Community Learning Programme

Tutor Handbook

Co-funded by the European Union

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Introduction

This handbook is intended to support trainers and adult educators to implement the workshops. It contains extra information that supports the Lesson Plan and PPT presentation.

The main goal of the Community Learning program is to promote community-led social development through building trust within and between communities and across key stakeholders. It motivates community members to take responsibility for their social needs whilst giving them the knowledge, skills, experience, and networks to address them.

This Tutor handbook is created for:

- Adult educators
- Social workers
- Teachers/tutors
- Mentors that are working with marginalized adults/refugees, people with migration background, or other communities in political NGOs, cultural, recreational or VET organizations

Background information:

Target group: Young disadvantaged adults (20-30 years old)

- Marginalized (migration or refugee background)
- Economic difficulties (NEET – not in education, employment, or training)
- Learning difficulties
- In the integration process (either from a migration or refugee background)

Methods used in these workshops: non-formal education*, open discussions, creative methods, world café, etc.

*Non-formal education - refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, that happen outside the formal educational curriculum, including in youth organisations. NFE is complementary to formal and informal learning.[1]

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[1] https://www.coe.int/en/web/european-youth-foundation/non-formal-education

Module 1: Citizenship, Identity, culture

In this module, you will learn the following:

Knowledge	Skills	Attitudes
Understanding of socio-economic, legal, and political concepts and structures.

Knowledge about democracy, democratic processes, and rule of law.

Knowledge about social justice and equality (freedom, equality, solidarity, tolerance, respect for nature and shared responsibility).

Knowledge and critical understanding of democratic participation – difference between citizenship and active citizenship; civil & civic roles.

Understanding how cultures, communities, and contexts can shape one's own and others' identities, including ethnic, cultural, gender and sexual, political, faith, and relational identities. | Flexibility and adaptability.

Cooperation skills.

Ability to find, belong to, and sustain local and diverse community links.

Ability to work with government and local authorities.

Ability to get involved in the decision-making process.

Ability to overcome prejudices and stereotypes.

Analytical and critical thinking skills:

Observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision-making skills.

Ability to speak publicly and convey ideas and thoughts coherently.

Ability to engage effectively and respectfully with people who think and believe differently. | Willingness to participate in civic and social life - commitment to active and democratic participation.

Self-efficacy.

Self of identity and self-esteem.

Willingness to engage in debate and discussion.

Positive attitude toward cultural differences.

Commitment to challenge attitudes, actions, policies, and laws that are discriminatory or exclusive.

Openness to analyse the extent to which we are open to differing views and opinions.

Willingness to explore values, belief systems, phobias and one's adherence to individual cultural norms that impact cross-cultural effectiveness.

Understanding of different types of identities. |

Citizenship, identity, and culture: a definition

- **Citizenship** is the quality of being a citizen. It refers to an individual's legal and social characteristics. Legal citizenship is the basis of political rights and responsibilities, while social citizenship means having access to public services and legal protection. Citizenship is the most fundamental status in any country. It involves both our rights and responsibilities, including voting, the right to work, and the right to participate in the social and democratic life of a country. It also conveys the sense of belonging that comes from being part of the community.

- The general definition of **culture** is the way of life, especially the general customs and beliefs, of a particular group of people. This can include the arts (e.g.: literature, music, etc.), cuisine, family structure and marriage rituals, religious practices, moral codes/norms to which people adhere. Culture shapes the way you think, feel and act. It affects how you see yourself, others, and the world around you. Culture is a learned behaviour that we observe and adopt.

- **Cultural identity** is a key part of who we are as human beings. Cultural identity is our inner sense of belonging and connection to something larger than ourselves. It is an important part of who you are and how you present yourself to the world. We have various cultural identities throughout our lives, from family to shared conceptions of what it means to be from specific places around the world. Identity is an important part of who we are and how we see ourselves in relation to others. Cultural identity is different from our personal identity, but they are interconnected. Our cultural identity is who we are as a group of people, while our personal identity is often more unique.

Cultural diversity and cultural conflict

Cultural diversity is the phenomenon of differences between people and/or groups of people. Cultural diversity can be found within a society, when there are racial, religious, political, and social disparities among the people who live in that society. The term is often used to describe the benefits of having a diverse community. However, although cultural benefit is a positive thing, when there is no understanding and respect among different cultural conflicts can occur.

Cultural conflicts cause fear, intimidate and sometimes disrupt the daily activities of people. Since these disputes occur as a result of cultural differences between 2 or more groups of people, it is important to be aware of these differences and address issues before they escalate into full blown arguments or fights. Cultural conflicts are challenging because they tend to generate negative emotions and can be misinterpreted by both parties. But, in the end, it's all about respect. Getting the right resources, people and perspective on board early is the best way to reduce cultural conflict when it happens.

Active citizenship

Active citizenship is a way of living that involves being engaged in your community and working to make it better. In practice, it could look like voting or volunteering at local events—anything that helps you become more involved in the community you live in.

Active citizenship is important because it helps us live together as a society. When we see things happening in our community, we can get involved and try to make them better. We can vote for candidates who will work for us and not against us, or we can volunteer for organisations that help people in need. Active citizenship is about building relationships with others who share our values and trying to create a world where everyone gets along and works together toward common goals.

To sum up, good citizens help make their communities a better place. They respect and appreciate others despite any differences they might have, and they're not afraid to speak up if something needs fixing. Being a good citizen means being tolerant of others, as well as being conscious of the impact that your behaviour has on those around you. It also means being aware of your own rights and responsibilities as a citizen.

A good citizen is someone who is aware of their rights and responsibilities as a citizen, but also understands that they have to respect the rights and responsibilities of others. This means that if someone doesn't want to be involved in something, it's not okay for them to force them into it. It also means that if someone does something wrong, it's not okay for them to ignore it or pretend like nothing happened.

A good citizen:

-is tolerant of others' differences

-respects the rights of all citizens

-takes responsibility for their own actions

-knows how to deal with disagreements without resorting to violence or anger

Being a good citizen means thinking about the needs of others, and not just your own. It's about being tolerant, respectful, and fair to everyone in your community, even if they don't look or act like you. You can be the best citizen by following the rules, respecting authority and other people's property, volunteering for community service projects, paying taxes on time and voting in elections.

Social justice

When we talk about social justice, we're talking about a society where everyone has an equal opportunity to succeed. Everyone should be able to access the same resources, whether that means education or healthcare. Social justice is a concept that is important because it's one of the only ways to ensure that everyone has an equal chance at success in life.

Some of the basic aspects of social justice are:

- All people deserve equal rights regardless of race, religion, gender identity/expression, sexual orientation/preference, national origin/ancestry or physical ability

- The rule of law. It refers to a system in which laws apply equally to everyone without regard for their individual circumstances or status within society.

Teaching about civic and democratic participation

The importance of young people learning about active citizenship is clear: they are the future leaders of our country.

However, it's not enough to just tell them that. We need to teach them how to be active citizens.

One way we can do that is by modelling good behaviour. If we volunteer with them or help them with a project, they will see us as role models and want to emulate us.

Another way we can teach young people about active citizenship is by volunteering together. This gives them the opportunity to see firsthand how much fun it can be when everyone works toward a common goal.

Active learning is a good methodology to use when introducing topics of citizenship and democracy in education, because it promotes the participation of the learners in their own education and lets them take charge and be responsible for their own learning.

Active learning is a teaching technique that encourages students to be more engaged in the learning process. Students are asked to engage with the material, rather than just passively absorb it.

This means they can ask questions, think critically about what they're learning, and do hands-on activities instead of just listening to lectures.

Active learning has been shown to improve student retention and performance on tests, and it also helps students retain the information after taking an exam. It's also an effective way for teachers to assess how well their students understand what they've learned.

Here are some ways you can use active learning in your classroom:

- Ask students to write down questions they have before class begins so that you can address them during class time.

- Give students a chance to practise with new material as soon as possible after introducing it in class (or assign homework).

- Have students complete a project or activity related to what you're studying in class.

Activities

Activity	
Objective	Reflect on how to teach young people about democracy and active citizenship
Tasks	Read the chapter on youth participation and active citizenship from the '*Kit No.11 - MOSAIC - The training kit for Euro-Mediterranean youth work*' (linked below). Highlight and take notes of any information you consider important. Then, reflect upon the following questions: ● Which conditions are needed for young people to be able to fully engage in democracy and active citizenship? ● Which barriers can affect their active participation? ● How can you introduce topics related to democracy and active participation in learning environments with young people? ● How would you approach education for active citizenship? Which methodologies would you use?
Link (if applicable):	https://pjp-eu.coe.int/documents/42128013/47261431/2.4.pdf/64ce8034-440c-4ebc-b325-2fe3be0190f5

Education for Democratic Citizenship and Human Rights Education	
Description:	About citizenship education in the EU
Link:	https://www.coe.int/en/web/edc/what-is-edc/hre

Democracy and Human Rights Charter – Guidelines for Educators	
Description:	A guide for educators based on the 'Democracy and Humans Rights Charter' developed by the Council of Europe. It includes valuable tips and resources that educators can use in their professional practice
Link:	https://edoc.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/5705-charter-on-education-for-democratic-citizenship-and-human-rights-education-guidelines-for-educators.html

Resources

1. The three essential ingredients for active citizenship: https://www.youtube.com/watch?v=Vr4qtTcU4n8
2. Why cultural diversity matters: https://www.youtube.com/watch?v=48RoRi0ddRU
3. Culture and conflict: https://www.beyondintractability.org/essay/culture_conflict
4. National Geographic's Resource Collection on Cultural Identity: https://education.nationalgeographic.org/resource/resource-library-cultural-identity/

5. Active citizenship by active learning: https://scialert.net/fulltext/?doi=jas.2014.2450.2459
6. Citizenship education for democratic and sustainable communities: https://unesdoc.unesco.org/ark:/48223/pf0000379824
7. European citizenship in youth work: https://pjp-eu.coe.int/documents/42128013/47261290/T-Kit+on+European+Citizenship.pdf/7beade8c-aa21-9855-8fc6-6b53481ece2

Module 2: Intercultural dialogue

In this module, you will learn the following:

Knowledge	Skills	Attitudes
Knowledge about how to access and evaluate the quality and integrity of information, facts, and resources about countries, regions, and cultures other than one's own. Knowledge about effective, and appropriate ways and tools to communicate between cultures, and how to use these tools appropriately, including digital and media literacy. Awareness of prejudice and stereotypes.	Conflict resolution skills such as the ability to resolve culturally based disagreements through negotiation, mediation, and conflict resolution. The ability to recognize and weigh diverse cultural perspectives. Ability to recognize and examine assumptions and prejudices when engaging with differences between groups and individuals. Intercultural social skills, such as the ability to interact with people from diverse cultural backgrounds, including the ability to work productively in and effectively lead intercultural teams, and the ability to demonstrate courtesy, appreciation, and understanding of norms of interaction appropriate to various cultural settings. Ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Ability to use dialogue as a tool for empathy, trust and understanding.	Attitude of openness towards and curiosity about other people, cultures, countries, and global affairs. Commitment to the basic dignity and equality of all people, regardless of gender, religion, sexual orientation, culture. Value and respect of diversity. Attitude of collaboration, assertiveness, and integrity. Tolerance of ambiguity.

Cultural conflicts: finding a solution

In the previous module, we talked about cultural diversity and the problems that can arise from a lack of understanding between people of different cultures, also known as **cultural conflicts**.

Cultural conflicts are a constant presence in our daily lives. Whether it's differing views on gender roles, or differing views on cultural appropriation, there are always cultural conflicts that need to be resolved.

The importance of resolving cultural conflicts is multifaceted. From a social justice perspective, it is important to understand the viewpoints of others and respect those who are different from us in order to create a more inclusive society. From an economic perspective, it is important for businesses to understand their customers' needs and desires so that they can best serve them. And from a personal perspective, it is important for individuals to develop empathy for others and learn how to resolve differences peacefully.

There are many methods of resolving cultural conflicts, but most involve open dialogue between those involved in the conflict and mediators who can help facilitate communication between parties. In addition, some people prefer mediation by unbiased third parties such as religious leaders or even therapists because they believe these people can offer impartial advice that will lead to more balanced solutions than would be possible if both sides were left alone.

Intercultural dialogue

Intercultural dialogue is a process of communication and dialogue between individuals or groups of people from different cultures. It is an important tool in fighting prejudice and stereotypes.

Prejudice is defined as an unjustifiable negative attitude towards a group of people based on their membership in that group, while stereotype refers to an oversimplified generalisation about a group of people based on their membership in that group. These two phenomena have been studied extensively by psychologists and sociologists alike, who have found them to be common among humans worldwide.

Intercultural dialogue helps reduce prejudice and stereotypes because it allows individuals from different cultures to interact with one another on a more personal level, which increases understanding and empathy for one another's unique perspectives. This can be achieved through various methods such as face-to-face conversation or online chat rooms where participants share their stories with each other rather than talking about others behind their backs like many tend do nowadays when they don't know anyone else who shares their culture or background yet are still curious about what makes them different from everyone else around them.

In order to have an intercultural dialogue, you need to be open-minded and willing to listen—and also willing to share your own experiences with those of others. This kind of interaction can help people realise that everyone has their own struggles and challenges, but we all have similar hopes and dreams as well.

When engaging in intercultural dialogue, it is important to be aware of the different communication styles that exist in different cultures. For example, some cultures are more direct than others. In some cultures, asking a question is considered rude and intrusive, while in other cultures it is more common for people to ask questions about personal matters.

It can also be helpful to know how each culture responds to conflict. Some cultures tend to ignore conflicts or try not to talk about them, while other cultures will openly discuss problems with each other until they are resolved. To avoid offending members of another culture, be sure not to bring up topics that may cause conflict unless given permission first by your partner/peer.

Negotiation, mediation, and conflict resolution

Negotiation, mediation, and conflict resolution are all ways of resolving a conflict that is happening within a group.

Negotiation is when two people or groups come together and try to come up with an agreement that both sides can live with. The goal is to get something done as efficiently as possible. Negotiations are usually non-binding—meaning that if one party doesn't follow through on the agreement, there's no way to enforce it legally.

Mediation is when an outsider helps two people or groups come up with an agreement that both sides can live with. The mediator helps guide the process and make sure everyone feels heard and respected. Mediation is binding—if one party doesn't follow through on the agreement, the mediator can enforce it legally by filing a lawsuit against them or otherwise making sure they comply with the terms of their mediation settlement.

Conflict resolution is when an outsider tries to help two people or groups come up with an agreement that both sides can live with (like mediation), but also tries to understand why each person thinks what they think so that they can resolve some of the underlying issues at play (which may not be related directly to what caused their disagreement).

Conflict resolution can be a difficult process, especially when there are multiple parties involved. While some conflicts can be resolved through direct conflict resolution strategies such as negotiation or mediation, others may require more complex strategies such as conflict transformation.

Conflict transformation is a strategy that seeks to transform the underlying causes of the conflict in order to prevent future disputes from arising. The goal is not just to resolve the current dispute but also to address its underlying causes so that future conflicts can be avoided or at least managed more effectively.

Conflict transformation has five stages:

1)   Analysis - This stage examines the nature of the conflict and its underlying causes in order to identify potential solutions and determine what needs to change in order for the conflict to be resolved.

2)   Implementation - Once a solution has been identified, it must be implemented through an action plan aimed at changing attitudes, behaviours, attitudes and policies toward resolving this particular kind of conflict.

3)   Evaluation - Evaluations are conducted periodically throughout this process in order to determine whether or not the actions taken thus far have been effective at resolving this type of conflict; if they have not been effective then adjustments may need to be made before continuing on with implementation plans further down the line.

Teaching about intercultural dialogue

Intercultural dialogue is a crucial skill to teach community learners and young people. A student's ability to understand and interact with people of different cultural backgrounds is increasingly important in our globalised world, where students need to navigate relationships with people from countries all over the world.

Intercultural communication is a vast, complex field. It involves many different elements, including the differences in culture and language, as well as the different ways that individuals and groups interpret these differences.

It can be difficult to teach intercultural communication to students who are not already familiar with this topic. However, there are some strategies that can help make the process easier for both teachers and students.

The first step is to define what you mean by "intercultural communication." You need to give your students a clear idea of what topics you plan on covering in class during each lesson. This will help them understand how their learning fits into the broader context of intercultural communication.

You should also identify any existing gaps in knowledge that your students may have before they start studying this topic with you in class. Are there any questions they have about certain aspects of intercultural communication? Are there other things that they already know about this topic? If so, then you should use these insights to guide your teaching methods so that all students feel comfortable participating in discussions about intercultural communication without feeling too intimidated or overwhelmed by complex concepts such as culture shock or cultural relativism (Stanley & Stanly, 2004).

When teaching about this topic, you should take into account the various ways in which people communicate with one another. This could include physical gestures or body language; verbal language such as tone or inflection; or nonverbal communication such as eye contact. Each of these has its own set of rules that must be followed within any given culture in order for the message being sent across successfully understood by both parties involved without causing any problems whatsoever."

Examples of activities that can be used to teach about intercultural communication are:

1. Role-playing: A teacher can lead a discussion about the topic and then ask students to pair up and practise some of the behaviours described in the lesson.

2. Writing assignments: Students can write about their cultural backgrounds or experiences with other cultures, and then submit them for feedback from their classmates as well as from the teacher. This helps students learn how others perceive them and what they might need to do in order to improve their intercultural communication skills.

3. Videos: Teachers can show videos that depict different cultures interacting with each other in various ways, such as through business meetings or at weddings. This gives students an opportunity to see how different people interact with one another when they come from different backgrounds or when they are speaking different languages.

Activities

Intercultural Dialogue Talks	
Objective	Learn and reflect upon real-life stories of intercultural dialogue and cross-cultural understanding.
Tasks	Watch the film 'Intercultural Dialogue Talks' by UNESCO (link available below). Choose one or more stories and answer the following questions: ● Can you give a quick summary of the story? ● What were the challenges/issues related to intercultural dialogue in this story? ● What were the causes of these challenges/issues? ● How were they resolved?
Link (if applicable):	https://www.youtube.com/watch?v=4DHpM46fRcM

Intercultural Dialogue Exercises	
Description:	Exercises on Intercultural Dialogue that you can use in your professional practice. Provided by the Center for Intercultural Dialogue
Link:	https://centerforinterculturaldialogue.org/publications/intercultural-dialogue-exercises/

Intercultural Dialogue Guidelines	
Description:	Guidelines for intercultural dialogue in non-formal learning / education activities
Link:	https://pjp-eu.coe.int/en/web/youth-partnership/icd-guidelines#{%2247349118%22:[1]}}

Resources

1. UNESCO's e-platform on Intercultural Dialogue:
   https://www.unesco.org/interculturaldialogue/en
2. Intercultural Dialogue Resource Center:
   https://www.annalindhfoundation.org/intercultural-dialogue-hub
3. Toolkit on Intercultural Dialogue: https://www.salto-youth.net/tools/toolbox/tool/toolkit-on-intercultural-dialogue.2389/
4. Mirrors and Windows: An intercultural communication textbook:
   https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/63/language/en-GB/Default.aspx
5. Intercultural learning - classroom activities: https://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf

Module 3: Social and community action

This module will focus on the concepts of social action, how to plan and create them together with your community and how to engage your group to work together towards a common goal. The module also introduces information about needs analyses methods, funding opportunities and different keywords connected with the topic.

In this module, you will learn the following:

Knowledge	Skills	Attitudes
Understand the basics and principles of social action. List reasons for engaging in social action. Knowledge and understanding of the community. Knowledge about strategies for community change. Understand the community organising process. Understand and differentiate between stakeholders, leadership, decision makers, opinion leaders, funding authorities, grassroots organisations. Understand and differentiate between community development, social planning, systems advocacy, and coalition building (participatory systems). Understanding inclusion is an interactive process. Knowledge about possible funding opportunities.	Ability to challenge justice and inequalities. Ability to plan and implement a social action strategy (identify the issues that are likely to lead the community to social action; collect baseline data; create SMART objectives) Ability to identify and contact key individuals and community groups and recruit community members. Ability to list basic tasks that encompass community organising. Ability to use the media to promote the action. Ability to list examples of social and/or community action. Ability to conduct surveys, research, interviews, focus groups. Skills in project planning and management – problem identification and analysis. Leadership skills.	Commitment to social justice and equality. Civic-mindedness. Responsibility. Valuing democracy and rule of law. Willingness to engage in community development. Willingness to take action to create positive change. Willingness to involve the community in all stages of the development. Commitment to participate in building an inclusive community.

	Ability to search and apply for funds. Ability to use dialogue as a tool for empathy, trust and understanding.	

Definitions

Stakeholders – are people or groups that are positively or negatively impacted by a project, initiative, policy, or organisation. They could be part of your organisation (internal) or external.

Stakeholders are an important point in any project's life cycle as they can have a smaller or a bigger impact on it, depending on their interest and involvement.

Ex: local organisations, public bodies, media agencies, partners, community groups etc.

Leadership – the ability of an individual or a group to lead, guide or influence a group of people towards a certain goal or objective.

Decision makers – a person or group that have the authority to take an important decision in a company or organisation

Opinion Leader – a person who's opinion about a certain issue has a high influence on other people's opinions

Funding authorities – are authorities that provide the funding for your project and can decide the direction of your project implementation

Grassroot organisations – Community based organisations that involve locals that advocate for a cause to bring change at the local level.

How to create an Action Plan

The main steps in creating an Action Plan

Define the problem → Agree on a solution → Make a clear plan → Implement and evaluate the action

For defining the problem, we need first to make a needs assessment of the target group and community. This can be done through different investigative methods:

1. Interviews
2. Surveys
3. Focus groups
4. Observation

When developing the tools for the investigation, it is important to properly assess the target group educational background and see if they can:

- Understand the language and at what level
- Understand complicated concepts
- Have the knowledge to answer your questions

Also have a checklist for survey/interview questions:

- Are the questions clear and easy to understand?
- Is it user-friendly?
- Do you have the appropriate translation?
- Make sure each item is asking only one question.
- The demographics page is placed at the end of the survey, and it provides a descriptive profile of the individual respondents.
- If you are collecting personal data, don't forget to include a GDPR field where the respondents can say if they accept or not to give the information

After creating your tool, test it with a small test group from the target group to see if the points above are being followed.

! One of the most common mistakes in creating research tools such as interview questions or surveys is creating questions that don't correspond with the profile of the person interviewed/surveyed. Which then results in not getting the proper answer and irrelevant information for your research.

More steps and information on Community needs assessment surveys you can find here:

https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conducting-needs-assessment-surveys/main

https://cyfar.org/sites/default/files/Sharma%202000.pdf

Community building activities

Activity	
Objective	Create a list of possible stakeholders that can help you in realising your Social Action
Tasks	1. Look at your organisational chart and list out any relevant roles or individuals 2. Review previous projects you've worked on and the groups or people who were impacted 3. Brainstorm and write down any person or group that comes to your mind, any person that can have an impact on your project. Put them in order 4. Research different roles and groups that are specific for your project
Link (if applicable):	Adapted from: https://simplystakeholders.com/what-does-stakeholder-mean/

Activity	
Objective	Bringing the people to work together for a common goal and inspiring action
Tasks	Firstly, fill up the file below individually. After each person has finished, share the images of the characters you've created in the group. Second step is drawing together a map of your community including the characters you've drawn before and their characteristics.
Link (if applicable):	Adapted from: https://youngfoundation.org/wp-content/uploads/2018/05/Join_the_conversation_For_Digital_17.4.18.pdf

* The activity below can be customised for every group adding different questions and characters, instead of neighbourhood, you can add city/town/country/apartment building or classroom
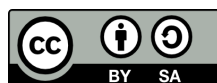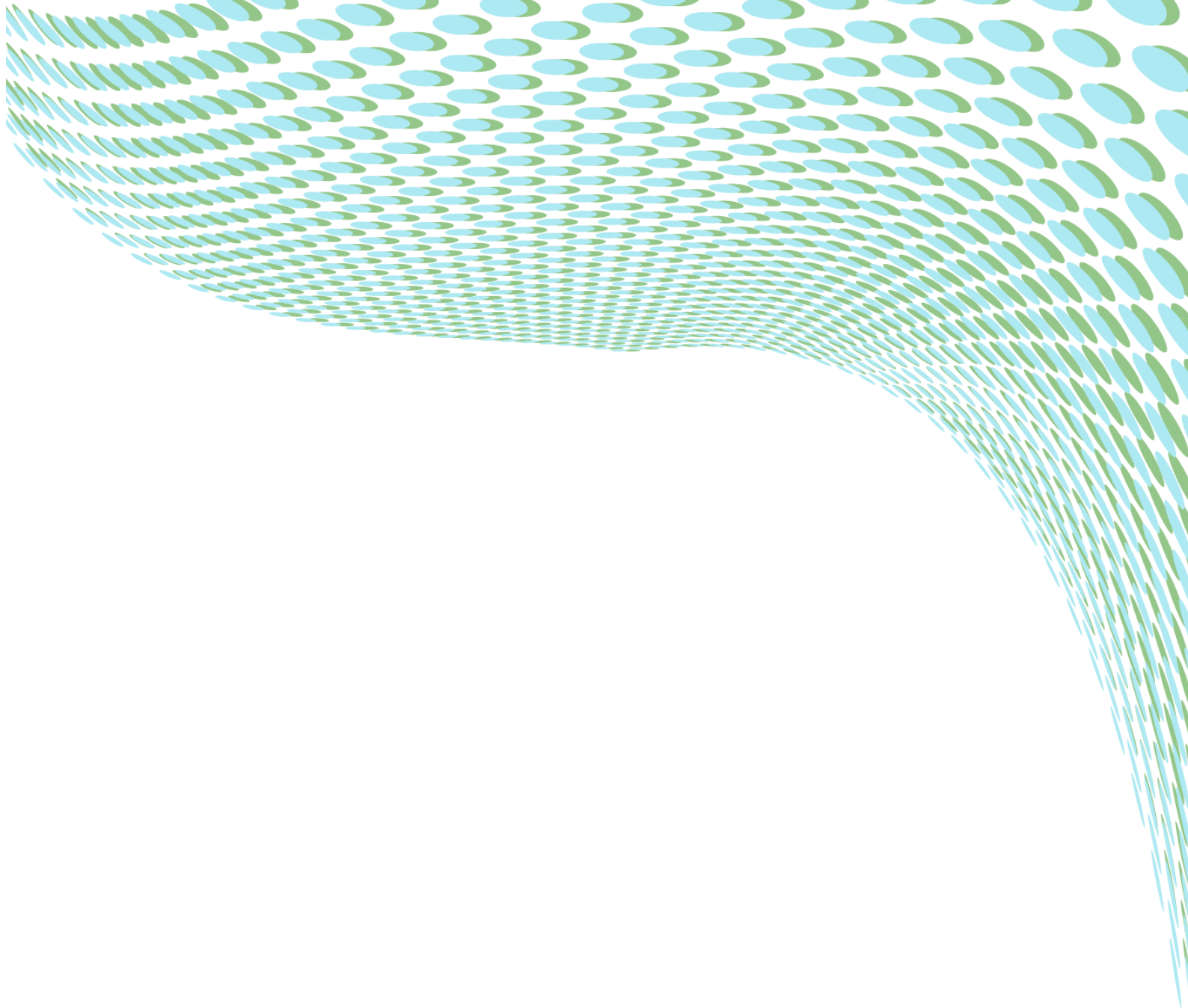
IF YOUR NEIGHBOURHOOD WAS A PERSON….
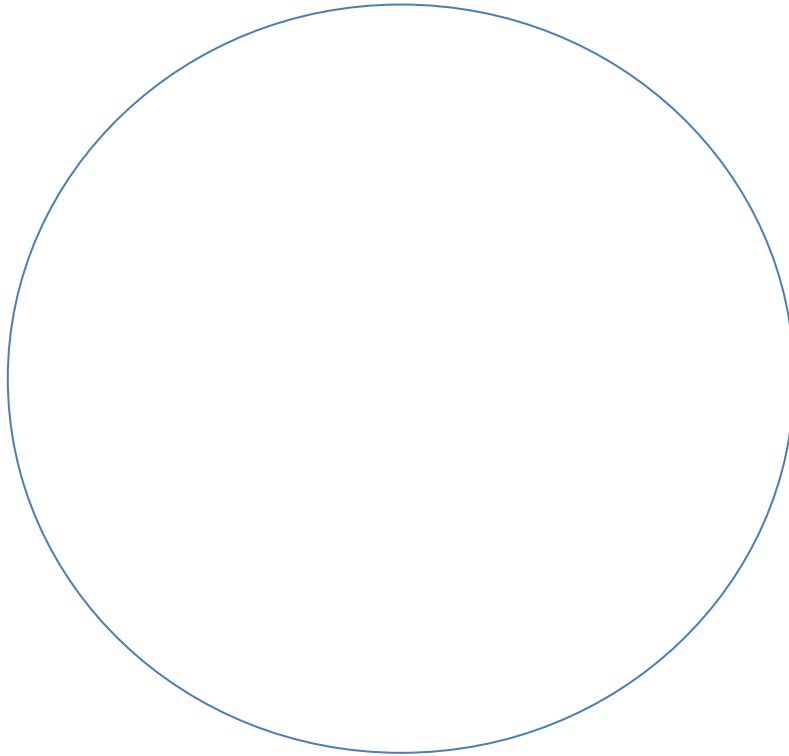
Draw what they would look like!

What would they like doing? What are they good at?	Who would they like hanging out with?	What are their hopes and dreams?

DIY Community Building: Leading with Authenticity, Heart, and Hustle	
Description:	A TEDx talk about how to create a community from scratch
Link:	https://www.youtube.com/watch?v=p_c93ohnllo

Resources

1. More information about Research Design and Methods: https://guides.lib.vt.edu/researchmethods/design-method
2. Further reading on the Interview Method: https://guides.lib.vt.edu/researchmethods/interviews
3. Further reading on the Survey Method: https://guides.lib.vt.edu/researchmethods/survey
4. Further reading on the Focus group Method:
5. Further reading on the Observation Method:
6. Activities that can be adapted and used with the target group – young disadvantaged people from the community - https://youngfoundation.org/wp-content/uploads/2018/05/Join_the_conversation_For_Digital_17.4.18.pdf
7. More tips on Social Action plans: https://www.ukyouth.org/wp-content/uploads/2021/09/01-How-to-Social-Action-Guide-.pdf