discourse and identify conflicts and potential areas for improvement in intermediation and cooperation.
- Gain mapping and analysis skills to understand the roles and relationships of different actors in outreach work.
- Develop posture and communication skills to maintain productive and respectful interactions.
- Gain problem-solving skills to propose solutions and actions to enhance cooperation between institutions and users.
- Foster an openness to diverse perspectives and a commitment to inclusivity and equity.
- Foster a willingness to listen actively and engage in dialogue with different stakeholders.
- Develop flexibility and adaptability to respond to changing needs and dynamics in outreach work.
- Foster appreciation for the value of teamwork and partnerships in achieving impactful outcomes.
- Learn to work collaboratively with young people, involving them in the development of goals and strategies and build a trusting and respectful relationship based on open communication and shared decision-making.

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11. COMMUNITY-CENTRED (YOUTH) OUTREACH AND TRANSFORMATION

CONTENTS DESCRIPTION

In this last module, we explore the diverse tools available for outreach, designed to connect with those often at the societal margins through social services and community associations. Our mission isn't to introduce more tools but to harness the power of outreach practices to revolutionise our approach to community needs. This shift begins by amplifying the voices of those in need and working collaboratively to shape public policies for change.

Simply put, this training module aims to equip participants with a holistic set of knowledge, skills and attitudes necessary to address the complex challenges of outreach, intermediation and the transformation of inclusion frameworks in a community-centred and socially inclusive manner.

The essence of the 'outreach' approach extends beyond reaching out to socially excluded individuals; it's about reaching institutions that possess the influence to reshape and refine social policies (**see Pedagogical Toolkit Theme 2.2/5: Bridges for Solutions in (Y)ou(t)reach**).

To achieve this, we empower professionals with the skills required for 'the art of disputatio,' enabling them to engage in constructive dialogues with overseeing institutions. The objective is to enhance intermediation and restore agency for social work professionals who may have experienced disempowerment and a loss of purpose.

Social workers frequently encounter challenges in their efforts to support people due to the rigid standards and regulations governing their work, which often derive from national and European public policies. These policies tend to be fragmented and sector-based, making it difficult to address people's needs effectively.

Our course advocates for a shift from fearing questioning to embracing it as a means to spark innovation, enhance existing practices and resolve complex challenges. The 'art of disputatio' becomes a tool to cultivate doubt, allowing diverse viewpoints without imposing any single perspective as definitive.

In light of the challenges we face today, it is crucial to create spaces that foster open dialogue on 'irritating subjects' without fear of individual opinion being undermined. These spaces view conflict as an opportunity to find resolutions to unsatisfactory situations and encourage reflection, analysis and the exchange of ideas, ultimately working towards the common good.

To establish these spaces, we introduce a novel approach known as the 'translating intermediary.' This approach gradually bridges cultural divides, creating a common ground for action and unveiling the realities and constraints of all parties involved. It underscores the significance of shared values as the cornerstone of cooperation, putting the meaning of action at the core of projects. While preserving the identities and operational methods of each entity, this approach encourages shared goals and ideals.

Simultaneously, our course emphasises the need to make institutional discourse understandable to associations and vice versa. This intermediation ensures mutual comprehension and acceptability of each party's perspectives and decisions.

The transformation of inclusion frameworks is now imperative, with the aim of reinstating citizenship and the right to 'live in the city' for those at society's periphery. Our course seeks to co-create a joint public action with the individuals most affected. Sociologist Olivier Douard aptly summarises our mission: 'shaping a relevant social intervention that recognises these individuals as citizens actively engaged in social transformation.'

For that reason, this module will present the following structured approach, which involves a progressive engagement with both young individuals and institutions. The overarching goal is to recognise and redress dissatisfying conditions that impact young people, collaboratively devising suitable responses to their requirements or enhancing existing ones. This method not only serves as a systematic framework but also represents a principled stance supported by all partners of the YouthReach initiative. Central to this ethos is the accentuation of equal access to rights and the pursuit of social justice. Furthermore, it empowers young individuals to exert influence over the systems that encompass their lives. This process evolves through five distinct steps, each with its own set of objectives:

- STEP 1: Selection of Target Audience and Identification of Discrepancies and Key Participants (including stakeholders and decision-makers).
- STEP 2: Outreach to Evaluate the Identified Discrepancies with Young Individuals and Mobilise Stakeholders and Decision-Makers.
- STEP 3: Comprehend and Analyse: To scrutinise the circumstances and unmet requirements.
- STEP 4: Intermediation, Collaboration and Design: To unite and collaborate with institutions regarding 'problematic situations' and establish common working foundations.
- STEP 5: Implementation, Observation and Expansion: The execution of new initiatives, reflective analysis and strategies for expansion to ensure continuity.

MINIMUM HOURS REQUIRED

4 hours of teaching (2 hours of theory and 2 hours of practice)

KNOWLEDGE, SKILLS AND ATTITUDES TO BE ACQUIRED

- Develop an understanding of how outreach practices can shape and influence public policies, leading to positive changes in social services and community associations.
- Acquire knowledge about the concept of intermediation, its role in outreach and its importance in facilitating constructive dialogues with overseeing institutions.
- Gain insight into the value of embracing questioning as a means to stimulate innovation, enhance existing practices and resolve complex challenges.
- Learn to foster open dialogue on sensitive topics and view conflict as an opportunity for problem-solving and idea exchange.
- Gain knowledge of the importance of making institutional discourse understandable to community associations and vice versa to foster mutual comprehension and acceptability of perspectives and decisions.

- Develop an understanding of the necessity of transforming inclusion frameworks to restore citizenship and the right to live in the city for marginalised individuals.
- Learn to advocate for policy changes based on outreach practices and community needs.
- Gain skills for adapting and innovating outreach practices to address complex challenges.
- Develop an attitude of mutual understanding and acceptability of differing perspectives and decisions between institutions and community associations.
- Develop an attitude that recognises individuals at the margins as active citizens engaged in social transformation, working towards the common good.

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