

# Informal Education and semi detached youth work

Real lives and real people



# Informal Education and semi detached youth work

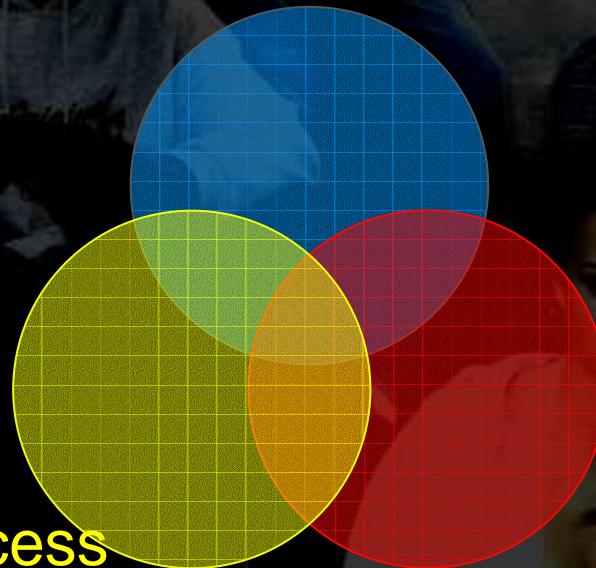
## 3 PARTS TOWARDS A WHOLE



Informal Education

Youth work process

Values





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**What do  
want for  
young  
people?**



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## Setting the scene – Philosophy

**In working with young people do not try to call back to where they were and do not call them to where you are as beautiful a place as that may seem to you. You must have the courage to go with them to a place that neither you nor they have ever been before.**

Vincent Donovan Christianity Rediscovered



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- **Where are you, are you calling/inviting yp to that place?**
- **What things that may seem beautiful or good could hinder you from going to a new place?**
- **What does going WITH them mean?**

**In working with young people do not try to call back to where they were and do not call them to where you are as beautiful a place as that may seem to you. You must have the courage to go with them to a place that neither you nor they have ever been before.**

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## Setting the Scene – Core Values

- Empowerment
- Participation
- Equality of Opportunity
- Informal Education.
- Learner learner in approach
- Inter-dependence
- Community and relationship centred
- Holistic Faith from a Christian tradition

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**Self Actualised People  
are :-**

**Reality-centred**

**Problem-centred**

**Different perception of  
means and ends.**

**Other keys: enjoyed solitude, deeper personal relations  
autonomy. They resisted enculturation, had an un-hostile  
sense of humour. acceptance of self and others, humility and  
respect, a strong sense of human kinship**



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**EDUCATIVE YOUTH WORK IS ABOUT**  
Enabling young people to gain the skills, knowledge, and attitudes needed to identify, advocate and pursue their rights and responsibilities as individuals, and members of groups and communities locally, nationally, and internationally.

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Formal – Control over Physical and Social environment. Set Syllabus Time frames

Non Formal – As above but Curriculum notions rather than set and looser time frames.

Informal – Little or no control, conversation or experience orientated, value informed rather than curriculum based.

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**Known to Self**

**Known  
To  
Others**

Open Area  
AWARENESS

Hidden Area  
HIDDEN

Blind Area  
BLIND SPOTS

Unknown Area  
TO SELF & OTHERS

**WILD HORSES**



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- Recognise and question our own values
- Recognise and question professional values
- Develop reflective professional practice

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## Characteristics of informal education

- Incidental or unplanned
- Purposeful and deliberate.
- Conversation is core which be steered or directed.
- It is not time structured.
- It is not about making a point.
- The learners are voluntary participants and so control is minimal.
- To be effective it must involve dialogue based on mutual respect and two-way communication.
- It is experiential and involves direct participation in the events of life.
- It works alongside existing social, economic, and political situations.

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## 7 Stage Process

**Self awareness**

**Relationship**

**Listening**

**Challenge**

**Exploration**

**Withdrawal**

**Continuance**

Extracted from "Meet them where they're at" SU 2003



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## DEFINITION OF DETACHED WORK

*The process of building mutual relationships with young people on the streets, in the park, or other areas of the community where young people are, in their free time. This process offers a distinct context where relationships are free from traditional notions of adult power, offering a unique environment and opportunity to engage in long term holistic youth work underpinned by the values of informal education, empowerment, participation, equal opportunities and a theology characterised by humility and orthopraxis.*

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## Detached OR semi detached work – How it differs?

- More equal power levels.
- Variety of settings
- Solely based on relationship
- Control is minimal

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## Aims Of Detached Work

- To make relationships with young people who have few positive relationships and avenues for support and help them realise their full potential.***
- To help bridge gaps in understanding between the local community and young people.***
- To identify the needs and interests of young people and develop appropriate strategies for action either by the detached team or with other agencies.***
- To enable young people to take more control over their lives.***



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**(M) = Mechanism**

**1-3 Introductions, Awareness, Interest, Graffiti, Presence.**

**3-4 Twists, Local knowledge, Conversation, Information.**

**4-5 Inclusion in football, Street Basketball, Targeted times.**

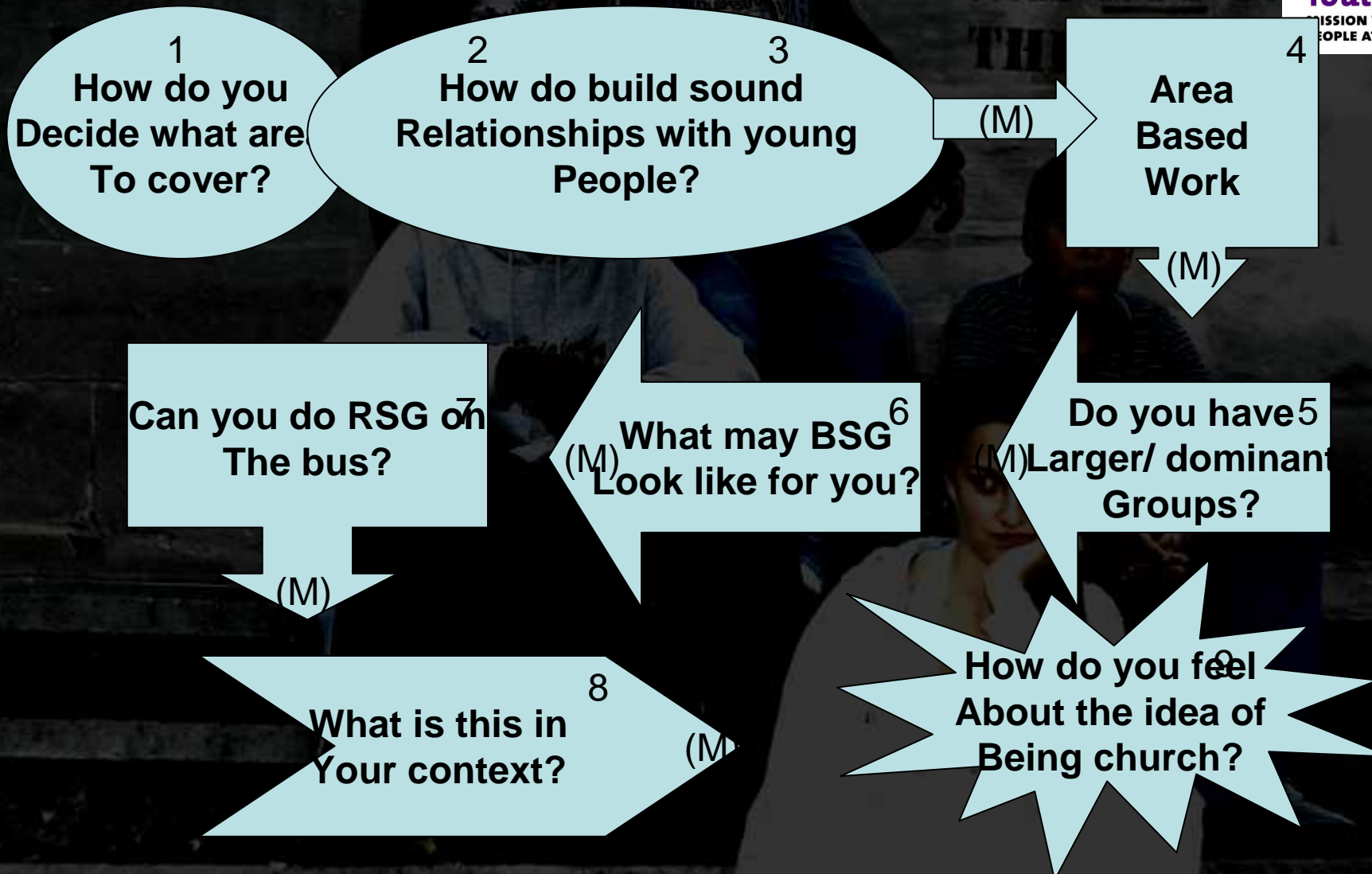
**5-6 Day Trips, Activities, Conversation, Open Self.**

**6-7 Residentials, Open House, Food.**

**7-8 Sunrise watch, Come and Help, Greenbelt.**

**8-9 Militancy, Culture Jamming, Local/Global Issues, Fast Game, Road, Stained Glass.**

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## SIX MONTH DEVELOPMENT PLAN GROUP

CURRENT  
STAGE 1/1/03

DESIRED  
STAGE 1/6/03

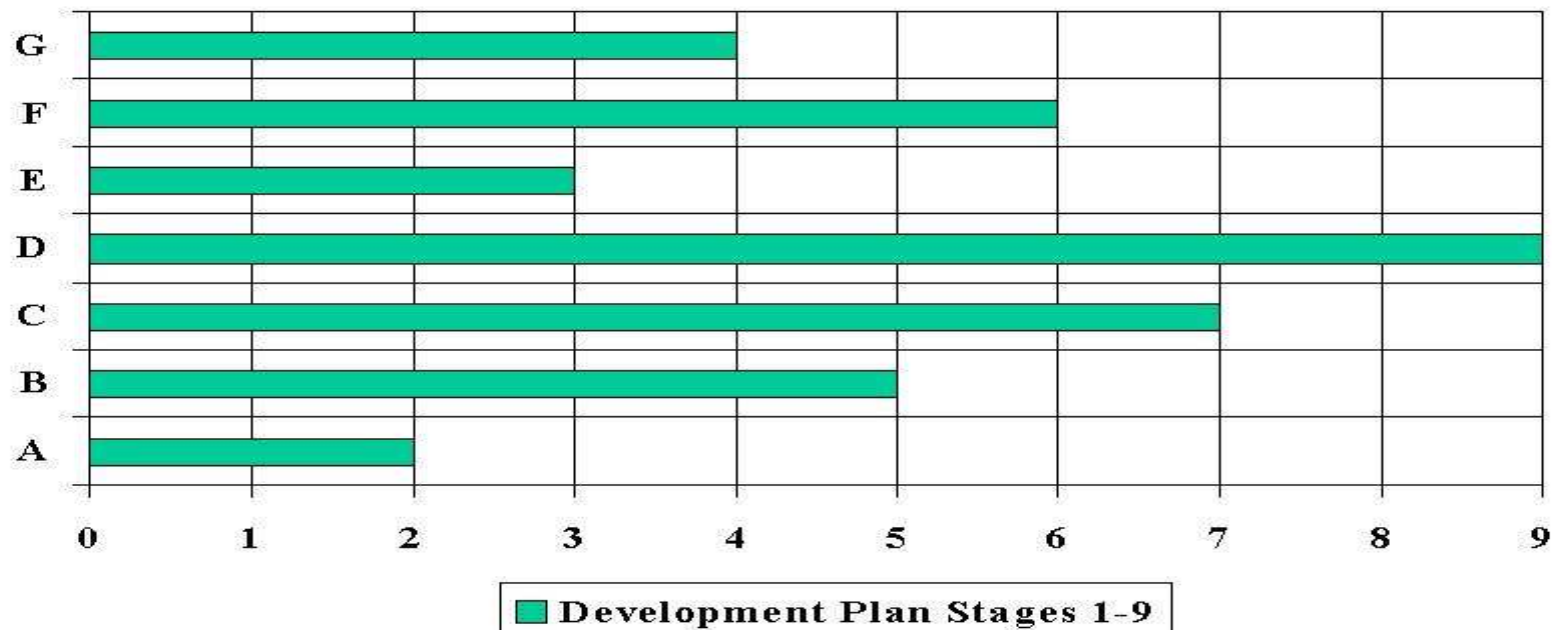
## MECHANISM

|   |   |   |  |
|---|---|---|--|
| A | 2 | 4 | Initiate conversations and show I.D. Explain role.                                   |
| B | 5 | 6 | Identify small group around ages and plan a trip together.                           |
| C | 7 | 8 | Take group on residential and do early morning sunrise walk to provoke discussion.   |
| D | 9 | 9 | Use a contemporary 'soap' Get group to express views on what church should be like.  |
| E | 3 | 5 | Try to move group two stages to join with group G, by ensuring twice weekly contact. |

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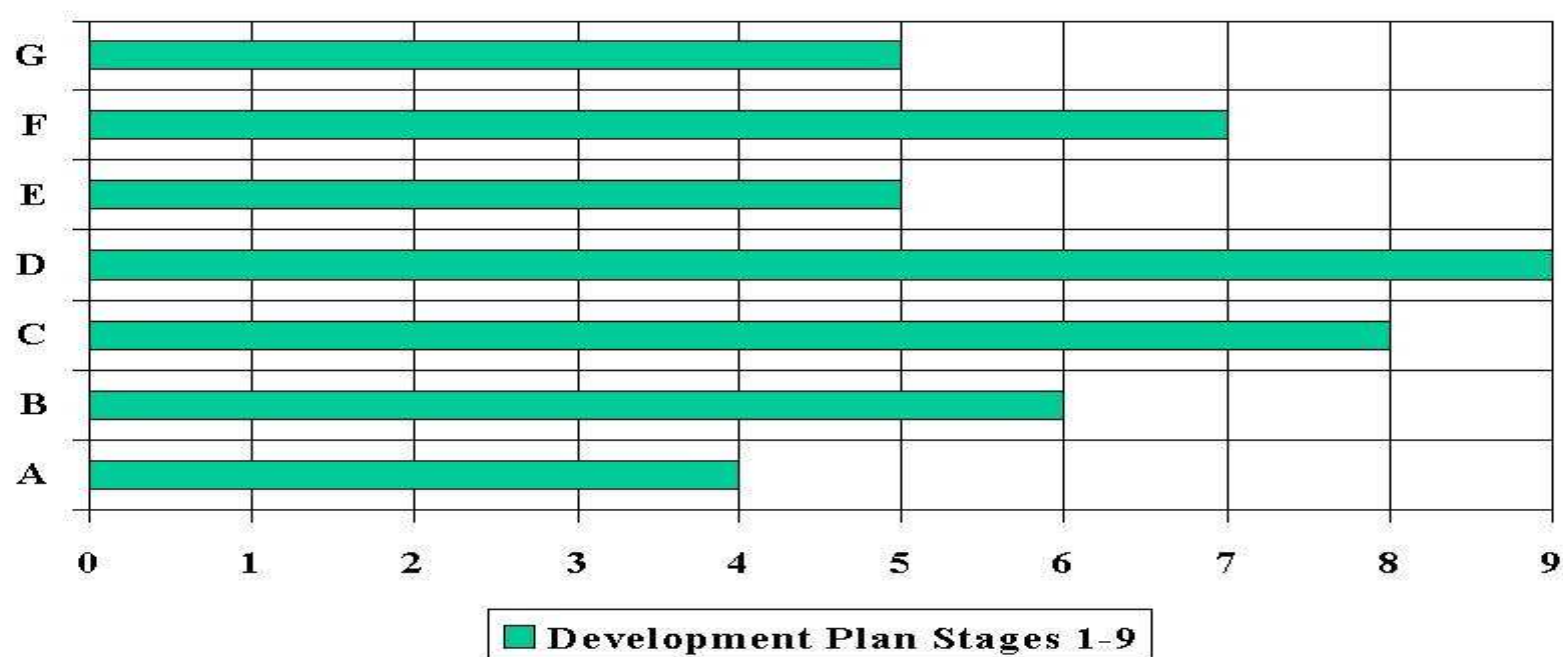
## Detached groups 1st Jan



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## Detached groups 1st June





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These slides can be found at:

[www.sundaypapers.org.uk](http://www.sundaypapers.org.uk)

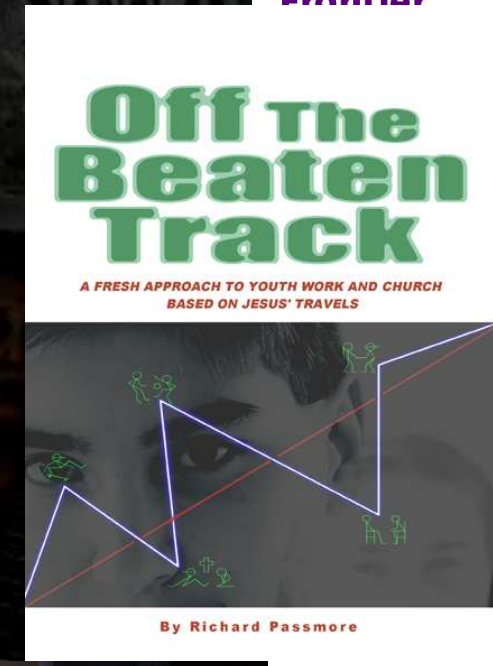
More training and info at:

[www.fyt.org.uk](http://www.fyt.org.uk)

Publications:

Meet them where they're at  
(SU 2003)

Off the Beaten track  
(Christian Ed 2004)



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**Frontier  
Youth Trust**  
MISSION WITH YOUNG  
PEOPLE AT RISK

