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## Projet Erasmus+ Jeunesse - « YARIM »

YARIM - 2017-2-FR02-KA205-013374

YOUTH AND RELIGION  
YARIM  
IN SOCIAL MEDIATION

USER GUIDE

**YARIM- Youth and Religion in Social Mediation - YARIM**

**OI 1 - training module on taking into account the religious fact in the mediation missions of professionals working with young people in situations of fragility**

**ERASMUS+ Project number: 2017-2-FR02-KA205-013374**

**YARIM- IO 1-**

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**Authors :**

Institut Régional du Travail Social : *Dutemple, A - Levin, A.-Melan,S.-Petilleon,P.*

Associazione Formazione Professionale del Patronato San Vincenzo : *Bonaita, L. – Molta, M. – Perrucchini, M.*

Conversas Associação Internacional : *Santos, H.L.*

Associació per a la Creació D'Estudis i Projectes Socials : *Prunera, D.*

IDEA : *Heselmans, Y.*

Pour la Solidarité : *Charry,L.Métral,*

**Scientific Direction:**

Institut Régional du Travail Social: *Levin, A.*

**Curriculum (program)**

Within the framework of the YARIM project (Youth and Religion in Social Mediation); the transnational-module program aims at establishing an online educational platform that will enhance the skills of youth/social workers. In particular, the modules will take into account the religious phenomena / facts, which emerges in the relationships with the youth / young people and in the prevention of religious radicalisation.

**Training and Education Objectives:**

This training module aims at offering a teaching tool to animate working groups / sequences with social workers or socio-cultural facilitators, or other stakeholders working with Youth from 13 to 25. These young people are often weakened by questions of identity, linked to their age but also to their living conditions, to their family and personal history, woven for some of them from different cultures, and to lived life plans, by themselves, as uncertain.

Acknowledgement that social workers interacting with Youth do not always dare to touch upon the question of their religious belief with Youth , while spirituality is often a major concern at this age. Religion can be useful, for some Youth, towards the adulthood; it can be a way to ease the transition from a chaotic period to another more stable state. However, some young people may push their religious involvement to some forms of radicalism, which gradually exclude them from the society in which they live and can lead them to become reluctant including through violence to democratic values.

How to accompany these Youth in their life story, in their identity, in their projects towards adulthood to avoid these radical drifts? To confront these questions, we think that social workers need both to understand the complexity of the phenomena involved in order to be better at identifying the mechanisms. They also need relevant intervention strategies based on dialogue and on how to value individual and collective actions. This module is built with several sub modules matching this dual objective.

Target audience: a declination in 3 levels:

1. Trainers who conduct learning units to support the development of skills of social workers on issues related to the management of religious phenomena, prevention of radicalisation and support the design of preventive actions.
2. Social workers, who benefit from of the learning modules, facilitated by the trainer. Each expected learning result targets this specific audience fort each unit.
3. Youth, themselves, taking part in the interventions carried out by social workers.

**Teaching guidance tips:**

Trainers who use this training package should base the training on recognizing the knowledge, experiences, abilities and skills of learners (youth) and to identify at first, their current needs and interests. Various educational activities are suggested in each of the sub-modules to encourage the expression of the youth on his/her practice and to enhance exchanges between the different trainees.

Regarding topics that can challenge the very personal dimensions of Youth learners, in their own relation to belief, it is also necessary to ensure a climate of trust, respectful of the various ways of thinking.

**Module made of independent units:**

The module includes 7 independent units that can be offered as a whole package or separately, depending on the expectations and needs of the participants.

**Program:**

Unit 1: Religious Phenomena and Professional Practice

Unit 2: Youth and identifying the risks of religious radicalisation through radicalisation process understanding

Unit 3: religion / hatred speeches / propaganda and influence of new digital and new communication tools for Youth

Unit 4: Youth needs and prevention actions

Unit 5: Youth and Interreligious Dialogue

Unit 6: Youth, Identity and Cultural Diversity

Unit 7: Debate initiation to enhance Youth citizenship expression.

The first three units aim at understanding the mechanisms that lead:

- to the emergence of religious phenomena in the professional practice.
- the process of radicalisation of youth,
- The emergence propaganda and hatred speeches in digital youth environment

The fourth unit aims at identifying the possibilities of interaction to propose 'an offer' to youth, matching their needs, in a prevention dynamic.

Finally, the following units (5, 6 and 7) aim at providing social workers with tools to improve their interventions in the field of inter-religious dialogue through games, debates techniques enabling them to take part in civic engagement, cultural identity and the development of Youth power of action.

Composition of each unit:

Each unit consists of successive pedagogical sequences that could be used together or partially depending on the learners' profiles and the needs identified beforehand. Each sequence is made of:

- Learning objectives
- Animation guidelines
- Educational activities' descriptions
- Materials needed
- Theory resources allowing interactions with the group

Target audience: three-fold

1: Trainers that lead the learning sequences in order to improve youth workers ' skills.

2: Youth workers who benefit from the learning sequences. They are the ones who are involved in the expected learning outcomes for each unit.



3: Youth themselves, beneficiaries of the actions led by Youth workers.

Useful tips for facilitators:

- Before the training, identify the learners profiles and their training needs
- Select the training units and educational sequences that would fit the learners' needs.
- Animate the training in highlighting the learners' experiences and skills (Youth / Social workers)
- Touch upon the individuals' representations in order to make them evolve
- Foster exchanges among learners
- Ensure a positive and trust working atmosphere within the group through active and sympathetic listening



Tips:

- Pedagogical Ressources are accessible to support the exchanges and the group feedbacks
- Links are provided to the interconvictional guide and the toolbox provided by YARIM in order to support the Youth workers own resources.
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<p>Unit 1</p>  <p>2H45</p>	<p>Unit 2</p>  <p>2H30</p>
<p><b>Religious phenomena and professional practice</b></p>	<p><b>Youth and identifying risks of radicalisation by understanding the radicalisation process (particularly jihadist)</b></p>
<p><b>Sequence 1 : 20 minutes</b></p> <ul style="list-style-type: none"> <li>○ Build dynamic within the group and good conditions for training</li> <li>○ Collect the expectations of the group towards the training</li> <li>○ Establish the profile of the group compared to the intervention context</li> </ul>	<p><b>Sequence 1 : 30 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify and develop one's own representations about radicalism</li> <li>○ Be confronted with the diversity of possible representations of radicalism</li> <li>○ Define "radical" and "radicality"</li> </ul>

<p><b>Sequence 2 : 20 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify and develop one's own representations about religion</li> <li>○ Confront oneself with the diversity of possible representations about religion</li> </ul> <p><b>Sequence 3 : 20 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify the emergence of religious phenomena in society and in the lives of individuals</li> <li>○ Understand the impact of religious phenomena on the structuring of society and the individual</li> </ul> <p><b>Sequence 4 : 25 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify the prejudices related to religion / to religious phenomena / to 'religiosity'</li> <li>○ Develop one's own relationship to the religion / to religious phenomena/ to 'religiosity'</li> </ul> <p><b>Sequence 5 : 40 minutes</b></p> <ul style="list-style-type: none"> <li>○ Sport situations of intervention with Youth, during which emerge religious phenomena and develop a professional questioning</li> <li>○ Communicate in an assertive way about the situations of intervention with Youth, during which emerge religious phenomena</li> </ul> <p><b>Sequence 6 : 40 minutes</b></p> <ul style="list-style-type: none"> <li>○ Understand a situation involving accompanied youth in which a religious phenomenon emerges by the mobilization and the combination of resources</li> <li>○ Consider options of intervention adapted to the situation of the youth</li> </ul>	<p><b>Sequence 2 : 30 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify in accompanied Youth behaviours, attitudes, words that could be described as "radical"</li> <li>○ Identify the diversity of possible radicalism: political radicalism, nationalist, religious</li> </ul> <p><b>Sequence 3 : 45minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify the radicalisation process and its various components</li> </ul> <p><b>Sequence 4 : 45minutes</b></p> <ul style="list-style-type: none"> <li>○ Understand the emergence of jihadist radicalisation</li> <li>○ Understand jihadist radicalisation process</li> </ul>
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<p style="text-align: center;">Unit 3</p> <div style="text-align: center;">  <p style="font-size: 24px; margin: 0;">2H45</p> </div>	<p style="text-align: center;">Units 4 and 5</p> <div style="text-align: center;">  <p style="font-size: 24px; margin: 0;">3H</p> </div>
<p><b>Religion/ hate messages/ propaganda and the influence of new information et communication tools for Youth</b></p>	<p><b>Youth needs and prevention actions</b>  <b>Identity, culture, relational issues/stakes and social abilities</b></p>
<p><b>Sequence 1 : 40 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify how youth use new information and communication tools to get information about religion</li> <li>○ Understand the role of new information and communication tools for young believers from different religious communities: some examples of applications, social media and web pages used by young people.</li> </ul> <p><b>Sequence 2 : 40 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify how young Muslims are proactive in social networks and on the Internet.</li> <li>○ Identify the main topics of Muslim youth activism on the Internet</li> <li>○ Understand how new technologies are challenging the Muslim community (Cheikh Google)</li> </ul> <p><b>Sequence 3 : 40 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify forms of hate speech in social networks and on the Internet.</li> <li>○ Understand how hate speeches can be intertwined with other</li> </ul>	<p><b>Sequence 1 : 20 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify and evolve ones' own representations about youth</li> </ul> <p><b>Sequence 2 : 30 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify the needs of accompanied teenagers who can be fragile situation / vulnerable</li> </ul> <p><b>Sequence 3 : 70 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify areas of intervention that allowing the possibility of an "offer" to youth. Offer that would meet their needs, in a logic of prevention of radicalisation risks.</li> </ul> <p><b>Unit 5 : Identity, culture, relationship issues and social abilities</b></p> <p><b>Sequence 1 : 15 minutes</b></p> <ul style="list-style-type: none"> <li>○ how to establish group works that promotes responsible</li> </ul>

<p>speeches that promote certain values (away from good / bad binary speech).</p> <ul style="list-style-type: none"> <li>○ Understand how these hate speeches are perceived by religious communities, particularly in relation to Islam.</li> </ul> <p>Sequence 4 : <b>45 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify the mechanisms of propaganda to better educate young people about the risks of manipulation.</li> </ul>	<p>engagement</p> <p><b>Sequence 2 : 45 minutes</b></p> <ul style="list-style-type: none"> <li>○ Show the importance of the identity and the way one's defines him/herself. How to build awareness on the importance of identity.</li> </ul>
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<p>Unit 6</p> <p><b>Youth and interreligious dialogue</b></p> <p>2H45</p>	<p>Unit 7</p> <p>Debate initiation to encourage Youth citizen expression</p> <p>2H45</p>
<p><b>Sequence 1 : 45 minutes</b></p> <ul style="list-style-type: none"> <li>○ Develop social workers' knowledge of the three monotheistic religions, allowing them to exchange with the youth they work with.</li> </ul> <p><b>Sequence 2 : 120 minutes</b></p> <ul style="list-style-type: none"> <li>○ Identify the common points between the three monotheistic</li> </ul>	<p>Sequence 1 : <b>20 minutes</b></p> <ul style="list-style-type: none"> <li>○ Develop social workers' skills so that they can support youth in developing basic skills to speak, listen and mobilize energy to deliver their own messages</li> </ul> <p>Sequence 2 : <b>105 minutes</b></p> <ul style="list-style-type: none"> <li>○ Develop social workers' abilities to equip youth with debating skills</li> </ul>

religions

- Recognize the common figures and themes to the three monotheistic religions (or/and between other religions)
- Use games to facilitate dialogue between workers and the youth

Sequence 3 : **40 minutes**

- Experiment different types of debate to promote Youth civic expression
- Understand simple forms of debate
- Understand the fundamental aspects of debates in order to be able to animate them.
- Understand what a political debate is
- Experiment different types of debates to promote Youth civic expression
- Know how to elaborate a good speech in order to teach it to youth

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