

4.

Handbook for Programme Participants

**Make Change
Yourselfes:
Turning Challenges
to Your Advantage!**

*Learning Programme
for Youth Workers
and Young People*



MAKE CHANGE YOURSELVES: TURNING CHALLENGES TO YOUR ADVANTAGE!

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1. Introduction to the Handbook and Programme Goals

Dear Reader,

Welcome to the world of learning for empowerment, personal transformation and social change. The Learning Programme 'Make Change Yourselves: Turning Challenges to Your Advantage!' is all about this!

This programme is an invitation to social and diaconal youth workers and marginalised young people to engage on a one-year journey of a 'double-learning' from each other. First, this learning programme puts marginalised young people in the centre, as active subjects (in comparison to being the 'objects' of social care) and aims to engage them through active participatory methods to discover their own environment, support them in analysing their living context and in changing it for the better and giving them a space and time to think of and develop own project in a joint effort. At the same time, by being engaged with a group of marginalised young people in each context, a youth worker who participates in the programme will learn with and from them about how they can envision future life together. Thus, this double-learning process becomes a key to the open dialogical learning from each other, where learning has a transformative and empowering potential for the young people as well as for the youth worker.

What makes this programme distinctive for the youth worker is that the learning will be organised around everyday practice. Learning will become a process of active research and discovery, it is a search, rather than a given. It will help the worker to identify those approaches and methods that support marginalised youth towards developing responsibilities for their lives in their context by engaging with community and speaking up for themselves. Therefore, the goals of this programme should be seen as an open invitation to co-create work with marginalised young people in a just, mutually enriching way, compared with charitable and paternalistic approaches taken by many youth work initiatives.

In this Handbook you will find an explanation of the content and process of the learning as well as a signpost to tools and resources which should be available for you during the learning. You will also find guidance to the learning process and a vocabulary of key-programme terms, as well as other relevant details. For more complete information, this Handbook should be read in conjunction with other MACY Programme documents.

2. Introduction to The Programme

2.1 Programme Organisation and Main Activities

Here you may read about the events and process of the learning programme. The diagram below depicts the overall learning and explains the main steps in the process of the programme. On the following pages, you will find a detailed scheme which lists the activities for each part of the programme. In the section 'Learning Process Detailed' you will find guidance for each period of your learning. You may be directed to other programme documents for particular details on the learning.

The overall length of the Programme is one year and four months.

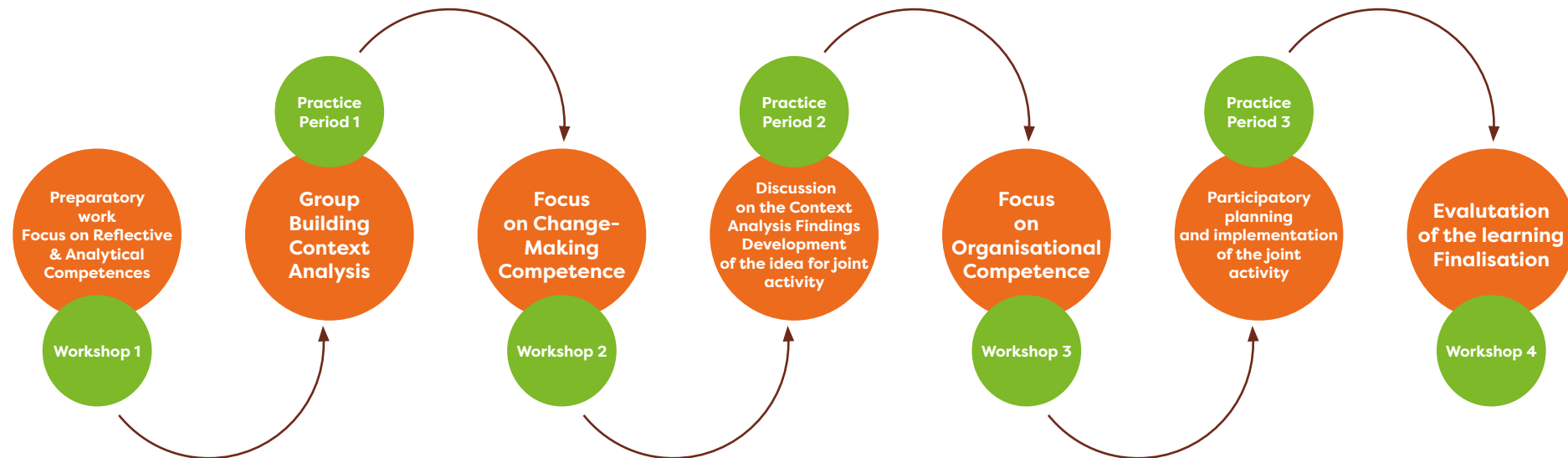


Diagram of the programme organisation

NOTE: A co-Learning exchange may be introduced as an additional learning activity for this programme (see Section 7 of this Handbook)

A series of **4 contact teaching workshops** will be organised. During these face-to-face events the learning will be developed around debriefing personal and professional learning and then the new themes of the learning programme will be explored together with relevant supportive practitioners. The workshop agenda usually includes **study visits** to support reflection and learning from the local practice. The duration of each contact teaching workshop is 5 days. The five days will include travel days where needed and possible. The detailed schedule and content of the contact teaching workshops may be consulted in the Make Change Yourselves Curriculum.

Practice based learning in the workplace will be followed during the periods in-between the contact teaching workshops. There will be 3 such periods in this programme. During these periods the youth worker will be engaged with a group of marginalised young people in their working place. The diagram above depicts the main practice objectives and activities for each practice period. Below in the chapter 'Guidance for Practice' you will find a detailed explanation.

Monthly working hours in the practice period include:

- Specific tasks for the current period of the Programme;
- Reading;
- Watching tutorials or attending to tutorial sessions;
- On-line group meetings or Workshops;
- Individual consultation with Programme Learning Supervisor;
- Personal and Spiritual Reflection in a Learning Journal;
- Tasks related to the sharing of learning with other participants and young people (e.g., preparing a PowerPoint or a short description of a part of practice and a reflection on it).

In terms of content, the whole programme is broken down into small study units. The study units link together in a continuous process and a programme participant may be working on several study units at the same time. The aim is for the theoretical and practical studies complement each other. The programme will therefore bring the learning into an on-going developmental process, which will be built around the engagement of the participant with the group of marginalised young people.

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Programme Content and Workload:

SU1 Integrating Studies – 150 hours.

SU2 Youth Diaconal Work and the Social Context – 100 hours.

SU3 Youth Diaconal Work and Participatory Practice for Change – 125 hours.

SU4 Youth Diaconal and Community Work – Development & Organisation – 100 hours.

SU5 Co-learning Exchange – 100 hours.

The hours indicate concrete workload for each study unit and constitute the whole programme workload of 575 hours¹.

Please note: the actual hours per week in the practice periods will vary, depending on what activities are planned for implementation and the usual holiday periods. It is recommended to have no more, than 8 hours of learning per week.

Co-learning Exchange – is a separate activity to this learning programme. In this process, two practitioners from two places visit each other and then share the learning with each other and with the other actors in their local context. This activity will be held in parallel with the main learning process and should be introduced in the 1st Practice Period. See Section 7 of this Handbook for more details.



¹ You can read more about the programme content and learning process in the Make Change Yourselves Curriculum

2.2 Overall Programme Scheme

Overall Programme Scheme: Make Change Yourself!								
	Preparation	Contact Teaching Workshop 1	Practice Period 1	Contact Teaching Workshop 2	Practice Period 2	Contact Teaching Workshop 3	Practice Period 3	Contact Teaching Workshop 4 & Finalisation
Main Competences	Basic & Reflective Competence; Analytic Competence			Change Making Competence		Organisational Competence		
Main Objectives	Preparation for learning		Develop the group; Analysis of the context with the young people as it affects them		Development with the group; Define issue or problem and create a project & strategy		Work with the group; Project implementation and evaluation	Project Finalisation
Main Content: Contact Teaching Workshops	Orientation to studies; Preparatory Biographical Work.	Person, Identity, Personal and Professional 'Service Model'; Theology, Spirituality, Reflection on Practice;	1. Build a group of the young people, who will be the participants in the project; 2. Work with the young people on their biographies and motivation; 3. Develop a shared comprehensive analysis of their context as it affects young people.	Youth Diaconal Work and Participatory Practice for Change; Youth Diaconal and Community Work.	1. Identify the issues that the group of young people want to work on; 2. Develop a proposal for their own organised activity to improve social, economic and/or cultural life; 3. Document the Group work in developing the proposal (both worker and young people).	Youth Diaconal and Community Work.	1. Implementation of the proposed project; 2. Joint evaluation of the work with the Group.	Evaluation of the Learning in the Programme (Worker and young people).
Practice together with the young people		Participatory research in practice.						
Sub-Themes		Youth Diaconal Work and Participatory Practice for Change; Youth Diaconal and Community Work.		Youth Diaconal Work and the Social Context.		Youth Diaconal Work and Participatory Practice for Change.		Systemise personal learning and experience of the group in the project.

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	Preparation	Contact Teaching Workshop 1	Practice Period 1	Contact Teaching Workshop 2	Practice Period 2	Contact Teaching Workshop 3	Practice Period 3	Contact Teaching Workshop 4 & Finalisation
Main Competences	Basic & Reflective Competence; Analytic Competence			Change Making Competence		Organisational Competence		
Related Individual Tasks	Biographical Essay; Essay 'Myself as a Learner'.			Analysis of the Workplace; Reflective Essay: 'What I have learnt from the biographical work with the young people'; Case-study on Ethics; Tasks in Analysis of the context.		Tasks in Analysis of the context -3; Reflective Essay: 'What I have learnt from contextual analysis and engagement for change with marginalised young people'; Reflective account on the phase of project planning together with marginalised young people.		Reflective essay on the findings and learning at the stage of project implementation.



3. Resources and Tools for Learning

To support learning in the Programme, especially during the practice periods, when each participant will be learning in the workplace through active engagement, the following specific resources and tools should facilitate active learning.

3.1 Resources for Learning

I. Regular Individual Consultations with the Learning Supervisor

The Learning Supervisor will support each participant in their learning through the Programme. Participants should be in contact with the Learning Supervisor regularly, especially in the beginning of the Practice Period. This is important for the planning of the actions during the period and in order to set times for personal meetings on monthly basis. In these meetings personal learning may be discussed alongside participant's questions and requests for clarification. It must be remembered that youth worker is the best expert in their context, so it must be ensured that the learning is supported with worker's personal assessment of their progress, while the process and desired outcomes may be clarified in the discussion!

II. Peer-learning and meeting of the group

In this programme, peer learning will aim to create and strengthen group sharing and support for each Programme step. It will be implemented and steered by the Learning Supervisor.

Group work is a key pedagogical element implied continually through the learning process, both in the Workshops and Practice Periods. Learning together in a dialogue allows participants review their practices together through mutual sharing, discussion and the search for innovative responses to today's challenges.

III. Tutorials and on-line Workshops

A supportive introduction is planned for each activity in the workplace that should be accomplished. The introduction may be provided in different ways: reading, tutorial or an on-line Workshop with a Practitioner who is an expert on the given theme. In terms of reading most resources will be accessible from the on-line libraries.

IV. Written Tasks

Each period of activity with the marginalised young people should be reflected upon through a written task. It may be a very general retrospective essay on the main learning from the work with the young people or some questions may be added for the orientation of the participant. The participant should use personal notes from the Learning Journal and thus ensure the integrity of the personal and professional learning.

V. On-line Learning Platform

During the studies in the Programme, participants are encouraged to use learning resources which will, in part, be presented on the learning platform such as Canvas or Moodle, specially designed for blended learning. This Platform will be used during Practice Periods as a supportive learning room. It provides a space for the organisation of the Programme, access to documents and for activities, such as:

- Programme overview and schedule of the events and practice periods,
- Programme calendar,
- links to other resources such as the Learning Journal,
- descriptions of tasks,
- facilities for organising a forum, participating in a discussion with other members of the group etc.,
- a tool for conversations or email exchange with Programme's Lecturers,
- providing a space where written individual tasks may be uploaded and commented on by the Learning Supervisor,
- storing the individual, confidential records of each participant.

3.2 Tools for Learning

I. Learning Journal

The Learning Journal is a regular and systematic method of collecting reflection concerning practice and the linking of theory and practice. It is integrated as part of the Programme. Participants are asked to use the Learning Journal systematically during the studies. Keeping a Learning Journal is an important practice for learning from experience. It also gives a structure to working on one's self in relationship to others and the context.

The Journal encourages the development of critical and analytical thinking as well as development of self-analysis as a professional, which in the long term contributes to a participant's professional growth. Programme participants will be developing their Learning Journal in conjunction with practice related learning. By reflecting on the roots of professional service in personal development and its development in practice, this also contributes to **personal growth**. Based on recording the concrete experiences and feelings, participants observe their own experience then integrate it with relevant analysis, concepts and theories. Through this activity, in conjunction with previous experience, they improve their **professional practice** and are able to develop the work more effectively.

The Learning Journal is an important resource during the learning programme as it can be drawn on in discussions and used to support other tasks.

The Learning Journal is a *confidential document* and participants do not have to share it with others, unless they wish to. However, it has to be recorded in a form that is accessible to the Learning Supervisor and Programme Leader.

II. Workshop Participant Diary

This is a tool which is usually organised as an online diary for daily reflection and evaluation on learning during each Contact Teaching Workshop, including the final evaluation of the Programme in the last Workshop. The Diary also facilitates personal and professional learning during the days of intensive work. This tool is confidential to the Programme participant and the Programme Leader.

4. Overall Guidance for Practice-related Activities

This chapter aims to bring an overview of the process and related tasks for the engagement of the youth worker with the marginalised young people during the practice periods of the learning process. Please, note that this is the main essence of the programme and there are more tasks for participants in each Practice Period. Read this Overall Guidance to Practice-related Activities in conjunction with the next chapter of this Handbook 'Programme in Detail'.

Practice Period 1

1. Before developing active engagement with the young people, the participants will be asked to use a specific tool for conducting the analysis of their organisation (NAOMI). It should bring to their attention the possible discrepancies and contrasts which may be challenged by their practice learning. This NAOMI tool may be used as an informative source for personal learning and shared with colleagues when the participants explaining the goals and values for practice learning with marginalised young people in this Programme. It may be an invitation to a broader discussion with colleagues in the organisation.²

Learning to use new vocabulary.

When you start developing new approaches in your engagement with marginalised young people, we recognise the importance of the language which would explicitly demonstrate to the young people their acceptance and respect. Therefore, this Handbook includes a mini vocabulary which aims to describe main concepts and useful new words that catch those attitudes in everyday use. We advise you to come back to this vocabulary, explore how to use it, where appropriate in your talks with young people and suggest new words that would be helpful in catching the 'language of just relations' in your local language.

2. In engagement with young people, the focus should be maintained on the values of acceptance, respect and dignity and to an equal approach that should be promoted for empowering them to join the group and continue their active interest and participation in the activities. To do that, the programme approach suggests that one should start the young people's own strengths and capacities, help them notice them and encourage them to use their strengths as a resource for their actions. That is the programme approach which brings particular theories and methods that encourage marginalised youth to build up their self-confidence and raise their voice. One such tool is biographical work. The participants will experience it themselves in the Programme Workshop 1. And then they will conduct this activity with the young people in their organisation. It may simultaneously, reveal for young people their strengths and be a group-building exercise that will promote trust through sharing their own stories. The participants may also discuss with their peers and the Learning Supervisor, ways of keeping their group active and what other activities for group-building may be implemented.

² The NAOMI tool will be shared with participants by the Programme Leader

However, it should be noted, that biographical work is the first step to broader contextual analysis that is planned to be carried out together with the young people. Therefore, it is important to document and store all the material from biographical work and be ready to use it again.

- ! We highly recommend documenting all relevant findings in your work with young people. It may be written documents or pictures, or any other form that you may come up with! What is important is to keep it organised for easy use and stored somewhere in easy reach ☺
- ! Be aware that you need to ensure the safe space for the young people, where they can feel accepted and not judged, where their confidentiality is preserved, and dignity is upheld.

3. The next task in work with young people is to enable them to discover their fears and aspirations, and to see the world around through their senses, looking at it critically. The learning aim in participants engagement with young people would be to get enough material that would be helpful in further work on identifying the issues, needs, opportunities, rights and responsibilities of the young people, as well as revealing injustices, challenges and threats to their 'life world'.

The Programme recommends using 'ABCD' (Asset Based Community Development) approach to community development. It embraces participatory activities of context analysis, critical constructive discussions and ideas for the improvements in the face of challenging issues. It may be a creative and empowering process in itself. This approach will be introduced during the programme.

Practice Period 2

1. In the second practice period together with the group of young people the participants will go over the material that they have got so far. Starting with the biographies and connecting to the contextual analysis, they will look into the future together and draw a picture of what they would like it to be. This step brings together past, present and future and enables aspects of the vision of the desired future to become possible. The aim is to work towards a small micro-project which will be a step to a more positive future.

Active listening!

However, before that you will have a group discussion where you will hear young peoples' different perspectives of the future, discuss different views and try to draw together a picture of the future where there is a place for everyone to be accepted and recognised and where diversity is celebrated. This may not be a one-time only discussion and you may plan to come back to it again in order to ensure that everyone's voice will be heard. You may also go through the fears, reservations and doubts as well as the hopes and expectations for the future. At this stage, allow young people to express the barriers they see to their active involvement. It is important for the worker to develop the skills of active listening that would be respectful and empowering towards youngsters! Be patient and explore all the remarks and arguments together.

2. Out of this discussion the group should come with ideas for the participatory project. The participant should be aware of the 'power' issue and avoid exercising the 'upper hand' over the choice of the micro-project.

- ! Please, note that it may be a very small-scale project, which steps away from formal projects and makes it fun for young people to be involved. Participants in the Programme have to make sure if that it is rooted in the context of the young people and will bring a visible change to their context or quality of life.
- ! It is important to make sure that marginalised young people will develop and preserve their 'ownership' and active participation in this project. These are the keys to successful action development going forwards.

3. In project planning it should be ensured that the young people have space to express themselves and be actively engaged in all stages of the project development. Together with the youth worker they should plan project steps, discuss the roles and involvement of the young people in each step, decide how the information on the project development will be accessible, and think how participatory evaluation will take place. All these means are important in securing that the micro-project remains a community development project, in the hands of the young people. Once the planning is accomplished, the project proposal needs to be shared with the relevant decision makers or leaders in the organisation.

- ! Do let young people speak for themselves and present their ideas! On the other hand, if the project is to work for a change, the young people will need to develop a strategy for affecting the power holders who must make the change.
- ! Changing the context often implies a change to power relations, finding ways to hear what young people have to say and choose to do. This is a social transformative change that may be a step towards a wider social impact. It is important to document and communicate how you came up with the idea, what it aims to change and the wider impact.

Practice Period 3

4. This period is a time for implementation of the micro-project activities. The learning from this process is of equal importance. The participant should use opportunities to bring young people together for debriefing on the project development, revising their roles and actions, thinking how to tell the story of change together. Celebrate the achievements! Continue the micro-project if it is for the longer term.
5. Finally, on the last stage of the practice learning, it is time to look back at one-year of work together, draw conclusions and work together on the following items:
 - ✓ evaluation of the micro-project,
 - ✓ creating presenting the 'story of change' with materials from the process and project outcomes,
 - ✓ deciding on the presentation of the story to the wider public.

For the participant, it will be time for the personal assessment of their own role, professional development and the learning that they experienced from that active work with marginalised young people. They should reflect on their professional skills and strengths as well as the developmental challenges in relation to their personal aims and the aims and content of the studies. A list of competencies provided in the Curriculum of the Programme should be consulted.

Keeping the Learning Journal.

Document the events and incidents in your placement, the insights and questions they arouse in you. Also document the feelings and moods you experience during the placement and reflect on how these feelings might affect your performance in the workplace.

Try to write something to your Journal as regularly as possible. The Learning Journal is a personal tool for professional development, and it helps you to reflect on your own ideas and performance. It is important to keep in mind that you should not disclose any personal information about the young people, which may enable someone to identify them if you decide to use some parts of your Learning Journal in public document.



5. The Learning Process in Detail

Please Note: This Chapter should be read in conjunction with the Curriculum and Operational Plan. The full definition of the Study Units is to be found in the Curriculum. The schedule of the events is given in the Operational Plan.

Preparation

SU1 Preparatory written task on biography according to instructions given during the on-line orientation day.

SU1 Each participant will start using the Learning Journal according to the instructions given during the introductory on-line orientation day.

SU1 Preparatory reading: interdiac pedagogy.

SU1 Each participant should write a short reflective account: 'Myself as a Learner', where they should reflect on their learning experiences in dialogue with the interdiac pedagogy.

SU1 On-line orientation (one day) which will be organised about three weeks before the first Contact Teaching Workshop 1.

Note: For the Written Tasks see the Handbook for Programme Leaders & Support People.

Contact Teaching Workshop 1

MAIN THEME 1. Person, Identity and Learning, Group building.

- SU1** Process of learning, learning styles.
- SU1** Reflective writing; learning from and acting on reflection.
- SU1** Debriefing biographical work – how relationships and the environment/place shape identity.
- SU1** Personal identity as rooted and reflected in biography.
- SU1** Preparation for the practice period (process and tasks).
- SU1** Use of Workshop Diary.

MAIN THEME 2. Personal and institutional service model. Theology, Spirituality, Reflection on Practice.

- SU1** Introduction to Participatory spirituality.
- SU1** Use of the Bible and Christian traditions in personal spiritual reflection and with young people.

- SU1** Introduction to critical reflection.
- SU1** Introduction to the Exposure process.
- SU1** Personal, professional and institutional service models in professional work with young people.

- SU1** Ecological approach and life course when working with diverse people and groups in the margins.
- SU1** Participatory approach in work with young people - empowerment, respect, and reciprocal learning.
- SU3** Participatory Methods of Work with Young People – ethical dimension.
- SU2** Critical reflection on practice in context as a resource for personal and professional development and innovative action.

Practice Period 1

(Around 6 months)

Main themes for practice - Participants:

SU1 Group Building and development with marginalised young people.

SU1 Work on Biography with a group of marginalised young people.

SU1 Written Task. Reflective Account: What did I learn from biographical work with the marginalised young people.

SU2 Reading on Preparation for the Context Analysis with the marginalised young people.

SU2 Written Task. Context Analysis together with the marginalised young people.

SU3 Reading on Ethics in Youth Work.

SU3 Written Task. Case Study on Ethics in Youth Work.

SU4 Introduction to Community Development. Strength-based Approach.

SU5 Co-learning Exchange introduction (if this is used).

Note: For the Written Tasks see the Handbook for Programme Leaders & Support People

During the Practice Period the participants are requested to develop an Action Plan in accordance with the Scheduled Tasks for this Period. Some of the tasks are regular, such as:

- o Completing Learning Journal (linking personal experience to analysis and practice).
- o Personal Consultation with the Learning Supervisor.
- o Attendance at regular on-line meetings or participation in on-line forums for the work on the tasks.
- o Carry out personal spiritual and theological reflection.
- o Participate in On-line Workshops or watch Recorded Tutorials according to the Schedule.

Main themes for practice - Young People:

The participants in the programme together with the young people should understand the impact of their personal biography on their life. Participants should use the approach to biography they learned during the first Contact Workshop in this process.

Aims for the young people:

- Young people learn to take responsibility for their personal development with the support of the staff members, peers, and volunteers.
- Programme Participants together with young people conduct context analysis where they can learn about the impact of their biography and their context and wider in the light of what can be changed together for their desirable future.
- Young people learn to take responsibility for the activities of the group or organisation they are involved with.

Tasks for the Young People

- Young people will reflect on their life histories and the histories of their families and the context in which they have been living during their life and understand its influence on their current life and their future opportunities.
- Introduction to Asset-Based Community Development and Context Analysis – as a method to carry out context analysis and defining the strength of the local community or community of peers.

Contact Teaching Workshop 2

MAIN THEME 1. Practice Learning.

SU1 Debriefing Practice Period - Personal and professional development.

SU2 Debriefing Practice Period – Practice in relation to context analysis.

SU3 Generic preparation for Practice Period 2.

SU4 Specific preparation for Practice Period 2.

SU1 Workshop Diary.

SU5 Co-Learning Exchange (if this is used).

MAIN THEME 2. Strategy for empowerment and transformation.

SU2 Theory and practice of collaborative research and working with young people to analyse their own context.

SU2 Developing and documenting a strategy for empowerment and transformation with young people.

SU3 Ethics in Youth Work.

SU3 Active Listening Skills.

SU3 Participatory Methods of work with groups of marginalised young people.

SU4 Project Planning.

Practice Period 2

Main themes for practice - Participants:

SU1 Participatory Approach in practice of work with marginalised young people.

SU1 Critical reflection on practice in context as a resource for personal and professional development and innovative action.

SU2 Reading on marginalisation and exclusion.

SU2 Analysis of marginalisation and exclusion of young people.

SU2 Analysis of marginalisation and exclusion in the local context as it affects young people.

SU2 Developing and documenting a strategy for empowerment and transformation with young people.

SU3 Youth Diaconia as supporter of action for social change.

SU4 Community development as an approach to diaconal youth work with marginalised young people.

SU4 Plan and start implementing project with marginalised young people.

SU5 Co-learning Exchange 1 (if this is used).

During the Practice Period the participants are requested to develop an Action Plan with accordance to the Scheduled Tasks for this Period. Some of the tasks are regular, such as:

- o Learning Journal (linking personal experience to analysis and practice).
- o Personal Consultation with the Learning Supervisor.
- o Attendance at regular on-line meetings or participation in on-line forums for the work on the tasks.
- o Carry out personal spiritual and theological reflection.
- o Participate in On-line Workshops or watch Recorded Tutorials according to the Schedule.

Main Themes for Practice - Young People:

During this Practice Period the young people will develop their analysis of marginalisation in their context and create an action plan for a micro-project. They will learn about dignity, justice, equality and participation.

Aims for Young People

Through participating in this practice period, young people:

- Should be able to recognise social exclusion and marginalisation in their context and analyse its causes and impact, including on participation in society.
- Should be able to develop work with the group of their peers, develop and design and document an action plan for empowerment and transformation.
- Document the work on the context analysis.
- Recognise their dignity and learn through experience of just and equal relations that they can participate with a group in personal development and work for change.

Tasks for Young People

- Deepening the context analysis and its implications for their life situation and possibilities for change.
- Create a design and action plan for a mini project which will create change or innovation in their context or organisation.

Contact Teaching Workshop 3

MAIN THEME 1. Practice Learning.

SU1 Debriefing Practice Period - Integrating Studies, Reflection on Personal Practice and Development.

SU2 Debriefing Practice Period - Practice on Youth Diaconal Work and the Social Context.

SU3 Youth Diaconal Work and Participatory Practice for Change.

SU4 Specific preparation for Practice Period 3.

SU1 Workshop Diary.

MAIN THEME 2. Youth Diaconal and Community Work – Development & Organisation.

SU4 Social, economic and/or cultural life experience for marginalised young people.

SU4 Integrated community development and participatory strategies into diaconal youth work with marginalised young people.

SU4 Group of marginalised young people knows how to monitor and evaluate the development and implementation of their chosen initiative.

Practice Period 3

(Around 3 months)

Main themes for practice - Participants:

SU1 Personal and professional development through involvement with marginalised young people.

SU2 Developing and documenting a strategy for empowerment and transformation with young people.

SU4 Community development as an approach to working with marginalised young people to create an organised response in order to improve their social, economic and/or cultural life.

SU4 Written Task. Reflective account on the learning with the group of marginalized young people.

SU4 Implementation of the project with a group of marginalised young people. Action with the group.

SU5 Co-learning Exchange 2.

NOTE: For the Written Tasks see the Handbook for Programme Leaders and Support People.

During the Practice Period the participants are requested to develop an Action Plan with accordance to the Scheduled Tasks for this Period. Some of the tasks are regular, such as:

- o Completing Learning Journal (linking personal experience to analysis and practice).
- o Personal Consultation with the Learning Supervisor.
- o Attendance at regular on-line meetings or participation in on-line forums for the work on the tasks.
- o Carry out personal spiritual and theological reflection.
- o Participate in On-line Workshops or watch Recorded Tutorials according to the Schedule.

Main Themes for Practice – Young People:

In this period the young people will learn how to carry out an activity they have planned and evaluate the work they have done.

Aims for Young People

Young people will:

- Implement, document and evaluate their own organised activity to improve social, economic and/or cultural life.
- Systemise their personal and professional experience of the group in the project.
- Evaluate the achieved outcomes and reflect on personal involvement as a story of learning and change.

Tasks for Young People

- Begin the Implementation of the micro project.
- Document the work they have done on the micro project.
- Produce an evaluation of their involvement and their learning and create a PowerPoint.

Contact Teaching Workshop 4

MAIN THEME 1. Personal and Professional Learning in the Programme.

SU1 Debriefing Practice Period - Integrating Studies, Reflection on Personal Practice and Development.

SU1 Reflection on how the Programme changed personal and professional service model.

SU1 Integrating studies in the Programme. Complex evaluation of the learning.

SU1 Workshop Diary.

SU5 Co-Learning Exchange (if this is used).

MAIN THEME 2. Youth Diaconal and Community Work – Development & Evaluation.

SU4 Finalisation of the project with marginalised young people.

SU4 Evaluation of the project stages and engagement of the young people.

Programme Finalisation Period

(Around one month)

Main themes for practice:

SU1 Personal and professional development through involvement with marginalised young people.

Integrating Studies **SU1, SU2, SU3, SU4, SU5, Portfolio of Learning.**

At the end of the Programme the final task which integrates studies throughout the Programme is to create a Portfolio of Learning from the Programme.

Each participant is expected to produce a final task as a portfolio. A portfolio essentially requires collecting and organising the working material and methods that were explored and applied in work with marginalised young people and found to be inspirational and practical. Therefore, this task should result from the work during the Programme including the final workshop and reflection on practice with the marginalised young people in the follow up period. To support this, consult the written assignment instruction (see chapter 6 of this Handbook) and the relevant video.

It should be made accessible for the Programme leaders on the Learning Platform or as otherwise agreed.

MAKE CHANGE YOURSELVES: TURNING CHALLENGES TO YOUR ADVANTAGE!

NOTE: Group meetings with the Learning Supervisor may be organised during this period and participants can make an agreement to meet the LS as they feel it is necessary. A final group meeting may be organised on-line with the Programme Leader and Learning Supervisor.



6. Portfolio of Learning

Introduction

In this Programme, the focus of learning is on developing new practice with marginalised young people within the participant's workplace and context. Such an approach implies that the worker will re-examine their working model through direct engagement with marginalised young people. And at the same time, the worker will try to explore the ways to empower them to find their 'own' voice and develop collective action for change through the planning and implementation of a small-scale project. Therefore, it is important to document the whole process of work together with marginalised young people in a way which is beneficial for the work. It would be good to include the contributions of the young people themselves and this can be organised in the way that the worker and youngsters will choose material together. However, it is necessary to collect the working material and methods that were explored and applied by the worker in their work with marginalised young people. Please, read below for a more detailed explanation and watch a Tutorial on 'How to make a Learning Portfolio' on the following link: <https://youtu.be/HaorQc5DODQ>

Process of Producing the Portfolio

A portfolio is a means of integrating the learning from participation in the Programme. To complete this Learning Programme, each participant should create their own portfolio and present it.

A portfolio is like a collection of work from an artist! It may contain materials from the tasks throughout the programme. The participant can also include other documentation (or references to other documentation) which are important. This is not meant to be a new written document, but the participants should use their working tasks and collected material and assemble the relevant sections from them.

You may think of how you would introduce this, or parts of it as a resource to those organisations who are working with marginalised young people and who would find this both inspirational and practical. It can help others face some challenges in the field and in building meaningful relations and joint work together with marginalised young people. Do not hesitate to include your own comments and ideas from practice in the tools and methods you may introduce.

MAKE CHANGE YOURSELVES: TURNING CHALLENGES TO YOUR ADVANTAGE!

The participants are free to choose their own personal structure for this task, but it should be accessible to others. We would recommend the following sections, which follow the steps in the programme:

- (I) Building the work with a group of marginalised young people (including motivation, trust building, identity work etc);
- (II) Analysing the context with the young people;
- (III) Developing a micro project with the young people (what methods did you use for empowerment and community development? How was the decision for the project made?);
- (IV) Implementation of the project (what 'external relations' were needed? How did you involve the young people in this? What were the problems? How were they overcome?);
- (V) Evaluation and next steps (young people and their project, yourself in your work).

Please, include original materials, photographs, diagrams, press reports etc. in the Portfolio Also include a front sheet which guides the reader and list the resources and materials and a personal reflection on learning in the process (see NOTE 1 below).

Presentation of the Portfolio

The portfolio may be presented physically as collection of documents or it may be arranged as one electronic document with scanned materials included in it (diagram, photographs, screenshots, etc).

NOTES:

1. The collection should be introduced with a short reflective account which relates your key personal and professional learning and vision in relation to the sections which are included. This reflection should include any material developed during the final event of the programme where future visions and plans will be considered.
2. The Portfolio should be confidential to the participant and their group (according to the sections) and the Learning Supervisor and Programme Leader. If any parts are to be made public, this will be only after consultation with, and with the permission of the participant and the group as required. In case any visuals (photos etc) are used in wider publications this will only be after permission for their use has been obtained.
3. All course documents produced by participants will be stored securely and conditions of confidentiality should be followed.

7. Co-learning Exchange

Co-learning is an approach that goes beyond some more traditional approaches to job shadowing which is often used as an induction for new social work students, or which focusses on organisational matters (which are also important!). In this programme the focus is on two aspects of youth work: firstly, the ways in which workers perform their service and its roots in both their personal and professional vocation and secondly, on the context and the organisation in which they work, which has its own concept of 'service'.

- ✓ The first level of learning is for youth or diaconal worker themselves, in terms of a critical look at the ways the peer-learner performs their work (their service model) as it will be experienced by the worker in the visited place. It should be used as a mirror for reflecting on your own service model. This is then discussed with the peer learner and with the wider group of Programme participants.
- ✓ The second level of learning relates to the context and organisation of each place. At the end of the process, each in the pair of peer-learners produce a critical reflection on the visit and give feedback to both their own organisation and the visited organisation. This is then discussed with the peer learner and with the wider group of Programme participants.

Task

During the visit for the Co-learning Exchange, the participants are expected to:

- ✓ learn about the context and organisation visited, produce short assessment of its activities.
- ✓ familiarise yourselves with the working process and the approach of their peer-learner as you observe and reflect on it in their report.

Timetable

Participants should spend 5 days on the co-learning exchange with the organisation and their peer-learner. They should divide their time between 'job shadowing' and finding out about the organisational background where the co-learning exchange takes place.

Process

Part 1.

The first aspect is to analyse the organisation/agency/church or project where the worker and the work is located. Participants collect documentary data on the work of the organisation. These may be constitutions, codes of practice, policy documents, annual reports, etc. Participants can additionally interview people in the organisation or extend your observation to gain an overview of the organisational life. Participants should spend a minimum of one day on this data-collecting task.

Part 2.

The main purpose of the observation and research during the Co-learning Exchange is to observe closely the activities that the peer-learner carries out during the day (job-shadowing). For this purpose, participants should use semi-structured observation of the daily activities. The time period for this is a minimum of 2 days. Participants should register different activities; ask questions if some things are not clear. The basic dimensions for each activity are: start time, activity, place of activity, participants, notes on content, methods used, initiative and duration.

The next step is to try and categorise the data from these observations according to some patterns, which can be 'functions' or 'themes of the work'. For instance, some of the activities can be carried out internally with co-workers, some can be made with service-users; some time can be spent for planning and for managing the documents that the job requires.

This data will be used further in the evaluation.

Part 3.

After the Co-learning Exchange, each participant writes an analysis and reflection on their experience in two parts: First, when they have sufficient data on hand they can analyse and assess the work of the organisation. Second, they can analyse and reflect on the work of their peer-learner.

In conclusion participants write a reflective section on how what you have observed and analysed could be relevant for your own organisation and work, back home.

Usually, participants write a minimum of 3 pages for the organisational analysis and 3 pages for the analysis of the practice of the peer-learner you visit, plus 2 pages for the conclusion.

The report may contain references to reading resources.

Note: if participants wish to interview people, they should follow the relevant code of ethics (confidentiality and consent) which should be shared at the start of the process.

APPENDICES

Appendix 1. Programme Vocabulary

1. Programme Approach to Learning

Person Centred

The strength of this concept lies in understanding that we cannot teach a person directly. We can only facilitate their learning. Therefore, the learning situation is dependent on the underlying conditions for interaction between the facilitator (youth worker) and learners (young people). It can be done through such means as providing a sense of safety for the learners, showing genuine interest and respect for their needs, preserving dialogical communication between equals all along the learning process. All of those allow a learner to experience selfhood, become engaged in exploring the 'ways of being' with others. It is worth to mention though, that focus on the other should avoid supporting person-centeredness understood as selfish individualism.

Double Learning for both Participants and Young People

Informal learning of the young people does not strictly follow a curriculum, but rather depends on the development of the relations within the group and with the facilitator (participant). In this programme it should be seen as a double learning for both the youth worker and young people. Connected to what was said above, in the relations of equals who are in dialogue, it is crucial to stay open to learn from each other, by recognising that every experience matters and should be heard. This is not achieved simply by getting into the shoes of another. Conversation involves working to bring together the insights and questions of the different parties; it entails the fusion of a number of perspectives, not simply adopting one, particularly that of the youth worker. Otherwise, the danger of one-sided informal learning may lie in ascribing the 'guru-like' status to the youth worker, who may happen to have a big influence on the young people. In this programme, both the young people and the youth workers are involved in learning and the development of practice – the identity and practice of youth worker and the identity and practice of the young person in everyday life and in the group and the project.

Reflective and Critical Approach to Learning and Practice

In the learning process each participant, through their behaviour, their understanding of the society, personal life chances and moral notions represents the system which raised them. They may not say it explicitly, but implicitly each participant brings their own experience to the learning which guarantees, that two persons can take out very different conclusions from encountering the same situation. Reflection is a key to undermining those understandings and introducing different perspectives. Reflection entails looking to personal experiences, connecting with personal feelings, and attending to personal understandings in use. It prompts building new understandings to inform personal actions in the situation that is unfolding.

For workers the act of reflecting-on-action enables them to spend time exploring why they acted as they did, what was happening in the group and so on. In so doing they apply critical view on their personal actions, develop sets of questions and ideas about professional activities and practice. Such learning through active engagement with situations becomes transformative and acquires the potential for social change.

Process Based

Learning in recent years has lost the formal definition of transferring the knowledge and skills from one person to another. Learning is much more complex and is not so easy to describe. It is a complex social activity, to which every participant brings the experience of their personal biography, the environment that they inhabit, the relationships which were made and their sense of vocation. Therefore, learning is better understood in terms of a process, which suggests encountering new experience, connecting to it with the senses and critical reflection, looking into the connections and meaning, framing them so that they may inform actions.

Action Learning – Integrating Theory & Practice

Another significant feature of the learning as a process implies integrating the acquired knowledge into practice. This process has several stages. First, after getting some knowledge a participant can plan and complete a small action, gaining personal first-hand experience in it. In this way abstract knowledge turns to the concrete understanding. After that active reflection takes place, where a participant observes and ask questions on what happened, what was the outcome. And it urges the defining of the logic, ideas and process that reconstruct knowledge through personal experience, thus allowing integration of abstract and concrete knowledge. Such learning by experience ensures the comprehensive integration of theory & practice for the participant and this may inform further actions. Additionally, in the programmatic approach we may add that we ensure integration of learning through supporting constant personal reflection through the Learning Journal, interdisciplinary learning and the use of methods directed to profound personal work and the problem solving of issues.

Integrating Theology, Spirituality and Ethical Reflection

The programme pedagogical approach insists that learning should be embedded not only on the rational level of learning new skills, tools and approaches to practice. Learning is much more complex and always follows or is shaped by social norms as well as personal spiritual beliefs and insights. That is why it is crucial to realise that each time we gain new knowledge or skills, it supports or challenges our spiritual dimension, our understanding of the world, own self-worth, and the understanding of people around us. In the learning process we suggest keeping a focus on this dimension both in personal spiritual reflection and in the group learning. It allows us to pursue the understanding of a holistic approach to the person and to see personal uniqueness. And at the same time, we can ask the question: how being so diverse, may we think of living together in justice and peace and mutual respect and with the acceptance of diversity. Within this framework, the programme integrates theological and Biblical reflection and the practice of everyday spirituality. It is recommended that participants in learning programmes integrate theological reflection in their notes in the Learning Journal or Event Diary as appropriate.

2. Key Concepts

Marginalisation

In this programme we use the term 'marginalisation' to describe the unequal economic, political and social processes embodied in existing power relationships which prevent people enjoying fullness of life. It does not describe the people themselves in any negative way because it refers to the operation of powerful structures which push them to the margins of the society and the economy.

Approach, Method, Tools

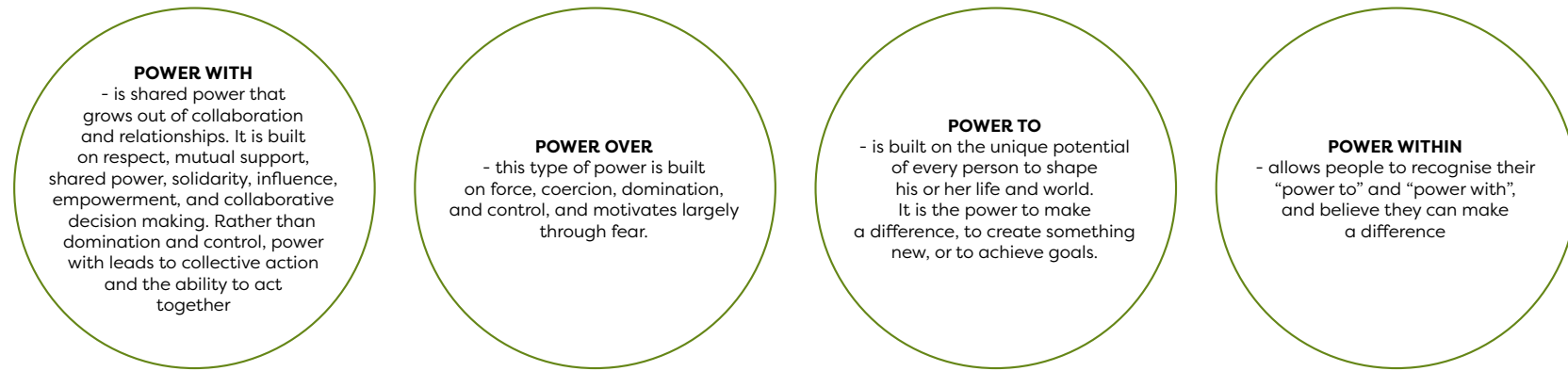
The conceptual distinction between approach, methods and tools supports the logical structuring of the knowledge and can be a useful orientation for the participant in the development of the practice. Let us look into the difference between these notions through a practical example. What you could read in the text above may be referred to the notion of 'approach' which is a broader term than 'method' or 'tool'. An approach to youth work, for example embraces the specific understanding of basics of work, which is often present implicitly in the professional language. Approach, which is often grounded in a person's basic motivation and expectation for the work, prompts the assessment what methods and tools may be used in practice. For instance, in the approach of liberating pedagogy, which was introduced by Brazilian educator Paulo Freire is the core-approach of this Programme in the approach of liberating pedagogy a classic idea of role of a 'pedagogue', who is seen as a leading expert in the learning process and hierarchically stands above the learner, is not acceptable. In the liberating pedagogy approach, a 'teacher' is a facilitator, who engages with a learner on equal terms, and supports the learning from each other through dialogue. Following the same logic, the method of classical pedagogy is 'control' which can be exercised through a tool of 'grading'. We may conclude, that in broad terms, method can be understood as a 'way of doing something' and tools are the concrete means applied in practice. Therefore, it is important for a youth worker to understand their approach in order to know which methods can be used. This is even more important when it comes to tools! There are many 'toolkits' but each tool should be carefully matched with the approach and method of the worker and the relevant aims, or a tool may actually be counterproductive.

Safe place

A safe space is a place where everyone can feel that they are free to express their own views and where there will be no threatening or potentially threatening actions nor any exclusion of people because of their culture or identity. A safe space is one in which people can feel secure and where there will be no overt or covert violence or abuse.

Power

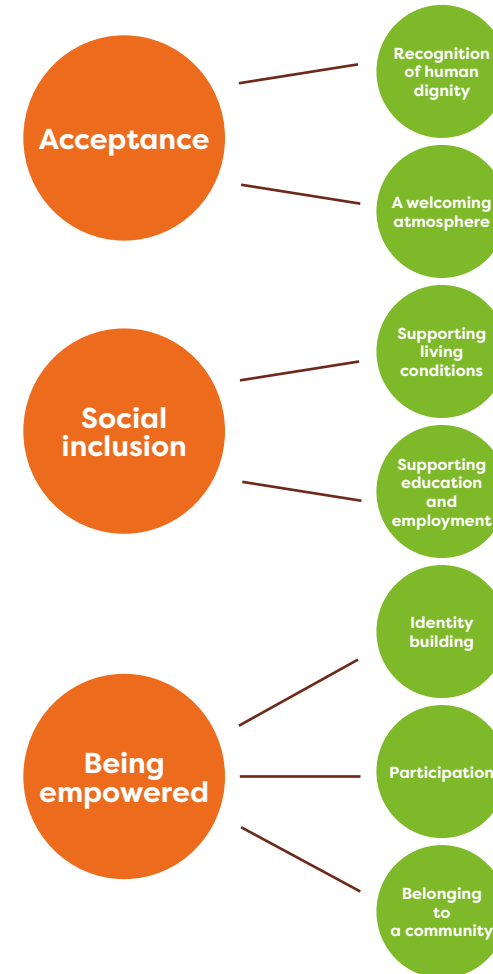
Power often viewed in a negative sense that ascribes to it unequal positions of the people, justification of violence or domineering of one group of people over the other. However, power may have a positive understanding, which connects it with use of personal potential and human capital for social engagement. Below is a diagram-description which portrays the four types of power, which is proposed by several authors:



Empowerment

Empowerment is a broad concept that has a lot of interpretations and very often few of them are concrete. However, this vague defining of 'empowerment' should not be seen as an obstacle! In research from practice with marginalised young people you may find some concrete accounts of young people themselves 'feeling empowered'. You can see below some of the main 'findings' from such research summarise in the diagram below. It can be helpful in embracing the concept of empowerment for the marginalised young people³.

Please, note: In this Programme we are seeking to enrich this definition with experiences from practice. You will be invited to share your findings and feedback on how your work with the group of marginalised young people embraced and enhanced the concept of empowerment:



³ Voices of the young people in the "M": A Study of Youth Diaconia in six interdiac member organisations in Central and Eastern Europe and Central Asia. <https://www.online-space.eu/pedagogy-for-learning-programmes>

Critical Analysis (from the perspective of young people)

The aim of this learning with the young people, as a first step, is to engage marginalised young people in the analysis of their context. It may be done in through different forms of active engagement which would make a joyful experience to them. Of course, they will probably wonder why they should do it. They are sure that they know so much already! The answer may depend on their interests and needs. Maybe they are struggling with a concrete challenge, maybe they never tried to see 'the 'whole picture' and are curious to see how it builds their identity, maybe they never questioned their space as a social construct, which is controlled by other dominant powers. All in all, analysis of the environment can help to turn it from being seen only as dysfunctional but also having social positive potential for the community. Here we would like to emphasise that young people should bring their critical perspectives, learning to recognize where the environment undermines their engagement and how they would like to see it changed. It is crucial that the worker does not throw into the discussion their own perspective but keeps staying with the young people in their 'living world', focusing on their interests and needs.

Young People are the Actors (Group Working)

This understanding of the role of contextual analysis for the marginalised young people brings us to the second conceptual step, where we would like to introduce a concept of young people as active 'agents for change'. Exploring their context and discussing their hopes and ideas for the future in a local peer group, marginalised young people will learn to recognise their dignity, speak up for themselves and seek for the ways to turn challenges to their advantage. At this stage working in the group of peers should build up an empowering effect leading them to joint action.

Co-creation & Co-production of a Micro-project

In the next stage of the Programme the professional worker should facilitate and support the development of the ideas of marginalised young people to the stage of creating the aims and plans for a micro-project. It should not be a 'full-scale' project which is usually implied in this term. Rather it should be an engagement in a participatory planned and carried out group activity which can produce an outcome. The outcome should contribute to the creation of a new activity or work for change of an institution, policy or environment. It may be an innovation for the youth organisation or a practical project that makes a difference. In this way the change will accomplished in two dimensions: personal as people gain experience of working for change and contextual as people produce, implement or advocate change.

Please, note that the project should be planned with a possibility to finalise it within the programme terms or at least, ensuring that some part of it may be accomplished, evaluated and presented in a public event.

Appendix 2. Learning Resources

Preparatory Reading before the Workshop 1

Make Change Yourself! Handbook for empowering young people in everyday life. 2011. Cesky Těšín, interdiac, 7 – 17.

<https://www.online-space.eu/search?search=make+change>

Prosvirnina, O. and Addy, T. 2020. interdiac pedagogy – an introduction and guide. Cesky Těšín, interdiac (ISBN 978-80-906922-3-7) *Selected chapters on learning content and process.* <https://www.online-space.eu/pedagogy-for-learning-programmes>

Practice Period 1

Workplace Period 1

Required Reading

NAOMI tool for Workplace Analysis. In the 'Handbook for Programme Leaders and Resource People. Make Change Yourself: Turning Challenges to your Advantage'. interdiac, 2023.

Introduction to Community Development. Video-lecture by Jouko Porkka.

<https://youtu.be/1LjbyfBZw90>

Recommended Reading

Voices of the young people in the “M”. A Study of Youth Diaconia in six interdiac member organisations in Central and Eastern Europe and Central Asia.

<https://www.online-space.eu/marginalisation-of-young-people>

Workplace Period 2

Required Reading

Motivational Interview. Video Introduction. <https://motivationalinterviewing.org/understanding-motivational-interviewing>

Attachment Theory. Video Introduction. <https://www.youtube.com/watch?v=WjOowWxOXCg>, <https://www.youtube.com/watch?v=HdEPDW5Vcpg>

Motivation and Participation. 'Make Change Yourselves! Handbook for empowering young people in everyday life'. 2011. interdiac, Český Těšín, 23 - 26. <https://www.online-space.eu/search?search=make+change%20>

Ethical orientation on social work and work with young people. Guidelines for Practice and Training. 2013. interdiac, Český Těšín. <https://www.online-space.eu/ethical-issues-in-work-with-young-people>

Recommended Reading

Empower you(th) [On-line toolkit]. <https://www.eurodiaconia.org/resources/empower-youth/>

Workplace Period 3

Required Reading

Asset-Based Community Development. How to get started. 2019. Western Norway University of Applied Sciences. <https://www.abundantcommunity.com/asset-based-community-development-how-to-get-started/>

Research with Young People, 'Make Change Yourselves! Handbook for empowering young people in everyday life'. 2011. interdiac, Český Těšín, 27 - 33. <https://www.online-space.eu/search?search=make+change>

Addy T. Cable, Community Development & Community Diaconia In Jouko Porkka; Pentikäinen, Marja (eds): *Community of the Future*. 2013. Diakoniamattikorkeakoulu, 129-141. https://www.theseus.fi/bitstream/handle/10024/60577/B_57_ISBN_9789524931908.pdf?sequence=1&isAllowed=y

Recommended Reading

Wood, J., Westwood, S., & Thompson, G. 2014. *Youth Work: Preparation for Practice*. Routledge. 1st edition. 41-52. (ISBN 978-0-415-61985-1)

Workplace Period 4

Required Reading

Empowerment – making it happen. <https://www.sempre-project.eu/results>

Recommended Reading

Porkka, Jouko. *The Young Confirmed Volunteers of the Evangelical Lutheran Church of Finland: Motivation, religiosity, and Community*, 23-27, Ch. Motivation and Expectation. <https://docplayer.fi/152106603-Diak-tutkimus-jouko-porkka-the-young-confirmed-volunteers-of-the-evangelical-lutheran-church-of-finland-motivation-religiosity-and-community.html>

Noordegraaf, Herman. 2020. *Created in the image of God – Diaconia as act of recognition of human dignity*. interdiac, Talking Points 1/2020. <https://www.interdiac.eu/talking-points>

Preparatory Reading before the Workshop 2

Empowerment – making it happen. A handbook on user involvement in social service design and delivery. <https://www.sempre-project.eu/results>

Practice Period 2

Workplace Period 1

Required Reading

Empowerment – making it happen. A handbook on user involvement in social service design and delivery. <https://www.sempre-project.eu/results>

Beck, D., & Purcell, R. 2010. *Popular Education Practice for Youth and Community Development work* (Empowering Youth and Community Work Practice). Chapter 7, 65–86.

Recommended Reading

Global Youth Development Index and Report 2020. 2021. Commonwealth secretariat. London.
<https://thecommonwealth.org/news/new-global-youth-development-index-shows-improvement-state-young-people>

Workplace Period 2

Required Reading

Skills of Active Listening at https://youtu.be/lwWj_SfDpzg

Community Strategic Planning. A method to involved young people in decision making processes *In Make Change Yourselves! Handbook for empowering young people in everyday life*. 2011. interdiac, Cesky Těšín, 7-17. <https://www.interdiac.eu/publications>

Workplace Period 3

Required Reading

Beck, D., & Purcell, R. 2020. *Community Development for Social Change*. Routledge, 1-42.

Recommended Reading

Inclusion in International Higher Education: European Perspectives & Insights. 2021. ACA THINK PIECES
<https://aca-secretariat.be/publications/list-publication/?yearPub=2021>

Fitzsimons, A., Hope, M., Russell, K., & Cooper, C. 2011. *Empowerment and Participation in Youth Work (Empowering Youth and Community Work Practice)*. Learning Matters.

Workplace Period 4

Required Reading

Beck, D., & Purcell, R. 2020. *Community Development for Social Change*. Routledge, 121-146.

Recommended Reading

Unt, M., Gebel, M., Bertolini, S., Deliyanni-Kouimtzi, V., & Hofäcker, D. 2021. *Social Exclusion of Youth in Europe: The Multifaceted Consequences of Labour Market Insecurity*, Policy Press.

Preparatory Reading before the Workshop 3

Beck, D. & Purcell, R. 2020. *Community Development for Social Change*. Routledge, 121-161.

Practice Period 3

Workplace Period 1

Required Reading

Beck, D., Purcell, R. 2020. *Community Development for Social Change*. Routledge, 263-268.

Sapin, K. 2009. *Essential Skills for Youth Work Practice*. Sage, 139-153.

Vogel, Eva-Sybille. 2022. *Walking and Dancing Together. An invitation to Lived Spirituality*. Published by interdiac. Selected Chapters <https://www.online-space.eu/spiritual-and-theological-reflection-on-practice-for-practitioners>

Workplace Period 2

Required Reading

Resource Pack on Systematization of Experiences. ActionAid. London, 33-39 Bowling Green Lane, London, EC1R OBJ. United Kingdom
Taylor Marilyn, Purdue Derrick, Wilson, Mandy and Wilde Pete. 2005. *Evaluating community projects. A practical guide*. Joseph Rountree Foundation. The Homestead, 40 Water End, York YO30 6WP.

Vogel, Eva-Sybille, 2022. *Walking and Dancing Together. An invitation to Lived Spirituality*. Published by interdiac. Selected Chapters. <https://www.on-line-space.eu/spiritual-and-theological-reflection-on-practice-for-practitioners>

Workplace Period 3

Required Reading

Stats & Stories in community settings: a guide to blending different types of evidence in evaluation reports. Evaluation Support Scotland. Scottish Charity SC036529. www.evaluationsupportscotland.org.uk

Preparatory Reading before the Workshop 4

Resource Pack on Systematization of Experiences. ActionAid. London, 33-39 Bowling Green Lane, London, EC1R OBJ. United Kingdom.

This Handbook provides guidance for those who are interested in being a Leader for the Programme: Make Change Yourself: Turning Challenges to Your Advantage!

The Programme is for those who are involved in organising or carrying out diaconal youth work with marginalised young people and who would like to develop joint learning from practice for youth workers or volunteers and marginalised young people. The main condition for the learning in this programme is that the participants are responsible for organising and building up work for change with a group of marginalised young people in their workplace through the whole learning process in the programme.

This is the third booklet in a series which will introduce the whole programme:

1. The Curriculum
2. The Operational Plan
3. Handbook for Programme Leaders
4. Handbook for Programme Participants

All four booklets can be accessed on the interdiac 'on-line space'.