



Lifelong Learning Programme

Module 5: Engagement and performing methods

Priority Level: Advanced

Length: 1 to 2 Days

Content:

Working with groups requires specific approaches and flexibility in delivery of materials depending on the dynamics displayed. This module is closely related to self reflection and focuses on targeting groups to reflect on their own construction and development of identity. This module should enable participants to perform methods with such groups in an intersectional way. Attention should be paid to sensitization, peer violence prevention and peer learning and counselling approaches in order to enable young people to reflect on their own and peer behaviour. Methods and tools should be evidence based to ensure practical applications can be made.

In the module participants analyse the working situation with their respective groups of young people and learn to relate the proposed methods and tools to their specific professional challenges in practical work.

Methods are always complex in their dynamics and flexible in use. This means that performing any of the proposed methods can be adapted to the particular group. The methods can trigger many questions with participants, and the trainer has the responsibility to manage the evolving process. Some methods may seem very simple, but are complex in their dynamics and can evoke different feelings in the participants: anger, resistance, fears ... Thus it will possibly not be easy to exchange ideas about institutional dominance cultures within an organisation. Making relations of dominance and subordination visible is difficult. Based on previous experience we have formulated the following relevant rules for conducting methods:

- Do not use tools and methods which you haven't experienced and reflected upon yourself as a participant.
- Make the aim of the method and what the participants are about to get involved in as transparent as possible.
- Point out that the participation and application of individual methods or tools is voluntary.
- Make clear that the critical pedagogical work on dominance relations is not about blaming and accusations. Although the individual person is requested to take responsibility within existing dominance relations (in the sense of reducing them), s_he cannot exit these relations; this requires changing the conditions themselves.
- Ensure an error-friendly atmosphere in the group, meaning that difficult situations can always arise but can then be critically reflected upon. "Errors" often contain useful hints: a certain assumption, a misunderstanding, a blind spot etc.

Groups can be divided. It can make sense to divide groups in a way that privileged participants and participants that are affected by discrimination don't work together but



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temporarily split (people affected by racism can for instance work together on empowerment or on sharing their experiences, while members of the majority society not structurally affected by racism work on critically approaching their privileged position). Generally speaking it is important to enable an exchange between the groups. Exercising with selected methods and tools will help trainers to become experienced about the use of these methods and to anticipate the effects on young people in their respective situation of pedagogical and social work. It is important to consider that evaluation of performed methods is important to receive feedback and reflection on how the method works in practice.

The list of methods, which can be used in this module is not exhaustive, but includes the following ones: Photo project, Barometer of opinion, Four corners, Peer counselling, Aspect Model – Balancing requirements in gendered fields, Groups Analysing, Two Blue Crocodiles, Planning and evaluation of methods, etc.

Learning outcomes:

Knowledge

- The participants know different methods for different target groups and different stages of the training like warm up, group analyzing and working methods, biographical and reflection methods.

Skills

- The participants are able to understand the dynamics in the group, which are triggered through methods. They can deal with upcoming dynamics between the participants and also in relations to the trainer.

Competence

- The participants are able to perform the different methods and can deal with the upcoming group dynamics. They are able to moderate communication about dominance relations in society and in the group.