



interdiac Mobile Workshops

“Innovative Training for Social Cohesion for and with Youth”

Tbilisi, 7th – 11th June 2010



Narrative Report from the Workshop

Introduction

The interdiac project of Mobile Workshops “Innovative Training for Social Cohesion for and with Youth” is a new training and networking activity among interdiac and its old and new partners. This project engages with specific needs of young people in the region of Central and Eastern Europe. Fifteen participants from nine countries (Armenia, Czech Republic, Georgia, Hungary, Latvia, Moldova, Poland, Serbia, and Ukraine) were selected to take part in this project. The expert team is led by programme leaders Rev. Tony Addy and Nicole Borisuk and formed by experts Dennis Londo, Lawin Khalil Mustafa, project coordinator and facilitator Veronika Raszková, local coordinators Nana Agapishvili and Maria Parnicky and process supervisor Janka Adameová, interdiac director. The project includes two “mobile workshops”: 1st in Tbilisi, Georgia from 7th till 11th June 2010, and 2nd in Novi Sad, Serbia from 11th till 15th October 2010. This report will reflect on the first workshop in Tbilisi. Due to serious health problems one of the participants was not able to come, so there were fourteen participants in the workshop. As the process builds on the first workshop, only those fourteen participants will continue in the project. The project is supported by the EU Youth in Action programme, Action 3 – Youth in the world, 3.1. – Cooperation with Neighbouring Partner Countries

Monday 7th June

The participants arrived to Tbilisi on Monday afternoon or early evening. The programme started by common dinner and continued by several introductory sessions. Director of interdiac, Ms. Janka Adameová, introduced interdiac, its programmes, visions and the project team. After this short input there was time for introducing the participants. There were two activities connected to this: introducing regarding the place of origin and human bingo. As soon as everyone was familiar with each other, local coordinator Nana Agapishvili introduced Georgia, partner organisation Ndoba and hosting organisation Taoba. This was followed by logistics information presentation by the project coordinator. The last part of the evening was dedicated to the expectations of the participants. The learning diary was introduced as a tool to put down significant learning points and perceptions. The participants were asked to fill in learning diary for day 1, where they should express their expectations, fear and wishes according to personal and professional learning. Later participants chose the most important expectation and fear and posted them on either wish tree or scarecrow. The participants

expected to: find new ideas for work with youth, get some applicable methods, enlarge their network, find methods to solve problems, get practice and experiences, meet people, share experience, develop well working group, and put theory into practice etc. Among the fears they expressed these fears: being wrong person there, lack of personal time, no connection to any organisation, homework and learning diary, capacity to manage plans, leaving of some participants, not working network, time management, English skills, and concentration on learning and focus.

Tuesday 8th June

The main focus of the second day of the workshop was sharing knowledge and skills of the participants. There were four sessions providing enough time and space for sharing in small groups and one session explaining the vision of practice model of interdiac. All the groups were facilitated by two team members.

In the first session the participants were divided into three very diverse groups where they told their **story** highlighting their working place, field of work, issues they deal with and methods they use. Each participant started preparing a flipchart with their basic information during this session. In the second session the participants formed new groups according to their **field of work**. They tried to answer the following questions: How does the work enhance young people’s self determination? How do young people participate in the project? How does the project help young people and others struggle against marginalisation? They put their answers on their personal flipchart. All the flipcharts with each participant’s photo were then posted on the walls of the lecture room so anybody can read them and find their future networking of working partner.

For the third and fourth session four new groups were formed again reflecting the most important **issues**, which were: unemployment, poverty & homelessness (2 groups), disabilities & learning difficulties, and movement, displacement & identity. In the groups the participants discussed the following questions: What is the nature of the issue, how do you understand and analyse it? What are the blocks to change and what might the drivers for change be? Each group made a flipchart listing the issues, analysis, blocks and drivers. In the fourth session the working groups continued and all the participants shared the **methods and skills** used in their workplace. Other participants used this as a learning opportunity. Together, the group identified key skills and methods for working on the issue, taking into account: participation and self determination of young people, and blocks and drivers for change already discussed. The methods and skills were added to the flipcharts. All the flipcharts were posted on walls so they are visible to everybody.

In the fifth session, Tony Addy presented the **practice model of interdiac**, the going out model. One of the main ideas is that the task of social work is to enable people to participate in the decisions which affects their lives. In this project we would like to develop an approach to youth and community work which takes the whole context of the life world seriously. One way to look at this is to use the ecological approach to understanding the context of those with whom we work. The going out model should be in contrast to the centralised service model and it means that the worker is closely attached to the life world of the young people and their community.

In the end of the day we used the **dartboard evaluation** in order to let the participants evaluate the day from different points of view. The expressed their opinions regarding the logistics issues

such as accommodation and food, to the group dynamics, content of sessions, used methods and their own contribution to the workshop. The participants were very satisfied with the workshop so far. The evaluation of the personal contribution of participants is very important as it showed to the expert team the level of each one’s participation and helped the future facilitation of the learning process.

Wednesday 9th June

The programme of the third day aimed at developing personal service model of the participants. We can distinguish three parts of the day: sessions on working identity and relationship building, study visits to the field, and debriefing of the study visits.

In the first session Tony Addy led the participants to find and understand their **identity and motivation**. In order to work effectively and creatively we have to be aware as much as possible of our own identity and how our identity is shaped by socialisation, migration, professional training and so on. The participants were asked to analyze their own name, regarding to who gave it to them, what they think about it, what is its meaning, what is its origin etc. Through this analysis of name they could see that personal life history and personal identity is influenced by rules, norms, traditions and history of a large community. What is crucial for our identity is very often linked to our motivation to do a particular job, especially when that job is linked to the church or to social and youth and community work. Therefore it is important to be aware of what is important for us and that we can name it. The participants were asked to think about their motivation to become social or youth worker and what outcome they expect from their work. The idea of three worlds: A - world of systems and structures reinforcing dominant values; B - the life worlds of excluded people who are ‘experts in their own reality’; C - world of the professional. We need to take into account not only our own the personal and professional motivation and identity of the worker but also the same factors in the life world of young people and as they are reflected in the system world. of the other worlds.

Nicole Borisuk highlighted the most important issues of **relationship building** in the second session. Input was supplemented by personal exercise, in which participants identified their strategies in building relationships with young people, and followed by group role plays. Groups of participants developed three role plays on given situations. The role plays were shown to other groups and discussed regarding the issues of relationship building and communication.

In the afternoon the participants formed three groups for the **field visits** according to their interests. The participants were given some questions to help them focus their learning during the visit and each group was accompanied by one or two members of the expert team. One group visited Caritas street work and centre for street children, one group visited Caritas shelter and day care centre for children from poor families, and the last group visited Child and Environment day care centre Rainbow for children living under the poverty line. They spent significant time of almost three hours there. When they returned back, they draw a picture expressing their feelings from the visit and wrote down their answers to these given questions: What are the issues and groups which this project deals with? What is the underlying service model of this project? Can you find one word? What methods do the workers use to enable the young people to participate in the project and in the environment? How do the workers promote self-determination of the young people? What are the challenges to promoting social inclusion, cohesion in this context? Their personal work was later discussed in the visit groups and the group common outcomes were shared in the plenary. This part of the programme was crucial learning point not only for the participants but also for the members of the expert team.

This very long day was evaluated on emotional level in informal way. The participants, experts and facilitators expressed their feeling choosing one animal and colour. Most of them expressed their inner status after the three days and reflected on the learning process.

Thursday 10th June

The fourth day was focused mainly on working methods and skills. There were three sessions: Outreach Skills, Research, and Organising Skills. In the late afternoon there was trip around Tbilisi and a typical Georgian dinner.

Session on **Outreach Skills** by Dennis Londo and Lawin Khalil Mustafa presented the crucial ideas of street work, empowering skills and strategies, and participatory strategies. Special attention has been given to media as a tool and especially social film making. Media has a special role for social action, change and other social purposes and it is a very important bridge for communication both horizontal and vertical. The two concepts of Participatory video and Video in development were introduced and several samples were showed and discussed.

The session about **Research** was led by the same experts as the previous one and highlighting the main principles of research, and participatory research in particular. Several research methods have been introduced to the participants. Special attention was again given to participatory video as a research method as the participants were very interested in it. The main idea is that participatory video should be about the social process going on and not about video making. The phases of this process were explained one by one and some tips were given to the participants. The group also discussed the ethical issues related to participatory video. There was also time for practical group tasks. The groups imagined that they were a community of youth workers and wrote down a social problem of youngsters they would like to change. Then they discussed who will be facilitator, how facilitating should be done and how the group could achieve harmony by deciding an issue which they perceive worthy of intervention. In the end one person from each group told the others about the process. This was important learning point about organizing participatory research and intervention.

During the session on **Organising Skills** Tony Addy introduced two approaches in organising involving young people: working with groups and working from school. After he highlighted the basic ideas of why people form groups and how to understand them he presented one project in Russian Karalia he was part of. The aim was to increase the involvement of the people in the village in their own health and well being. The ideas are that health and wellbeing are not only a product of individual choices and professional services, they are profoundly affected by the conditions in the locality and the wider society. There are many steps which can be taken by people to improve the situation but they have to be involved in the process of development. The objectives and steps of the project brought new ideas to the participants and for their work.

Before leaving for the trip around Tbilisi and typical Georgian dinner we evaluated the day so far. In the **weather forecast evaluation** we went session by session and asked the participants to stand close to one of the pictures of sunny, somewhat cloudy, rainy, and stormy according to how they liked particular session, its content and used methods. The participants mostly expressed satisfaction with the content, but would prefer to have more time to get to understand some issues and more exercise and discussion to put the new knowledge straight into practice.

Friday 11th June

The fifth day was the last day of the workshop and the programme lasted till lunchtime. First of all there were two short sessions with some input, than followed planning for the In-between period, evaluation of the whole workshop and saying goodbye.

Nicole Borisuk continued with the input on **Organising Skills** from the previous day. This session focused on organising skills in social inclusion of young people. Different dimensions of social exclusion of young people were introduced and inclusive methods such as Peer education, Active participation in running centres or services for young people, and Mentoring were highlighted. The participants thought about one issue from their context where they could implement peer education and shared these ideas with their colleague. Another exercise was to make a SWOT analysis of the mentoring method in youth work. They shared the results in the plenary.

The **e-learning platform** ITC BlackBoard was introduced by Veronika Raszková. This tool will be used both by participants and experts. The participants can find there plenty of materials and resources, their working assignments for the In-between period, and they should write there their learning diary and discuss their work with colleagues from the workshop. The experts will use it to monitor and facilitate the work of the participants in the mentioned period.

The tasks and assignments for the so called **In-between period** were explained and discussed in a special session. Between the first workshop in Tbilisi and the second workshop in Novi Sad the participants have to follow the process of the project and participate in creating its outcomes. There are four tasks for the participants: 1) Make at least 160 hours of practice placement, usually at normal working place, where they would concentrate on participative approach to work with young people, and spend 50 hours for planning, evaluating learning and writing learning diary. 2) Carry out a research and produce research report and learning report out of it. Participants have to use participatory research methods with young people. 3) Make a presentation to their sending organisation about this project, interdiac and two more participants and their work and organisations in order to facilitate networking and mutual learning. 4) Prepare contribution to the Handbook on innovative approaches to tackling social exclusion of young people. After introducing these tasks the participants could discuss their plans for them in three working groups led by the expert team members.

In the end the participants filled in written **evaluation** of the whole workshop where they mostly expressed themselves in a positive way and suggested some ideas that will be taken into account by the organisers. There was also time to express the impressions from the workshop and thank to those who took part in organising it.

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