



## Lifelong Learning Programme

### *Module 8: Intersectional work on a programme*

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#### **Priority Level: Intermediate**

#### **Length: 1 day**

#### **Content:**

This module aims at equipping teachers, trainers, social pedagogues and decision makers with the skills to develop an agreed network action of all relevant agents in a community with the power to influence, shape and improve non-violent living and development conditions of young people. It draws from knowledge gained in Module 3 “Multiple affiliations/ belongings” in order to map the structure of discriminations and vulnerabilities, which lead to peer violence in a given local community and to identify and plan necessary resources to address these limitations.

Central terms like culturalisation, ethnisation, stereotyping or attribution will be discussed. The own approaches for education and social work will be reflected in a critical way. Also programmes for funding will be reflected on the same questions: Do special programmes construct “problem groups”, do they stereotype etc.?

The module shall be performed as an active workshop. Participants receive short theoretical inputs on methods of planning social interventions for local action. They then actively work out gaps in their current recognition of intersection of markers of difference and neglected causes for violent behaviour in the community, deficiencies in youth and education services in the community and their roots. They define networking opportunities and needs for administrative regulation. On basis of this diagnostic work participants develop a local action plan for service provision with an intersectional approach to violence prevention and define the monitoring and corrective measures for follow-up action, thus concluding the phases of a programme cycle.

#### Learning outcomes:

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##### Knowledge

- How the social space and local conditions shape power relations, inequalities, advantages and disadvantages of young people
- How is culturalisation, ethnisation, othering etc. working in practise and how is it possible to avoid these processes
- The forces, which can influence these local conditions and how to engage them to build non-violent living and development conditions for young people
- Fundamental relationships between educational fields, such as social work, formal education, youth activities, and the locus of power with regard to heterogeneity in society

##### Skills

- Application of an intersectional approach in pedagogy: social work, education, school, and other settings
- Basic skills of programming social intervention on local level
- Ability to inform decision makers and donors that group targeted funds can contribute to the creation of a problematic group

##### Competence



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- Informed positioning to effect institutional change towards greater diversity and to fostering social justice, equity and equality