



Erasmus+

GENERAL DESCRIPTION OF THE BLOCK

**ABILITY TO DIAGNOSE THE SITUATION AND NEEDS
OF YOUNG PEOPLE IN LOCAL COMMUNITY**

Ability to diagnose the situation and needs of young people in local community (7a)

DESCRIPTION:

Youth councilors should have competences enabling them to diagnose the situation and needs of young people in their local environment. The results of the diagnosis, in turn, should be the basis for designing and planning concrete actions of the youth councilors. This competence allows youth councilors to act effectively according to the real needs of different youth groups, and prevents the implementation of activities only according to the ideas or interests of youth councilors themselves.

Developing this competence also prepares youth councilors for further activity in public life, where any action should be based on diagnosis (evidence-based policy).

KNOWLEDGE:

- Understands the concept of diagnosis
- Knows and distinguishes basic research techniques and tools
- Knows the process of making a diagnosis

SKILLS:

- Creates basic research tools such as: questionnaire, group interview, in-depth interview
- Researches and analyzes basic existing data about the local community and the youth
- Creates basic reports
- Presents conclusions in a clear and convincing manner

ATTITUDE:

- Appreciates the role of diagnosis and sees it as an important part of a youth councilors' thorough work
- Is ready to ask questions, to broaden one's understanding of young people in different life circumstances who live in the community.
- Is open to learning different perspectives

Ability to diagnose the situation and needs of young people in local community

<p>GOALS OF THE BLOCK (What specifically do we want to achieve with the block)</p>	<p>Develop participants' skills in diagnosing young people's life circumstances and needs through:</p> <ul style="list-style-type: none">• shaping the participants' attitude of appreciating the diversity of the local community;• teaching participants about tools that can be used to map local needs;• familiarizing participants with the concept of community and the connections between the global community and the local community - one's own community;• developing in participants the ability to identify social development issues that need to be dealt with in a local community.
<p>MATERIAL (that will be necessary to prepare the block)</p>	<p>Materials: flipchart + felt-tip pens A4 paper lots of colored pens, crayons, pencils string + clips sheets of colored paper smartphones with cameras + cables for uploading to a computer computer + projector Reference Materials No 1 and 2</p>
<p>LENGTH IN MINUTES (how much time will be necessary for the block)</p>	<p>45 min. + 60 min. + 90 min. = 195 min.</p>
<p>SUMMARY (list of individual activities)</p>	<ul style="list-style-type: none">• Map of the local community• What kind of young people live in our local community• Diagnosis - process and methods

Map of the local community



~ 45 min.	Map of the local community
Goal	<ul style="list-style-type: none">• To make young people aware that they are important members of the local community, that the future of their community depends on them.• Getting to know the local social group - youth - by characterizing it
Materials/preparation	<p>Materials: flipchart + felt-tip pens A4 sheets Post-it notes in 2 colors Scotch tape</p> <p>Prepare: Large sheets of paper - this can be grey wrapping paper, or 4 sheets of flipchart paper glued together - as many as there are groups working.</p>
Activity	<p>Community map</p> <p>During this session participants create a joint map of their local community. If participants come from several localities, the facilitator divides them into smaller groups according to where they come from. It is important that this exercise is a mapping of a location known to the participants.</p> <p>The facilitator instructs the participants: Your task is to work together to make a giant map of your area on a large sheet of paper. The group draws a very rough geographical map with a pencil: roads, towns, hills, rivers, borders: whatever is appropriate for the scale of the area they are working in. Emphasize again that the map does not have to be accurate or detailed.</p>

Map of the local community



~ 45 min.	Map of the local community
Activity	<p>Now all members of the group use colors to add the points they think are important. Participants can draw a "legend" to describe the types of signs, e.g., schools, parks, etc. These are to include spaces/places/offers that are important from the point of view of young people.</p> <p>Participants have 20 minutes to make their maps.</p> <p>After the maps have been made, the facilitator asks the participants to write down on post-it notes some emotions or feelings they have about different parts of the area and also about different buildings and objects they have put on the map. They can be positive (one color of post-it notes) or negative (another color of post-it notes). Participants place these post-it notes on the map.</p> <p>The facilitator asks the participants to point out the places where they feel unsafe and the areas they do not have access to in their community. Facilitator asks if they can identify places related to problems or concerns of community members - if so, they mark them on the map.</p>
Summary	<p>The facilitator asks the participants for their reflections after this activity:</p> <ul style="list-style-type: none">• Does everyone see your community the same way?• What are the reasons for the differences in perception (e.g., age, place of residence, interests/Hobbies and interests)?• How can such maps be used in youth council activities? <p>The facilitator concludes by pointing out that it is very important in being a youth counselor to ask different members of the local community, different young people about their perceptions of different local issues, but also to be open to different views and experiences of other members of their community</p>

Young people – important residents of the municipality/city



~ 60 min	Young people – important residents of the municipality/city
Goal	<ul style="list-style-type: none">• Participants' realization that they are important members of the local community. - The future of their community depends on them;• participants' characterization of an important social group - the youth in their local community
Materials/preparation	<ul style="list-style-type: none">• Flipchart + felt-tip pens
Activity	<p>What kind of young people live in our local community?</p> <p>The facilitator asks the participants to sit in a circle and starts talking about young people in the municipalities where the participants live. Facilitator asks, do a lot of young people live in it? What is their age? Where do they live? Who do they live with? What do they look like? What are their interests? What is their economic situation? What are their most important problems (etc.)?</p> <p>Then, the facilitator divides the participants into groups of 2-3. Let each of them present the situation of young people in their municipality, answering one question from the following (the facilitator assigns the questions). The participants can use information on the Internet, contact people who can help them. There is about 20 minutes for this task (it depends on the number of questions).</p>

Young people – important residents of the municipality/city



~ 60 min	Young people – important residents of the municipality/city
Activity	<p>Questions:</p> <ul style="list-style-type: none">• How many young people live in our city/municipality?• What types of schools do young people attend and what do they learn there?• What do we know about their parents' education?• What financial situation do young people find themselves in?• How do young people currently use culture/sports?• Where can we meet young people?• What do they do in their spare time?• What are the most important issues the youth have to face?• Each group writes their answers on a flipchart and then presents them to the whole group. <p>Please note! The choice of questions depends on the creativity of the group and the facilitator, the above questions are only a hint. If the group is small, each small group can be given several questions, or the number of questions can be reduced. If the group is very large, you can assign a question to more than one group.</p>
Summary	<p>The presenter concludes: such a conversation and diagnosis are a prelude to social activities undertaken by youth councilors. Youth councilors should be "experts" on the situation of young people in their municipality/city. They should know basic facts and figures.</p>

Diagnosis - process and methods



~ 90 min	Diagnosis - process and methods
Goal	<ul style="list-style-type: none">• Teaching the participants, the methods of conducting diagnosis of needs in the local community.
Materials/preparation	<p>Preparation:</p> <p>Examples of materials from local diagnoses: announcements, questionnaires, reports, etc.</p> <p>Materials:</p> <p>smartphones with cameras and the ability to upload photos to a computer</p> <p>computer + projector</p> <p>A4 paper</p> <p>string to hang in the classroom + colored sheets + paper clips</p> <p>Presentation entitled. "Methods of conducting diagnosis" - Reference Material No 1</p>
Activity	<p>How to conduct a diagnosis</p> <p>The facilitator invites the participants to discuss the purpose for which they think local diagnosis is conducted. Do they have any experience in this field? Have they done any research or participated in it as respondents?</p> <p>The facilitator sums up the discussion by presenting the meaning and role of diagnosis (Polish Facilitators are recommended the following publications: - Reference Material No 1)</p>

Diagnosis - process and methods



~ 90 min	Diagnosis - process and methods
Activity	<p>Using the presentation, the facilitator discusses several methods of conducting a diagnosis:</p> <ul style="list-style-type: none">• Survey• Research walk• "String"• Photo evaluation• Individual interview• Group interview <p>The facilitator then asks the participants to try out these methods. The group's task is to find out what the participants need and think about the space where this workshop takes place. What do they think about this space? how do they feel in this space? what helps and what hinders learning in this space? what could be changed? - these are examples of questions about this space, participants should come up with on their own.</p> <p>The facilitator divides the participants into 6 groups of same size. Each will try out one method.</p> <ul style="list-style-type: none">• Survey• Research walk• "String"• Photo evaluation• Individual interview• Group interview <p>Each group should prepare questions for the respondents and research tools. The groups have 45 minutes to do this.</p>

Diagnosis - process and methods



~ 90 min	Diagnosis - process and methods
Activity	<p>Once the tools have been prepared, each group carries out their research, involving and inviting the other members to participate - giving answers. - They have 20 minutes to do this.</p> <p>Please note: we want participants to experience different research methods - both in the role of the researcher and the respondent..</p> <p>After this time, the groups come together again and check what information they have gained. Did they get answers to their questions?</p>
Summary	<p>The facilitator asks the participants to share their experiences. Facilitator asks what, in their opinion, can be investigated with particular methods. What do they see as advantages and disadvantages of particular methods.</p> <p>The facilitator concludes:</p> <p>When carrying out the diagnosis for the activities of the Youth Council, they should summarize it in a report, i.e., a collection of the most important results of the diagnosis. Such a report can be prepared in various forms - charts, comments, explanations.</p>

REFERENCE MATERIALS

Reference Material No 1

Methods of diagnosis – PowerPoint presentation

