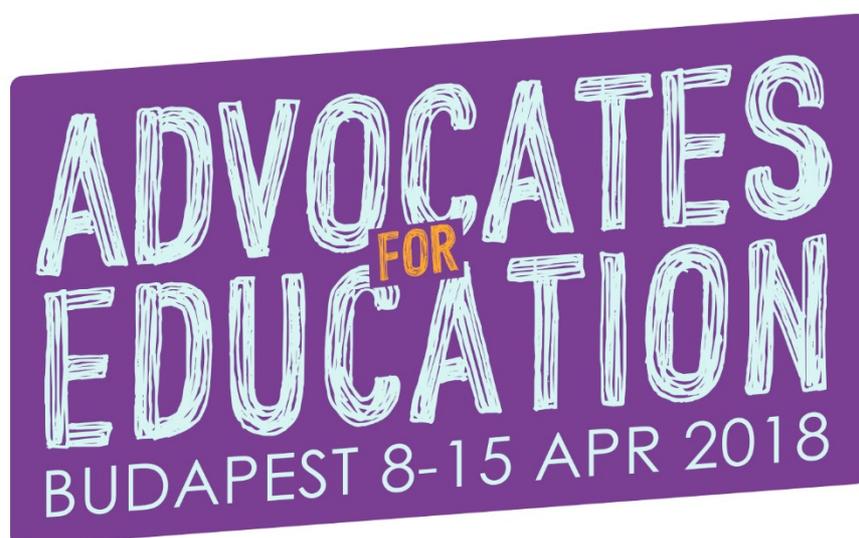


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Training Manual

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Colophon

This is a publication of Don Bosco Youth-Net ivzw. Don Bosco Youth-Net ivzw is an international network of Salesian youth work offices and youth organizations which work in the style of Don Bosco.

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Advocates for Education

Project summary

‘Advocates for Education’ was a training course for youth representatives. It aimed to train volunteers of DBYN’s member organisations to become active in advocacy work, relevant for the network. The training course was organised as a study session in the European Youth Centre of Budapest. It took place 08-15/04/2018.

Aim & objectives

The aim of the study session is to further the work of DBYN volunteers in the area of representation, through building capacity for Human Rights Advocacy. The objectives are as follows:

1. To explore the Human Rights advocacy potential of local volunteers in DBYN member organisations and to boost the representation work of DBYN as a network.
2. To develop deeper understanding of Human-Rights based approach for advocacy, and build DBYN’s capacity for delivering training and support to its member organisations in this field.
3. To develop participants' competences necessary for successful Human Rights advocacy at all levels, equip them with tools developed by the CoE, and encourage and support them to take on future engagements as youth representatives.
4. To create Human Rights advocacy campaign-models that can be implemented at local level.

Profile participants

The 25 participants of this study session are expected to become active in developing and implementing advocacy actions within our network. These actions can include development of campaigns, representation assignments in local and national youth councils, support of policy development within member organisations, training local and national volunteers in advocacy and the rights-based approach. Apart from this they can get involved in DBYN’s pool of youth representatives, representing the network towards international institutions and civil society organisations. In order to attain this outcome, we’d put forward following profile:

- 18 – 30 years’ old
- Active English knowledge
- Active in local partner organisations of DBYN or the wider Don Bosco movement
- Experience in education and/or youth work (school, youth centres, ...)
- Interest in advocacy work
- Interest in the topic of Human Rights
- Committed to become active in youth advocacy
- Being ready to act a multiplier within the local community and/or DBYN after the activity

Our member organisations, although stemming from the same movement, are very diverse in terms of target groups, actions, working styles, ... We want to motivate that this diversity is strongly present in the selection of participants. We aim to use extra criteria for the selections with include gender balance, geographical balance, experience in working with specific target groups (Refugees, Roma, ...), different types of youth work (local youth centres, international voluntary service, ...), and prior experience in advocacy or representation work.

Defining Advocacy

There are many definitions and interpretations of the meaning of “Advocacy”. Therefore, we see it important to define “advocacy” for this study session. This will allow the team of trainers to have a clear vision, which can be used as anchor point for the participants. Our definition:

“Advocacy is a public process of producing change on policy level”

In order to give more direction in the interpretation of this definition we agreed on following aspects:

- We need to clearly illustrate how we (DBYN, CoE & the team) stand for rights. This means we need to clarify how the participants’ personal values can be interconnected with those of the Don Bosco Movement as well as the Council of Europe. As there is such a strong interdependence, it should be clear that advocacy is not a 9-to-5 job, but should be part of their individual identity.
- We will use the “See, Judge, Act” method native to Catholic Social Action as underlying process for taking action. There are clear links with the 3 dimension of HRE from COMPASS. At the same time there are clear historical links between the Don Bosco Movement and the Catholic Social Action movement.
- It is important to make a clear distinction between policy and politics. Our focus is on policy development starting from clearly developed policy claims. We will need to clarify the field of advocacy in which we will be active, starting from our educational mission and methodology.
- As our educational methodology aims to assist young people to grow towards full participation in society and youth autonomy, we need to promote youth participation in youth policy development as a crucial element in this process. We need to clarify that advocacy always is aimed at policy makers and other relevant stakeholders which have an influence on youth policy development. Because of its particular target group and focus, we need to demonstrate that advocacy actions go beyond awareness-raising or information campaigns.
- Finally, advocates represent the needs or interests of people. This representation requires to be fair and honest. This is translated into a trust mandate between the representative and the people represented. This trust mandate is crucial in effective advocacy. There is a strong difference between the trust mandate on local, regional, national and European level. The more local, the more direct a representative is held accountable; the more global, the more the representative needs to self-direct his or her accountability. Therefore, it is important to clarify to that each level require different accountability measures.

Programme

We start the training programme with a 3-day inductive learning process. We are exploring different questions related to Human Rights advocacy in order to build a common frame of reference: What is advocacy? How can young people be advocates for issues that affect them? What is the advocacy work done in the Don Bosco Movement? What is the general Human Rights panorama? What are the Human Rights in question? What are the Human Rights advocacy specificities? For this we are using a combination non-formal methods including theoretical input, methods from COMPASS and 'Have your say', simulation games and experiential learning.

The last 3 days we follow deductive learning process, starting from the theoretical framework build-up the previous days building up practical skills to develop and implement a campaign. First we introduce the participants to different campaign strategies through the experts and by using case studies of CoE's youth sector campaigns as examples of good practice. Next the participants are challenged to develop a campaign directed at different target groups (young people in their local organisations, pupils of Don Bosco schools, local policy makers). We finish with a feedback on the campaigns developed and plan their implementation.

Transversal learning lines

Throughout the different session we aim to bring in transversal learning lines, emphasizing on cornerstones for successful advocacy from Don Bosco Youth-Net's perspective. These transversal learning lines are:

- Trust mandate
- Perspective of Don Bosco (and successors) as model for advocacy
- Clear focus on Education
- Human Rights aspects of advocacy on education
- Reference to relevant policy papers, especially CM Rec(2016)/7

Competences

This training programme aims to develop the competences of its participants to engage successfully in youth advocacy on local level. Throughout the session we therefore train following basic competences for advocacy:

| | |
|----------------------------|--|
| Accountability | Being accountable and passing on accountability for one's own actions and those of colleagues and the organization. |
| Adaptability | The ability to remain fully functional by adapting to changing circumstances (environment, procedures, people) |
| Attention To Detail | The ability to process detailed information effectively and consistently |
| Cooperation | The ability to work effectively with others in order to achieve a shared goal - even when the object at stake is of no direct personal interest. |
| Creativity | The ability to come up with original and innovative ideas and solutions, to adopt points of view outside the usual parameters. |

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| Discipline | The ability to adjust to existing rules, procedures and policy. Finding reinforcement from the right authority when in doubt. |
| Energy | The ability to be active for a long period of time when required; having stamina. |
| Focus on Quality | Setting high quality standards and striving for continuous improvement and quality assurance. |
| Forming Judgment | The ability to balance facts and potential approaches taking the appropriate criteria into account. |
| Initiative | The ability to recognize and create opportunities and to act accordingly. Rather starting something than waiting passively for it to happen. |
| Insight | Having and gaining insight into situations, problems and processes. Deconstructing problems and systematically investigating the various components. Having a complete picture of the context and overview of the whole problem. |
| Integrity | Adherence to the standards, values and rules of conduct associated with one's position and the culture in which one operates. Being incorruptible. |
| Knowledge base | Having and gaining knowledge about situations, problems and processes related to advocacy, human rights, Salesian approach, as well as specific language and jargon related to those concepts. |
| Learning Ability | The ability to absorb new information readily and to put it into practice effectively. |
| Listening | The ability to show one absorbs and understands important (non-) verbal information and to ask further questions when necessary. |
| Networking | The ability to develop and maintain relations, alliances and coalitions within and outside the organization and to use them in order to obtain information, support and cooperation. |
| Perseverance | The ability to hold on to views and plans of action despite adversity. |
| Planning and Organizing | The ability to determine goals and priorities and to assess the actions, time and resources needed to achieve those goals. |
| Political Sensitivity | The ability to put oneself in a politician's shoes, to distinguish the complexity of interests in politics, and to assess the feasibility of political proposals. |
| Presenting | The ability to present ideas and plans clearly, using available resources. |
| Problem Analysis | The ability to detect problems, recognize important information, and link various data; to trace potential causes and look for relevant details. |
| Result-Orientedness | The ability to take direct action in order to attain or exceed objectives, towards developed policy options. |
| Self-Development | The ability to gain insight in one's identity, values, strengths and weaknesses, interests and ambitions and to take action in order to enhance one's competencies where and when possible. |
| Sociability | The ability to be comfortable in people's company, to meet people easily, to mingle freely. |

Social Awareness

Being aware of relevant social, political and professional trends and developments and using this information for the organization's benefit.

Salesian good mornings & good nights

As DBYN is a faith-based organisation, it is important for us to assign time in the programme for the participants to reflect on what gives meaning in their lives.

In the Don Bosco Movement there is a tradition of over 168 years (since May 1847) closing the day with a “Salesian goodnight”. This is a tradition which all organisations, schools, youth care facilities, ... in the Don Bosco Movement maintain up to today. DBYN uses this as well in all its activities. It creates a recognisable identity, as all participants are familiar to this. At the same time, it offers the opportunity for intercultural dialogue, as all countries have a different tradition. In DBYN we also start the day with a “Salesian good morning”, to offer more participants to deliver such a reflection.

For this training course we will work in the following way:

- The participants are divided by the Salesian chaplain into teams.
- The rota for goodmornings/goodnights (and optional table prayers) is presented on arrival
- The rota includes the themes for the day which need to be integrated in the goodmornings/goodnights
- DBYN provides a Salesian Chaplain in order to challenge, support and provide feedback to participants in this process

By following this method, participants will learn a variety of skills related to our identity as a faith-based organisation.

Expected output

The training course works towards a set of concrete outputs, which can be used for dissemination afterwards. The outputs are expected to multiply the experience of the training course to DBYN's member organisations, and other relevant youth work organisations in the European Youth work sector:

- Training manual (<https://www.dbynbuildingcitizens.net/tools>)
- Booklet on guidelines on making campaign (<https://www.dbynbuildingcitizens.net/tools>)
- Booklet with visual outcomes training course (<https://www.dbynbuildingcitizens.net/outcomes>)
- Campaign plans developed by the participants (<https://www.dbynbuildingcitizens.net/outcomes>)
- Final evaluation (<https://www.dbynbuildingcitizens.net/outcomes>)
- Summary evaluation participants (<https://www.dbynbuildingcitizens.net/outcomes>)
- Video report (<https://www.youtube.com/user/DBYNtv>)

Programme overview

| Daily time table | Sunday 08/04/2018 | Monday 09/04/2018 | Tuesday 10/04/2018 | Wednesday 11/04/2018 | Thursday 12/04/2018 | Friday 13/04/2018 | Saturday 14/04/2018 | Sunday 15/04/2018 | |
|------------------|---|--|--|--|--|--|--|-------------------------------|--|
| 07:00 - 09:00 | Breakfast | | | | | | | | |
| 09:15 - 09:30 | Goodmorning | | | | | | | | |
| 09:30 - 11:00 | Arrival of participants Team meeting | Introduction to the programme & process | Frameworks Institutions (CoE, DBYN, local organisations) | Expert session: CoE & local inspiration | Expert session: DBI & Don Bosco movement | Teamwork Develop campaign (cont.) | Holy Mass | Departure of the participants | |
| 11:00 - 11:30 | | Coffee break | | | | | | | |
| 11:30 - 13:00 | | Team building/getting to know each other | Cont. | Stakeholder analysis Midterm evaluation | Profile HR advocate | Teamwork Develop campaign (cont.) | Develop 'model for advocacy campaign', 'advocacy campaign' or 'No Hate Speech campaign on local level' | Team evaluation meeting | |
| 13:00 - 14:30 | | Lunch | | | | | | | |
| 14:30 - 16:30 | | Frameworks Advocacy & HR | Advocacy: Concepts, models, theories, ... | Free afternoon Budapest by night | Future perspectives pax (opportunities) | Evaluation of pax campaign | Cont. | Departure team | |
| 16:30 - 17:00 | | Coffee break | | | Coffee break | | | | |
| 17:00 - 18:30 | | Value discussion | Pax sharing experiences in advocacy | | Teamwork Develop campaign | Rework campaign & assignment Campaign Slam | Evaluation | | |
| 18:30 - 19:00 | | Reflection groups | | | Reflection groups | | | | |
| 19:00 - 20:30 | | Dinner | | | Dinner | | | | |
| 20:30 - 22:00 | | Welcome & introduction | Games night & decision on food | What is my local context? (define issues) | Film night | Campaign Slam | Party | | |
| 22:00 - 22:15 | Goodnight | | | | | | | | |
| 22:15 - 00:00 | Bar | | | | | | | | |

Playlist

Each session in the programme is linked to a song, introducing the theme of the session. The songs are used to introduce the whole programme on Monday. 5 minutes for the start of each session we play the song to remind the participants to come into the plenary room. The following table gives the full overview of the playlist:

| | |
|--|--|
| Introduction evening | Hello – the doors |
| Introduction to the programme & process | The Shape of you – Ed Sheeran |
| Team building/getting to know each other | Knowing me, knowing you – ABBA |
| Frameworks HR & Advocacy | Beasty boys – fight for your right |
| Value discussion | Tell me why – DJ prezioso |
| Games night | Theme song - Games of Thrones |
| Frameworks Institutions (CoE, DBYN, local organisations) | Te Deum - Charpentier |
| Advocacy: Concepts, models, theories, ... | The model - Kraftwerk |
| Pax sharing experiences in advocacy What is my local context? (define issues) | My block – Cham pain or Mein Block – Sido |
| Expert session: CoE & local inspiration | Superman theme song / wonder woman theme song (rise of the warrior) |
| Stakeholder analysis | I'll be there for you – The Rembrandts |
| Free visit to Budapest | Mary Schneider – Hungarian Yodel |
| Expert session: DBI & Don Bosco movement | Don Bosco song - Padre, maestro y amigo |
| Profile HR advocate | Who are you – the who |
| Future perspectives pax (opportunities) | Back to the future theme song |
| Teamwork Develop campaign | Get up, stand up – Bob Marley |
| Film night | 20 th century fox |
| Teamwork Develop campaign (cont.) | I'm so excited – The Pointer sisters |

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| Case studies of failed campaigns + checklist development | Katie lee – I got the will to fail |
| Evaluation of pax campaign | With a little help of my friends – The Beatles |
| Campaign Slam | Celebration – Kool & the Gang |
| Develop ‘model for advocacy campaign’, ‘advocacy campaign’ or ‘No Hate Speech campaign on local level’ | Rihanna - work |
| Evaluation | Looking back over my shoulder - Mike and The Mechanics |
| Closing of the study session & Holy Mass | Sing Halleluiah – Dr Alban |
| Farewell Party | Con te partiró – Andrea Bocelli |

All songs are uploaded in a playlist available on Spotify:

<https://open.spotify.com/user/ela.jakubek/playlist/6ZDP8YJVsgXxB7oMzySMXb>

Session outlines

Welcome and introduction

| | |
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| Timing in the programme | Sunday evening session |
| Background/rationale | The first session of the event, to bring people together and discover the common ground for the training. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • To welcome participants in the house and at the event • To ensure presentation of the team and of the group • To present basic info (incl. house rules) |
| Description session (Methodology, methods, timing) | <ol style="list-style-type: none"> 1) Welcome words - course director 2) Presentation of the team and roles division (simple round) 3) Get-to -know each other (Ela) <ol style="list-style-type: none"> a) Participants are walking around to the music, greeting each other, each time the music stops, they need to gather in groups of different size (indicated) and exchange with the small group on certain topic (after presenting themselves): <ol style="list-style-type: none"> i) What do you do with Don Bosco (your organisation) in your country? ii) What is your favourite thing to do on a free Saturday? iii) If you could choose any place to live, where would it be and why? iv) What is the one thing you always wanted to learn and still did not have a chance to? v) In five years from now, how would you like your life to look like? b) We gather in a big circle and one-by-one we do a presentation - we ask others what did they learn about this person. c) name games: <ol style="list-style-type: none"> i) YOU-ME-LEFT-RIGHT (Lisa Teresa) ii) balls game (Niklas) iii) watta (Stefano) 4) Basic info input: <ol style="list-style-type: none"> a) house rules (Andriy) b) chaplaincy (Niklas) c) safeguarding (Rein) d) the other group present (Ela) e) first info on reimbursement forms :) (Andriy) f) timing of tomorrow (not full programme) (Lisa) g) bar evening intro (Stefano) 5) Welcome drinks |
| Outcomes | <ul style="list-style-type: none"> • Pax have a feeling they are part of the Don Bosco Movement and DBYN |

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| | <ul style="list-style-type: none">• Awareness on what Don Bosco Movement is doing, right now, on advocacy |
| Evaluation | All fine |
| List of materials & space required | <ul style="list-style-type: none">• prepare flipchart with questions for groups• chaplaincy paper• welcome snack and drink |
| Further reading | n/a |
| Appendices | n/a |

Daily evaluation sessions

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| Timing in the programme | Everyday 18:30 – 19:00 (Monday, Tuesday, Thursday, Friday) |
| Background/rationale | The reflection will be introduced on the first day (Monday). The results can be used during the final evaluation. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Pax reflect on what they learned today • pax share their experiences of the day • pax “safe” their learning process and outcomes • pax have possibility to give feedback. |
| Description session (Methodology, methods, timing) | <p>Monday:</p> <ul style="list-style-type: none"> – Pax receive the notebooks already on Monday morning session – Information for pax: reflection group will take place in the same groups every day. (4-6 per group, trainer make the groups) – mention that pax can feedback trainers any time (What do you want to change? --> as an advocate you need to approach to feedback, be a representative for your group) <p>→ first part of reflection group is to answer questions individually and write down notes, insights, open questions, etc. ('10)</p> <p>→ second part is to share within the reflection groups ('20)</p> <p>(Potential) Questions for Monday:</p> <ul style="list-style-type: none"> – What is the main challenge in my work I'd like to address through experiencing the training? – How this training would support my future work as a youth worker/volunteer/youth leader/advocate...? – Which competence would you like to work on during this training? – What do you want to have in your backpack when you leave the training in 6 days? <p>(Potential) Questions for Tuesday:</p> <p>→ refer to the online survey: cross-check!</p> <ul style="list-style-type: none"> – Which moment(s) from today do you remember? Why? – Which points, inspirations, knowledge you thought of/learned about and want to save? Which questions do you still have? – How are you satisfied with your contribution to the training today? <p>(Potential) Questions for Thursday:</p> <ul style="list-style-type: none"> – Which moment(s) from yesterday and today do you remember? Why? – Which advocate-competences do I have? – Do I see myself in one of the future perspectives? If yes, which and how? If no, why? – Which wishes or expectations towards yourself do you have for the last two days? <p>(Potential) Questions for Friday:</p> <ul style="list-style-type: none"> – What did you enjoy in the group work? – Which difficulties you had in your group and how did you deal |

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| | <p>with it?</p> <ul style="list-style-type: none"> - How are you about your contribution to the group work? - How successful do you think was the exercise? |
| Outcomes | <ul style="list-style-type: none"> • Reflect and guide the own learning, • Set learning goals and check on them • Set anchor-points to see what is learned and what is to be followed up • Support exchange and sharing between pax • Identify own attitude (whys) & connect them with DBYN & CoE (HRE) • Identify common issues & strengthen networks & cooperation |
| Evaluation | Pax appreciated the concept, managed it individually, questions were suitable |
| List of materials & space required | <ul style="list-style-type: none"> • Notebook for each participant • Groups on a poster • Questions printed |
| Further reading | n/a |
| Appendices | n/a |

Introduction to the programme & process

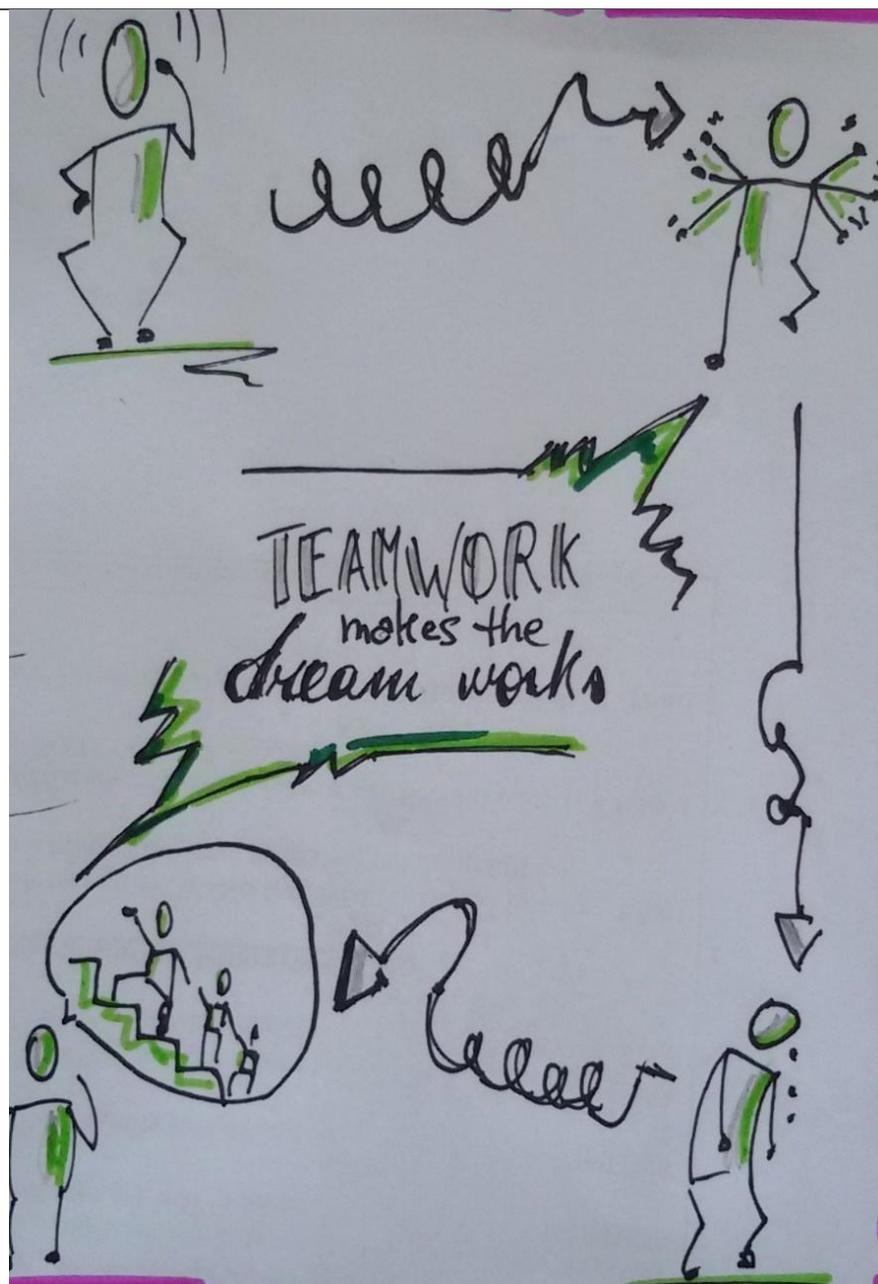
| | |
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| Timing in the programme | Monday morning session I |
| Background/rationale | The session brings in first insight into the process and programme, allowing building base for ownership of own learning in the provided framework. It gives trainers the insight into groups' expectations and intended contribution (can be used to adjust the programme or methods). |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> To give official welcome to the EYCB (by the director) To present objectives & programme To collect participants' motivation, expectations & contributions To provide a simple orientation in house |
| Description session (Methodology, methods, timing) | <p>1) <i>Welcome words - deputy director of the house [15']</i> Balint Molnar</p> <p>2) <i>Programme and objectives presentation [20']</i> First, there is a quick walk-through the objectives (poster prepared), with each trainer presenting one. For the programme presentation, we quiz with the use of chosen songs. The outline of the programme is covered up, and to introduce each session, the beginning of the title song is played. The participants (in groups of 4) should guess the song titles. After each day's songs are played (about 15' of the song), we check the points of the groups, and we explain the contents of the day, uncovering the programme poster.</p> <p>3) <i>Expectations and contributions sing along: [35']</i> participants are split in groups of 5, and are given the task to share about their motivations / expectations and possible contributions. They write them down individually on post its and then put together in front of the small group. Next, they need to re-write the lyrics of the 'shape of you' in a way that it reflects their small group. At the end, each group presents in front of the plenary (by singing!)</p> <p>4) <i>House orientation [15']</i> House map (a pretty drawing :) is presented to the whole group, with empty slots where important places are (our training room, dining room, silent room, bar....) - those are papers with symbols, separately prepared and will be taken one-by-one from the basket and we ask the group members if they know where they are located - in this way we 'complete' the map.</p> |
| Outcomes | <ul style="list-style-type: none"> Pax have a feeling they are part of the Don Bosco Movement and DBYN Awareness on what Don Bosco Movement is doing, right now, on advocacy Sharing experiences among participants The pax know what Coe and youth department do in terms of HRE |
| Evaluation | Good start into the programme, light hearted, with energy. Everyone from the team had the presence that helped participants to identify team members. Good to use the songs to explain the day, the quiz went well. The small delay with timing, moving songs presentation to evening allowed participants to prepare them better. |

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| <p>List of materials & space required</p> | <ul style="list-style-type: none"> • Poster with objectives • Programme outline (in format good for quiz) • House map and location symbols • Paper • Pens • Playlist on Spotify • Coloured papers • Post-its |
| <p>Further reading</p> | <p>n/a</p> |
| <p>Appendices</p> | |

Team building/Getting to know each other

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| Timing in the programme | Monday morning session 2 (11:30-13:00) |
| Background/rationale | After the participants can orient themselves in the process and programme, they need to establish a good working atmosphere amongst each other. This session needs to continue on the fun aspect of the introduction, but challenging the participants more to work together. Advocacy requires team players, this session gives the pax the right mind-set for the cooperation the rest of the week. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • To know each other. • To create a group feeling. • To initiate collaborative processes • To setup a safe atmosphere where “to be” • Team building • Touch upon programme items in a playful way |
| Description session (Methodology, methods, timing) | <p>We start the session with an ice breaker/energizer based on trust to get into the mood of the activity. We propose to play “<i>the circle of trust</i>”:</p> <ol style="list-style-type: none"> 1. An equal number of participants form a circle. 2. Everyone is facing the centre of the circle with their faces. 3. Participants count: "1", "2", "1", "2" etc. 4. Everyone stands very close to each other (shoulder to shoulder, feet close together) and then take hold of their hands. 5. At the same time, all "1's" are slowly dropped forward with a straight body, all "2's" with a straight body slowly fall to the rear. This creates a tense zig-zag circle. 6. Short debriefing regarding the meaning of the game. (10 min) <p>Then we continue with the core game of the session titled “<i>Build the tower</i>”</p> <p>We divide pax into 4 groups</p> <ol style="list-style-type: none"> 1. <i>paper group</i> (they receive several coloured paper's sheets) 2. <i>wood stick group</i> (the receive several wood sticks) 3. <i>tape group</i> (the receive 6 rolls of paper tape) 4. <i>straws group</i> (the receive a pack of straws) <p>The task is to build a statue for a special guest of the team group.</p> <p>There are more rounds to do it:</p> <p>1st round - no one of the groups can talk to each other. (this step has to last 5 min)</p> <p>2nd round - one by one the group can talk to the other trying to give instruction of the building but just for 1 minute and it will proceed in this order:</p> <ol style="list-style-type: none"> 1. <i>tape</i> 2. <i>straw</i> 3. <i>wood stick</i> 4. <i>paper</i> |

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| | <p>After the 2nd round once each group has speech then all of them are allowed to talk to each other.</p> <p>The game last for 50 min.</p> <p>At the end, after celebrate the statue that come up, we debrief the methods in 15 min with the group, asking regular question to facilitate the discussion and to understand why we played this game.</p> <p>The last game is the “<i>human machine</i>”, the whole group as to figured out an industrial machine made by their body in cooperation showing all the process of the production line and the product itself.</p> <p>We give 15 min to do that and other 15 min to introduce the flipchart (<u>team work makes the dream works</u>) and make the final conclusion and agreement for the group about the rules to adopt and use during the week.</p> |
| Outcomes | <p>The pax have broken the ice among them, experimenting a safe atmosphere and place where to be themselves without hesitating to express their own opinions, this is crucial point over which build the next sessions of the programme.</p> |
| Evaluation | <p>The session is appreciated from all the pax, it has reached the target and aims that we settled at the beginning during the preparation meeting. It gave them the possibility to discovery the group itself and the others, find an agreement that is showed for the whole week.</p> <p>An extra outcome is reached: “ the agreement of the group’s roles” (annexed flipchart: recommendation) that we continued to use during the whole week; Each point came out from their reflection thanks to the debriefing of the team building game.</p> |
| List of materials & space required | <ul style="list-style-type: none"> • pack of straws • wooden sticks • coloured papers • paper tape • flipchart |
| Further reading | n/a |
| Appendices | <ul style="list-style-type: none"> • Flipchart: personal process to reflect during the debrief |



(flipchart: personal process to reflect during the debrief)

Frameworks: Human Rights & Advocacy

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| Timing in the programme | Monday afternoon session I 14:30-16:30 |
| Background/rationale | The afternoon on the first full day of the programme, after getting to know each other, the venue and the programme we want to lay the basis in crucial topics/ ideas for the rest of the programme (HR, HRE, advocacy, policy and politics, value-based approach) Especially in the following session the pax will go deeper into the value-based approach from a personal perspective as well as on the next day when they have a closer look to the values of different organisations and their own organisation. The common basis the pax develop during this session will be visible and accessible during the whole programme and function as a dictionary for important words/ concepts/ ideas for the rest of the week. It is like the kick-off for the content based work in the programme. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Develop a common language • Define Human Rights and HRE • Develop common definition for advocacy • Clarify distinction between policy & politics • Explore links between HR & advocacy |
| Description session (Methodology, methods, timing) | <p><u>To-do before the start of the session:</u></p> <ul style="list-style-type: none"> - prepare are circle (of chairs) for all pax and trainer(s) - prepare four resource islands with each 6 seats, around the circle - prepare the resources for each round and keep the resources for the first round already on the working islands - prepare for each definition one flipchart (HR, HRE, politics & policy, “Advocacy is a public process of producing change on policy level”) and an empty flipchart - ask a co-trainer to change the resources at the islands after each round - hide different definitions of advocacy under some chairs (see Annexe) <p>Start in the circle (of chairs) with all pax with the broken telephone game [5 min]. Connect the game to the importance of this session -> to have a common language to avoid misunderstandings and bridge communications gaps.</p> <p>The pax will be introduced to the concept of the session [5 min]. (“There will be three rounds in which you have to work in different groups at the resource islands around, to gather information about a certain word/ topic. After each round we will come back to the whole group and find together a definition for the word/ topic/ concept. In the fourth round we will all work together.”)</p> <p><u>First round - Human Rights:</u></p> <ul style="list-style-type: none"> - [15 min] at the islands with resources about HR (see Annexe) - [7 min] whole group - gather 2 facts/ information from each island for a working definition of HR on the HR-flipchart in the centre <p><u>Second round – Human Rights Education:</u></p> <ul style="list-style-type: none"> - [10 min] at the islands with resources about HRE (see Annexe) - [7 min] whole group - gather 2 facts/ information from each island for a working definition of HRE on the HRE-flipchart in the centre |

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| | <p><u>Third round – policy & politics:</u></p> <ul style="list-style-type: none"> - [5 min] at the islands with resources about policy and politics - [5 min] with the whole group to gather 2 facts/ information from each island for a working definition of policy & politics on the policy & politics flipchart in the centre <p><u>Fourth round – advocacy:</u></p> <ul style="list-style-type: none"> - [5 min] everybody says one word what they think advocacy is about, all contributions are collected on a flipchart (escalation mark if a word is mentioned double) - [5 min] under some chairs different advocacy definitions are hidden (each definition on an A4 paper) the pax are asked to check under their chairs and read the definitions out loud if they have one under their chair. After each definition we check with what was already mentioned before and make a tic behind the word on the flipchart - [5 min] ask how they like the definitions and introduce the working definition “Advocacy is a public process of producing change on policy level.” <p><u>Links between HR and advocacy:</u></p> <p>In the next step the whole group will be divided into two groups. Which will be placed fronting each other. Group 1 are Human Rights and group 2 are Advocacy. Now HR and Advocacy will meet for a date (two people from each group) and they have 5 minutes to find links between each other and write them down on coloured papers. The trainer(s) will collect them read them out. They will be collected at the Human Rights Advocacy Wall (to be introduced and used during the week) [10 min].</p> <p><u>Closure of the session:</u></p> <p>At the end the trainer will summarise the definitions, the links between HR and Advocacy, make a link to values mentioned during the discussion about HR and thank the pax for their work and efforts and say that they deserve a coffee break [10 min].</p> <p>After the session the trainer has to place the definitions and connections between HR & advocacy visible and accessible for the rest of the week.</p> |
| <p>Outcomes</p> | <ul style="list-style-type: none"> • The pax know what HR and HRE are and where to get more information. • Pax have develop knowledge about policy making cycle and identified their roles in the cycle. • Pax understand what advocacy is. • New inputs for DBYN’s advocacy framework (HR and Advocacy wall). |
| <p>Evaluation</p> | <p>It was a necessary session with quite some input. But the aims and objectives were fulfilled. The method made it possible that the pax could discover the topics on their own. At the same time finding together the definitions and what is important for each topic created ownership and a common base for the rest of the week. It is important to refer later to that theoretical part and to make connections with the reality.</p> |
| <p>List of materials & space required</p> | <ul style="list-style-type: none"> • Resources about Human Rights, policy & politics, advocacy (definitions), Human Rights Education, each printed four times (see Further reading) |

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| | <ul style="list-style-type: none"> • flipcharts with: Human Rights; Human Rights Education, Policy & Politics, Advocacy is a public process of producing change on policy level. • Chairs, flipchart paper, coloured papers, markers |
| Further reading | <p>Policy & Politics: http://www.thetrcompany.com/en/difference-politics-policy/ http://www.differencebetween.net/miscellaneous/politics/difference-between-policy-and-politics/#ixzz5Bsp8I2xz https://en.wikipedia.org/wiki/Policy https://en.wikipedia.org/wiki/Politics</p> <p>Human Rights Education (from compass): Chapter 1.1 http://www.eycb.coe.int/compass/en/chapter_1/1_1.html#111 Chapter 1.2 http://www.eycb.coe.int/compass/en/chapter_1/1_2.html</p> <p>Human Rights (from compass): Chapter 4.1 http://www.eycb.coe.int/compass/en/chapter_4/4_1.html Chapter 4.2 http://www.eycb.coe.int/compass/en/chapter_4/4_2.html Chapter 4.5 http://www.eycb.coe.int/compass/en/chapter_4/4_5.html Chapter 6.2 http://www.eycb.coe.int/compass/en/chapter_6/6_3.html</p> |
| Appendices | <p>Different Definitions of Advocacy:</p> <p>“Advocacy is the act or process of supporting a cause or issue. An advocacy campaign is a set of targeted actions in support of a cause or issue. We advocate a cause or issue because we want to:</p> <ul style="list-style-type: none"> • build support for that cause or issue; • influence others to support it; or • try to influence or change legislation that affects it.” <p><i>International Planned Parenthood Federation: IPPF Advocacy Guide 1995</i></p> <p>“Advocacy is a process that involves a series of political actions conducted by organized citizens in order to transform power relationships. The purpose of advocacy is to achieve specific policy changes that benefit the population involved in this process. These changes can take place in the public or private sector. Effective advocacy is conducted according to a strategic plan and within a reasonable time frame.”</p> <p><i>The Arias Foundation (Costa Rica)</i></p> <p>“Advocacy is speaking up, drawing a community’s attention to an important issue, and directing decision-makers toward a solution. Advocacy is working with other people and organizations to make a difference.”</p> <p><i>CEDPA: Cairo, Beijing and Beyond: A Handbook on Advocacy for Women Leaders</i></p> <p>“Advocacy is defined as the promotion of a cause or the influencing of policy, funding streams or other politically determined activity.”</p> <p><i>Advocates for Youth: Advocacy 101</i></p> <p>“Colleagues in India describe advocacy as an organized, systematic, intentional process of influencing matters of public interest and changing power relations to improve the lives of the disenfranchised. Other</p> |

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| | <p>colleagues in Latin America define it as a process of social transformation aimed at shaping the direction of public participation, policies, and programs to benefit the marginalized, uphold human rights, and safeguard the environment. African colleagues describe their advocacy as being pro-poor, reflecting core values such as equity, justice, and mutual respect, and focusing on empowering the poor and being accountable to them.” <i>Institute for Development Research: Advocacy sourcebook</i></p> <p>“Advocacy consists of different strategies aimed at influencing decision-making at the local, provincial, national, and international levels, specifically: Who decides—elections, appointments and selection of policy-makers, judges, ministers, boards of advisors, managing directors, administrators, etc. What is decided—policies, laws, national priorities, services, programmes, institutions, budgets. How it is decided—accessibility of citizens to information and the process, extent of consultation, accountability and responsiveness of decision-makers to citizens and other stakeholders. Policies and decisions are solutions to concrete problems. Effective advocacy requires sharp understanding and analysis of a concrete problem, and a coherent proposal for a solution.” <i>InterAction: Women’s Advocacy Workshop materials</i></p> |
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Value discussion

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| Timing in the programme | Monday afternoon session (day 1) |
| Background/rationale | Through the first day, the group got a thorough introduction to the training course, they know each other and a trusting and familiar atmosphere is within the group. This is important because they will share individual values. The session is there to build a common ground and clarify their motivation for HR based advocacy, which is based on values. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Develop common definition for value (opinion, action, behaviour, ...) • Reflect upon personal values • Identify motivation for being engaged into education |
| Description session (Methodology, methods, timing) | <p>Start with an energizer, left overs from previous session? (10')</p> <p>1. Collecting influencing groups (15')</p> <p>Pax write down individually in a mind map: "Collect groups to which you belonging to, identify with or got influenced by." (like family, youth group, region, Don Bosco movement, etc...)</p> <p>2. Adding values // the annoying child (20')</p> <p>Pax go together in groups of 2</p> <p>One person is the annoying child and asks the other "Why do you belong to this group?" again and again to find out the essence / value behind it.</p> <p>Example:</p> <ul style="list-style-type: none"> - Why...? - Because I enjoy spending time with them. - Why? - Because we have a common passion. - Why? - Because we are a group, a community. <p>The interviewing person writes down the keywords (passion, community) because it's the essence of why the other belongs to the group.</p> <p>Pax continue with interviewing them for all the groups (concerning the given time)</p> <p>Short debriefing: What did you discover in your teams? → guide the group to the term "value".</p> <p>3. Value-Funnel (35')</p> <p>→ Which values do you choose as motivation/reason for your (educational) work within your DB organisation? (5')</p> <p>→ Add a set of values for further inspiration of values</p> <p>→ each pax thinks about 3 values (5')</p> <p>8 groups with 3 pax: negotiation --> discuss 6 common values (10')</p> <p>4 groups with 6 pax: negotiation --> discuss 6 common values (10')</p> <p><i>if there is time:</i></p> <p>2 groups with 12 pax: the same (15')</p> <p>4. Debriefing: (10')</p> <p>the groups present their three motivational values to the group.</p> <p>Short debriefing: what do you think about this collection of values related to education? How were the discussions going on?</p> |

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| | <p><i>if there is more time:</i></p> <ul style="list-style-type: none"> - <i>how was it to reduce yourself on three values? and discuss this with your group?</i> - <i>why did you choose these values?</i> - <i>are the values related to each other?</i> - <i>do the values represent all in the group?</i> - <i>why are these values important for an educator/ animator?</i> <p>End with a one-word-round: which value seems to be the most important to you right now?</p> |
| Outcomes | <ul style="list-style-type: none"> • Pax are aware of their values and shared them with others, • Pax defined core values for education, • Pax reflected on their motivation being an educator (advocate) for education, identify own attitude (whys) |
| Evaluation | <p>Cooperative atmosphere, pax appreciated sharing moments, the sharing in pairs was intensive, session could be extended to 2 hours</p> <p>→ some steps are recommended when there is more time, they are noted down in the session outline.</p> <p>→ it is also recommended to limit the number of values the groups have to decide on</p> |
| List of materials & space required | <ul style="list-style-type: none"> • Set of values printed for pax • Flipcharts • Markers • Coloured papers |
| Further reading | n/a |
| Appendices | n/a |

Games night

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| Timing in the programme | Monday evening session (day 1) |
| Background/rationale | After an intensive first day, we want to give the pax the opportunity to get to know each other in a less formal setting, but giving them an opportunity to share their common background: they are all animators in youth work. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Participants bring games and lead them • Let the participants make group decision on food on Wednesday |
| Description session (Methodology, methods, timing) | The trainers start-off the evening with an energizer, which they take from DBYN's Games APP. Afterwards the pax are asked to organise their own games night, either using games from the APP or from their own experience. |
| Outcomes | <ul style="list-style-type: none"> • Identify common issues & strengthen networks & cooperation • Pax have a feeling they are part of the Don Bosco Movement and DBYN • Sharing experiences among participants |
| Evaluation | All went well. |
| List of materials & space required | <ul style="list-style-type: none"> • Plenary room • Game APP |
| Further reading | https://www.donboscoyouth.net/gamesapp.html |
| Appendices | n/a |

Frameworks: Institutions (CoE, DBYN, local organisations)

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| Timing in the programme | Tuesday morning 1 & 2 09:30-11:00; 11:30-13:00 |
| Background/rationale | On the second full day of the programme they know each other already, defined a common language for crucial topics and got introduced to the value-based approach. Now it is time to introduce the institutional dimension. This session will help the pax to connect the theoretical input about advocacy from the day before and the following afternoon with the reality. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Introduce CoE institutional framework on Values, priorities, HRE (incl. reference to documents) • Introduce DBYN (FW&LA, 3rd statutory aim, partnerships) • Define values of local organisations • Define shared values • Introduce concept of trust mandate |
| Description session (Methodology, methods, timing) | <p>The session will be set up like a university class with two experts who present two different institutions/ organisations (CoE, DBYN) and a professor (trainer). The professor will be dressed nicely. The chairs for the pax are prepared in half circle open to the “stage”.</p> <p>The professor will give a small review of the day before, an overview of the morning class, welcomes the students for the university class [5 min].</p> <p>The professor also welcomes and introduces the two guests for the class. Andriy and Francesca for and from the CoE and Rein for and from DBYN. It is important that they are really treated like guests (keep a water bottle and glass for them and name boards on table in front - the setting is important). First Andriy and Francesca are asked to present the CoE [40 min]. Questions are allowed and facilitated by the professor. Secondly Rein is asked to present DBYN [40 min], again with questions from the pax facilitated by the professor. After that the host thanks Andriy, Francesca and Rein for their input and say that they will be available till the end of the class. Followed by tee break.</p> <p>After break start with an energiser.</p> <p>The second part is a discussion where the professor goes deeper into the topic and asks the guests and students to connect their explanations with the topics from the day before and how they are connected to each other. (Where do you find politics/ policy in DBYN/ CoE? How and where do you do advocacy? Where are Human Rights and how do you do HRE?) Here it is very important to make also visual connections to the flip charts with the definitions from the day before. Include the students and guests in that. At the end it is important to say thank you to the guests for their input and the students for their participation.</p> |
| Outcomes | <ul style="list-style-type: none"> • Awareness on what Don Bosco Movement is doing, right now, on advocacy • The pax have knowledge of the representation structure and how to be involved. |

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| | <ul style="list-style-type: none"> • DBYN understands the HR policy framework of CoE and knows how to navigate through it. • The pax are aware about the CoE documents and charters and know how to use them as tools (EDC/HRE charter, Charter on youth participation, ENTER, No Hate Movement) • Clear links are made between (edu) approach of DBYN & CoE (YouthDep) policy priorities • The pax know what Coe and youth department do in terms of HRE • Awareness and knowledge how to deal and relate with human rights and the Salesian approach (preventive system) to advocacy in a Salesian style. • Inputs and shared experience from expert |
| <p>Evaluation</p> | <p>The setting with university class gave a very good framework for the institutional input. Also the session took the whole morning and the pax got a lot of input they were really interested and were able to make connections between CoE, DBYN, HR, HRE, advocacy, policy and politics. It was good that the experts had presentations either on flipcharts, paper or whiteboard, like this it was possible to keep the presentations and information visible for the rest of the study session and to refer to them constantly. It was important to have the working definitions from the day before and the output of the value session visible to refer to them and make the connection between the theory and reality visible and accessible. Next time it could help to limit the inputs from the experts to 40 minutes (this time they took up to one hour) and give more space for a plenary discussion. Overall the aims and objectives were fulfilled.</p> |
| <p>List of materials & space required</p> | <ul style="list-style-type: none"> • Presentations from the experts • Chairs in half circle. • Nice dress for the professor. • Table with water, glasses, name boards for the stage. • Flipcharts and markers |
| <p>Further reading</p> | <p>n/a</p> |
| <p>Appendices</p> | <p>n/a</p> |

Advocacy: Concepts, models, theories, ...

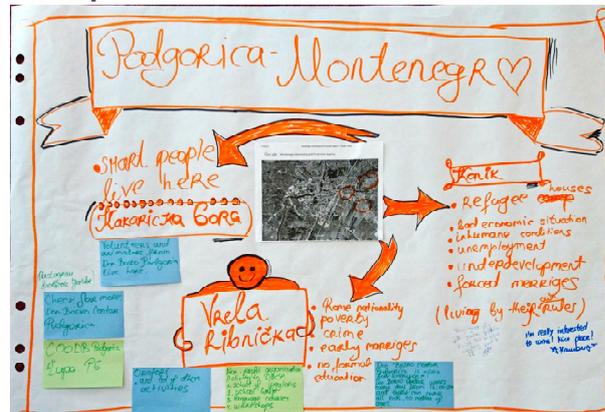
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| Timing in the programme | Tuesday afternoon session I 14:30-16:30 |
| Background/rationale | After setting the base with a common language, self-reflections, value discussions/ reflections and the institutional framework it is time do have a very deep look into the core concept of advocacy on theoretical level, before bringing in their own realities. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Introduce workable model for advocacy • Introduce the mechanics of each stage of the model • Identify for which stages of the model which people/institutions to be involved. • Build overview of advocacy actions (and what it is applicable to) with relevance for education • Refer to different models for own exploration |
| Description session (Methodology, methods, timing) | <p><u>To-do before the session:</u></p> <ul style="list-style-type: none"> - create a resource table with different advocacy model, theories and examples - prepare a circle of chairs - print out the different steps, stages and arrows of the advocacy cycle one step/ arrow per A4 paper <p><u>It is complicated:</u></p> <p>The print outs of the advocacy cycle are kept upside down randomly in the centre. The pax are asked to get up and to take one paper per person and to sit down again. The trainer makes a reference to the advocacy definition and the policy cycle which was mentioned with the working definition of policy from the day before. Now it is a team challenge for them to build the advocacy cycle with the papers everybody has in their hands. They have around 30 minutes for that challenge without the help of the team. The trainer observes the discussion and process.</p> <p>After 30 minutes or when the group thinks that they are done, the trainer asks, what was easy, difficult, where are you still doubting?</p> <p>If necessary, the trainer arranges the papers in the order of the original. It is important to highlight that there are many options in which order you can put the different stages/ steps and different organisations have different models. The reason for that is that advocacy is quite often ad hoc structured and planned, but at the end the advocacy cycle is a guideline which steps you should follow while doing advocacy. Short cuts and extra rounds/ loops included [20 min].</p> <p>Next the pax form groups of four to six people. Each group gets one paper for each step of the advocacy cycle. They get 30 minutes to write for each step a to-do-list with actions which are important for this step. After the groups come together again and we collect for each step from all groups the to-do-list. The papers of the groups will be placed directly at the circle on the floor. Conclude that some actions points are relevant and important for more than one step.</p> <p>Check if everybody is on the track, open the stage for question, needed clarification [10 min]</p> |

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| <p>Outcomes</p> | <ul style="list-style-type: none"> • DBYN has a paradigm and method for youth advocacy • Ability to settle an effective advocacy campaign according to the shared guidelines and values • Pax have develop knowledge about policy making cycle and identified their roles in the cycle • Pax understand what advocacy is, get to know the cycle/process, stakeholders & tools • Pax develop knowledge & skills in developing advocacy campaign i.e. they know advocacy • cycle and develop skills to apply it in their local context • Clear understanding on what advocacy is |
| <p>Evaluation</p> | <p>After there was already a very input focused morning, it was very good to start with some chaos and the team challenge to build the advocacy cycle. Everybody had one paper and was forced to participate. There were really interesting and deep discussions about the right order of the different stages of the cycle. The pax could already use the knowledge they have gained the sessions before, a result of this was that the to-do-list they to develop were really useful and precise. To keep the full advocacy cycle together with them to-do-lists at the wall visible, was very good, because they could really see the fruits of their work for the rest of the study session. The digital version of this, the Prezi can be a very useful tool if we guarantee access. The aims and objectives were successfully fulfilled.</p> |
| <p>List of materials & space required</p> | <ul style="list-style-type: none"> • Prepared and printed advocacy cycle, each step and arrow on one paper • Resources for the advocacy table (DBYN intranet) • Paper • Markers |
| <p>Further reading</p> | <p>n/a</p> |
| <p>Appendices</p> | <div style="border: 2px solid black; padding: 10px; text-align: center;"> <p><u>Advocacy Cycle</u></p> </div> |

What is my experience in advocacy & what is my local context?

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| Timing in the programme | Tuesday afternoon part 2 Tuesday evening |
| Background/rationale | Participants have basic knowledge about HR and HRE education, so that they can define HR issues on their local context. Participants can name HR issues. The session is there to connect HR issues with their local context. |
| Aim(s) and objectives of the session | Experiences in advocacy: <ul style="list-style-type: none"> • map experience of sending organisations in advocacy • define local HR issues related to education with local organisations can address Local context: <ul style="list-style-type: none"> • playful, sharing |
| Description session (Methodology, methods, timing) | <p>Start & Explanation (10')</p> <p>1. Silent floor: (20')</p> <p>6 measures from manual (https://rm.coe.int/1680702b6e)</p> <ul style="list-style-type: none"> - access to education - autonomy and social inclusion of young people - youth mobility - active citizenship, democracy and participation - living together in diverse societies - access to information and protection <p>pax write down possible HR issues connected with the measures → free brainstorm</p> <p>2. Map: (45'')</p> <ul style="list-style-type: none"> - create the map: pax stick the map they brought from home on a flipchart - pax take local HR issues from the silent floor and place them on their map - those issues which are evident and easy to localize for them, they mark on the map → draw a line to the edge of the flipchart and write down shortly the HR issue - one corner of the flipchart shall be reserved for a guestbook, which is needed later. |

Example:



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| | <p>AFTER DINNER:</p> <p>3. Link with organisation advocacy strategy (20')</p> <p>→ research: what is my organisation doing to address this issue?</p> <p>→ present their organisation (merchandise?)</p> <p>→ adding post-its to the issues on which is written how their organisation is addressing the HR issue.</p> <p>Presentation:</p> <ul style="list-style-type: none"> - city tours: open buzz - you decide to which city you want to travel, the cities also travel, you meet the city on the way, you present, etc... - after you visited a city you write in the guestbook of the city <p>Special feature:</p> <ul style="list-style-type: none"> - A delegation from the Council of Europe is visiting their city, they searching for a place where they can invest a lot of money to support local HR approaches. Pax shall present their city: they shall tell why their city is a very nice place to live in, what the HR issues are, what the organisations are doing and why the CoE should invest in. - Pax switching between presenting the city and being the delegation of CoE. - The free corner they left on the flipchart is the guestbook of the city: the CoE delegation is leaving a comment there. |
| <p>Outcomes</p> | <ul style="list-style-type: none"> • Define local HR issues related to education with local organisations can address • The pax know what Human Rights are and can identify violations, • Sharing experiences among participants, • Pax know advocacy cycle and develop skills to apply it in their local context. |
| <p>Evaluation</p> | <p>Intensive silent discussion on measures, some had difficulties to identify HR issues in their local context, it was nice to have more creative work, fit well in the flow, different dynamic, connection to trust mandate, individual perspectives.</p> <p>Interesting comments from pax: sometimes it is important to come to a new local context with different perspective to identify the HR issues there. Sometimes you realise how privileged you are when you move only 7 km away from your home place. You need to know your local context to define the HR issues there.</p> |
| <p>List of materials & space required</p> | <ul style="list-style-type: none"> • Pax bring a map of the place/city you live/work/your DB place • flipcharts • Glue • Scissors • Markers • Crayons • Pens |
| <p>Further reading</p> | <p>n/a</p> |
| <p>Appendices</p> | <p>n/a</p> |

Expert session: CoE & local inspiration

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| Timing in the programme | Wednesday morning session I |
| Background/rationale | After 2 days of working on theoretical concepts, the group is eager to get some concrete examples on how to carry out youth advocacy on local level. The pax have a basic understanding of youth advocacy and how it is linked to the CoE's youth department and DBYN. They also have a basic notion on issue in their local community. The expert will build on this. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Expert brings perspective from local, national level of advocacy, as well as at European level (ideally AC on youth) • Presentation of advocacy campaign the expert was involved in • Proposals: Carmen Fischer, Jan Husak, Cristina Marian, Menno Ettema (previous AC on youth) • Brief expert on stakeholder relations in the campaigns presented |
| Description session (Methodology, methods, timing) | Anca Sandescu delivers her expert session. |
| Outcomes | <ul style="list-style-type: none"> • The pax know what Human Rights are and can identify violations • DBYN & MOs have a better understanding of value of advocacy & the capacity/potential of local volunteers for it. • DBYN understands the HR policy framework of CoE and knows how to navigate through it. • Ability to settle an effective advocacy campaign according to the shared guidelines and values • Pax have develop knowledge about policy making cycle and identified their roles in the cycle • Pax understand what advocacy is, get to know the cycle/process, stakeholders & tools • Pax develop knowledge & skills in developing advocacy campaign i.e. they know advocacy cycle and develop skills to apply it in their local context • Inspiration from inputs and shared experience from expert • Clear understanding on what advocacy is |
| Evaluation | The session was not exactly as we envisioned - the expert took a more theoretical approach than expected and there was no chance to analyse presented campaigns in detail, to work with input from previous days. The expert brought several important elements (focus on Human Rights approach, bringing in trust mandate as concept etc.) - probably, with full morning for expert session, it would have been better structured. |
| List of materials & space required | <ul style="list-style-type: none"> • Examples of campaigns prepared by the expert • Beamer • Laptop |
| Further reading | n/a |
| Appendices | PowerPoint presentation is available on https://www.dbynbuildingcitizens.net/inspiration |

Stakeholder analysis

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| Timing in the programme | Wednesday morning session 2 (11:30-13:00) |
| Background/rationale | <p>This session is relevant in the deep view of advocacy and campaigning, to make clear, effective and productive steps to succeed in the field.</p> <p>The core concept is to understand who is running for and who can help us in the process. The group has already a common understanding of campaign and advocacy, the previous session intact is an important link to have a clear understanding and relation to reality thanks to the testimony and the inputs of the external expert. After the intense work and after lunch the free afternoon in Budapest will relax the participants after the intense input of the morning and will help them to reflect and internalize what has been learned and experienced previously</p> |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • To understand who are the actors (stakeholders) starting from the local context. • To understand how “stakeholder analysis” works (matrix system and salience diagram). • To experiment, through simulations, how to run a “stakeholder analysis”. |
| Description session (Methodology, methods, timing) | <p>The session starts with an ice breaker/energizer to relax a bit and get the required level of attention. We ask to the pax if someone want to share one, otherwise we as trainer we'll be in charge to do so. (5 min)</p> <p>We ask the pax to gather them in groups according to similarities about issues and local contexts that they want to face with the advocacy campaign about education. To do so, they are using the local context maps that they have developed and used in the previous sessions. 2 minutes of walking around to walk again through the maps.</p> <p>Once we get the groups, we give to each group markers, papers and we show them some key questions to define who are the stakeholders in a generic way that can be useful in every context. (5min)</p> <p>Question: Who can help me in the process? Who can put in danger my project? Who can benefit from it? Who can spread the message through the media?</p> <p>After the previous task, in the big group we share the results, the expert and we as trainer will moderate the discussion. (35 min)</p> <p>Thanks to their contribution, we have the base to explain what is the process of the stakeholder analysis. We take 3 circles separate as is showed in the appendices. So we go through the concept of Urgency, Legitimacy and Power and make the circles superimpose and showing the new character that we are finding in the intersections.</p> <p>Then in a playful way (using qwirkle stones to split them in 4 different groups: Dominant, definitive, dangerous, dependent), we ask to study the definition of the one that the group has got and became an expert on it, after 10 mins (for each group formed).</p> |

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| | <p>The next step is to start the “Carousel of the knowledge”, each member of each groups now have to rotate and to exchange the definition and the example that has got to the others and vice versa from the other pax; in this way the learning process is facilitate. (30 min)</p> <p>The last step is to go back in the local context groups (the first ones that we have formed, to give the right name to those people that they have found out and to collocate in the right place of the stakeholder diagram) (10 min)</p> <p>Come in to the big group to make a conclusion and to clarify questions. (5 min)</p> |
| <p>Outcomes</p> | <ul style="list-style-type: none"> • Clear and deep understanding of the stakeholder roles. • Knowledge of the steps for the stakeholder analysis. • New critical views of the local context and the actors that are playing in. |
| <p>Evaluation</p> | <p>The session was a success. The understanding was effective and useful for the week and the development of the program. The decision to simplify the diagram to the 4 core roles was a great thought thanks to this the pax were not confused. They enjoyed and the same time reached every objective planned.</p> |
| <p>List of materials & space required</p> | <ul style="list-style-type: none"> • Training room • Flipchart • Markers • Papers • Whiteboard • magnets |
| <p>Further reading</p> | <p>https://www.stakeholdermap.com/stakeholder-matrix.html http://bawiki.com/wiki/techniques/stakeholder-saliency-diagram/</p> |
| <p>Appendices</p> | |

Free afternoon & evening

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| Timing in the programme | Wednesday afternoon and evening |
| Background/rationale | We are half-way the training course. The participants have possibly reached a saturation level of input. It is time for them to have a break, and build stronger informal relationships, as the next days will be intensive again. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Have fun and visit Budapest • Guided tour as an offer? • Restaurant at 20:00 • Goodnight in the city, walking back together |
| Description session (Methodology, methods, timing) | The pax are free to go to the city of Budapest. We meet at the restaurant at 20:00. After the restaurant the whole group walks back to the EYC Budapest together in order to be back in time for the goodnight. |
| Outcomes | <ul style="list-style-type: none"> • The pax have the feeling they've been in Budapest • Sharing experiences among participants |
| Evaluation | The pax enjoyed themselves. The restaurant was decent and had a quick service. |
| List of materials & space required | n/a |
| Further reading | n/a |
| Appendices | n/a |

Expert session: DBI & Don Bosco Movement

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| Timing in the programme | Thursday morning session I 09:30-11:00 |
| Background/rationale | The day before there was already an expert session with an expert from the context of the CoE. After the Don Bosco Movement itself has an advocacy organisation, the pax can get a real insight in advocacy from the Don Bosco perspective with Angel Gudiña from Don Bosco International. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Introduce Advocacy strategies and platforms in Don Bosco Movement • Short history of how advocacy developed • Policy claims and stakeholders from the movement • SDB advocacy guidelines • Global perspective on European advocacy |
| Description session (Methodology, methods, timing) | Angel started his presentation with short scenes from the latest Don Bosco movie in which Don Bosco manages to convince the local authorities to take the young prisoners for an outing. From this perspective Angel had a PowerPoint focusing on the foundation, aims and methods of DBIs advocacy work. He gave local, national, European and world wide examples of its work. The aims and objectives were fulfilled. |
| Outcomes | <ul style="list-style-type: none"> • Clear understanding on what advocacy is • Pax understand what advocacy is, get to know the cycle/process, stakeholders & tools • Inputs and shared experience from expert – get inspired • Balance of motivation & realistic view • Awareness and knowledge how to deal and relate with human rights and the Salesian • approach (preventive system) to advocacy in a Salesian style. • Awareness on what Don Bosco Movement is doing, right now, on advocacy |
| Evaluation | It was a quite inspiring and motivating presentation, what the Don Bosco Movement and especially DBI have already achieved. The clear link to Don Bosco itself and the history of the congregation was very useful and informative. Sometime it was maybe too much name shooting from Angel, but it had shown clearly that networking is really important for advocacy. |
| List of materials & space required | <ul style="list-style-type: none"> • Laptop • Beamer |
| Further reading | http://donboscointernational.eu/ |
| Appendices | PowerPoint presentation is available on https://www.dbynbuildingcitizens.net/inspiration |

Profile HR advocate

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| Timing in the programme | Thursday morning session 2 11:30-13:00 |
| Background/rationale | After the pax got the theoretical background on Monday and Tuesday and the two inputs from the experts, they should bring all this together now and make connections to their local activities and educational work done there. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Define competencies of a HR advocate (what is and what isn't) • 2 profiles: educator & advocate ... find core connections |
| Description session (Methodology, methods, timing) | <p><u>To-Do before the session:</u></p> <p>- prepare two flipcharts, one with EDUCATOR one with ADVOCATE</p> <p>Start with a small interview with the expert from the session before (Angel). The idea is to show the pax the biography of Angel in short, that he started also in a local Don Bosco project as educator and that there were many steps to become a fulltime advocate [10 min]. Thank Angel for the interview and sharing of his personal background.</p> <p>Next the pax are divided in two groups. One group goes outside for working and the other one stay in the room. It is important that both groups do not have contact to each other after being divided. On trainer give the group outside the flipchart with EDUCATOR and the task to characterise an EDUCATOR, to write down characteristics and competencies of an EDUCATOR on the flipchart. The other group gets at the same time from another trainer the flipchart with ADVOCATE and the task to characterise an ADVOCATE, to write down characteristics and competencies of an ADVOCATE on the flipchart. Make sure that nobody sees and the two different flipcharts before, they should think that they are all working on the same task. After 20 minutes the trainer takes both flipcharts, so that the other group does not see other flipchart and both groups come together in the circle of chairs. Start immediately a small reflection round [5-10 min], was it an easy task, yes/ no why and what?</p> <p>First when they realise that they were working on two different profiles if the reflection is over you put both flipcharts in the centre and ask the two groups to check the other flipchart [5 min]. Ask the two groups if they want to add something their original profile after reading the other one, let them add on their own. In the next step they should highlight the characteristics and competences on the new profile, which they have written down on their own on the original profile. Ask them for the conclusion...an educator and an advocate have many things in common, but that there are also some specific characteristics and competences for each profile.</p> |
| Outcomes | <ul style="list-style-type: none"> • Pax have a feeling they are part of the Don Bosco Movement and DBYN • Balance of motivation & realistic view • Clear understanding on what advocacy is • Awareness on what Don Bosco Movement is doing, right now, on advocacy |

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| Evaluation | The session was necessary to show that many of the pax are already doing advocacy when they work as educator in their local organisation. The introduction with the interview with Angel was a very good conclusion of his presentation he had before and gave a clear connection between local educators and advocacy on local, national and international level. Like this the aims and objectives were fulfilled. |
| List of materials & space required | <ul style="list-style-type: none"> • Two flipcharts • Markers |
| Further reading | n/a |
| Appendices | n/a |

Future perspectives

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| Timing in the programme | Thursday afternoon session I |
| Background/rationale | After having had an insight on how advocacy is done from a Don Bosco perspective and analysing the competences an advocate needs, we now want to give the pax some perspectives on what they might be able to do as advocates. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Present different opportunities from CoE, DBI & DBYN • Q&A from their initiative • To introduce the European Youth Foundation |
| Description session (Methodology, methods, timing) | <p>The session starts with a presentation of Don Bosco International giving a concrete example how its performs advocacy work towards the different institutions and platforms it is represented.</p> <p>Next we give a presentation the future perspectives within DBYN. WE start with making the connection to DBI's presentation, indicating the sector in which DBYN engages itself. Next we introduce a call for youth representatives. This is a flipchart indicating the areas of work, the required competences and what a youth representative gets out of it. The flipchart is used to give a very hands-on presentation, showing the actual work of DBYN's youth representatives step-by-step. It includes explaining how the selection of advocacy "missions" works, how the preparation, the follow-up during and the reporting afterwards works, as well as a practical insight why the competences mentioned really are required. We finish with Q&A.</p> <p>The Educational advisor leads the final part of the session, showcasing the campaign opportunities through the European Youth Foundation. The presentation starts with a short introduction of the EYF, following by a more in-depth presentation of the core principles of the EYF, which give the framework for campaign which can be developed. The last part introduces the mechanism and requirements of pilot projects. The session ends with Q&A.</p> |
| Outcomes | <ul style="list-style-type: none"> • The Pax have clear view on how they will engage themselves as youth advocates after the Study Sessions • Awareness and knowledge how to deal and relate with human rights and the Salesian approach (preventive system) to advocacy in a Salesian style. • Inputs and shared experience from expert – get inspired • Pax have develop knowledge about policy making cycle and identified their roles in the cycle • Pax understand what advocacy is, get to know the cycle/process, stakeholders & tools • Clear understanding on what advocacy is |
| Evaluation | The first part of the DBI expert was a bit going over the head of the pax, as it included many acronyms, institutions and policy jargon, this group of pax is not yet familiar enough with. The link with the morning presentation was made clearly, allowing the pax to connect the morning introduction with the actual work. Rein's part was clear and focussed on the expected competences, and brought it to the concrete level. Pax |

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| | indicated they might have wanted this earlier in the programme, but the trainers agree that this would have put their focus too much on their own opportunities, instead of on the content of the first days. The presentation of the EYF was clear. It was good that it purely focussed on the pilot project with keeping a positive focus after questions Pax on 'what if we fail works'. |
| List of materials & space required | <ul style="list-style-type: none"> • laptop • beamer • flipchart • markers |
| Further reading | n/a |
| Appendices | n/a |

Teamwork: Develop a campaign I.

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| Timing in the programme | Thursday afternoon session 2, |
| Background/rationale | The group have ideas of issues (in their local context). The pax know each other, worked in smaller groups with each other and created through this a collaborative working atmosphere. The session is there to filter out the project management and educational approaches and to define issues for advocacy. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Small campaign teams around issues • need to choose on which level the campaign takes place • develop campaign plan against a deadline • trainers & experts available as consultant, provide resources, each with one clear expertise • structure the visual outputs of the previous session in support of the team work |
| Description session (Methodology, methods, timing) | <p><u>Carpet-Method</u></p> <ul style="list-style-type: none"> - Pax find themselves together in groups regarding their interest for an issue (min. 3 pax, max. 5 pax) - They receive a flipchart and 10 pink coloured paper. The task is to write down 10 reasons on the card (one reason per card) which are causing the issue. - In the next step they receive (some more than) 10 blue cards on which they write possible solutions for each reason written on the pink cards and place them next to the pink cards. Can be that they find for one reason a few possible solutions and for other only one. - In the next step they receive (enough) green cards on which they write for all the reasons and possible solutions down, what they personally could do. - Pax glue the cards on the flipchart, because of the different colours it looks like a carpet <p>→ Version 1: pax come back after each step and present what they have written on the cards and get new instructions → Version 2: pax follow they individual timing, trainers go around and give the new instructions individual.</p> <p><u>Debriefing:</u> How was it? What were the challenges? What advocacy-steps from the cycle you did right now?</p> |
| Outcomes | <ul style="list-style-type: none"> • Identify common issues & strengthen networks & cooperation • The pax know what Human Rights are and can identify violations • Pax have develop knowledge about policy making cycle and identified their roles in the cycle • Pax understand what advocacy is, get to know the cycle/process, stakeholders & tools • Pax develop knowledge & skills in developing advocacy campaign i.e. they know advocacy cycle and develop skills to apply it in their local context • Pax have developed their communication skills necessary for getting trust mandate and running campaign. Addressing stakeholders |

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| Evaluation | Because of more time which was needed and a better flow the carpet-exercise took place the whole session and the group work on campaigning started only the next day. The carpet-exercise was very useful as a preparation for the campaigning-session. The method met the needs of the pax, they were working intensively, shared insights relating the topic, defined issues and discussed deeply. |
| List of materials & space required | <ul style="list-style-type: none"> • Flipcharts • Markers • Different colours papers • Glue and/or tape |
| Further reading | n/a |
| Appendices | n/a |

Film night: Erin Brockovic

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| Timing in the programme | Thursday evening |
| Background/rationale | After an intensive day with the group work, which is going to continue the next, it is important to give some time to relax to the pax. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Get inspiration on advocacy • Relax |
| Description session (Methodology, methods, timing) | We will play the film 'Erin Brokovic' for the group. After the film there is a short round-up about the film, linking it with the main learning points of the week so far. |
| Outcomes | <ul style="list-style-type: none"> • Clear understanding on what advocacy is |
| Evaluation | Due to technical issues in the building we couldn't screen the film on the big screen. We moved to a large TV in the 'foyer'. This took quite some time, which made some pax leave the film. The film itself was ideal as clearly showed elements touched upon during the programme so far (e.g. trust mandate). |
| List of materials & space required | <ul style="list-style-type: none"> • Popcorn • DVD or Netflix account • Beamer • Sound system |
| Further reading | n/a |
| Appendices | n/a |

Teamwork: Develop a campaign II.

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| Timing in the programme | Friday morning session 1 + 2, afternoon session 1 |
| Background/rationale | The group has information of the topic of advocacy and discussed them. The group has the readiness to start planning a campaign. They have an idea what is advocacy and what an advocates need and does. They have an overview of issues which are connected to their local context. They are motivated and able to work in a group and structure it by themselves. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Small campaign teams around issues • need to choose on which level the campaign takes place • develop campaign plan against a deadline • trainers & experts available as consultant, provide resources, each with one clear expertise • structure the visual outputs of the previous session in support of the team work |
| Description session (Methodology, methods, timing) | <p><u>Start: debriefing of the movie (10')</u></p> <p><u>Campaigning:</u></p> <ul style="list-style-type: none"> - Trainers give an overview of the day - the carpet posters are placed in the middle - Pax receive post-it-stripes, write their names on it and place them on the issues, which are interesting for them → issues which are NOT a project-solution, but which have the potential of becoming an advocacy campaign - pax gather in groups regarding their interest - groups share which issue they want to work on in the plenary - trainers present the scheme and go through it step by step - make sure: it is an exercise! it is not project management! it can be an advocacy-campaign within your organisation - Pax can ask questions, trainers mention the resources (books, posters of the last sessions, experts, etc.) - groups start - trainers go around from time to time and are available for pax. - Meeting in the plenary at 15:00 with their first drafts sent via e-mail to the trainers |
| Outcomes | <ul style="list-style-type: none"> • Pax have develop knowledge about policy making cycle and identified their roles in the cycle • Pax understand what advocacy is, get to know the cycle/process, stakeholders & tools • Pax develop knowledge & skills in developing advocacy campaign i.e. they know advocacy cycle and develop skills to apply it in their local context • Clear understanding on what advocacy is • Pax have developed their communication skills necessary for getting trust mandate and running campaign. Addressing stakeholders • New inputs for DBYN's advocacy framework |
| Evaluation | The groups worked motivated and mostly independently on their campaigns, some groups faced communication challenges, some issues where not directly connected to education. |

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| List of materials & space required | <ul style="list-style-type: none"> • Advocacy resource table materials, • Post-its • Lap-tops or tablets • Outline for advocacy campaign plan |
| Further reading | n/a |
| Appendices | <p><u>Outline advocacy campaign plan:</u></p> <p>Group members:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>STEP 0: Title of your campaign</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>STEP 1: Analysis of situation</p> <ul style="list-style-type: none"> ● What would you do to gather necessary information that you do not have yet? ● Who could you approach for information? </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>STEP 2: Your issue</p> <ul style="list-style-type: none"> ● Use the analysis of the situation you made by the group ('carpet exercise') ● Describe the problem as clearly as possible (with numbers / evidence if you can find!) </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>STEP 3: Goals and objectives</p> <ul style="list-style-type: none"> ● What change do you want to make? ● Make sure your goal is realistic! </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>STEP 4: Policies and power</p> <ul style="list-style-type: none"> ● What are existing policies (in the country / region / organisation...) that relate with your campaign? ● What policies are missing? ● Who can change them / influence them / introduce the missing ones? </div> <div style="border: 1px solid black; padding: 5px;"> <p>STEP 5: Targets and influentials</p> <ul style="list-style-type: none"> ● This is your stakeholder map - write down responses to the four questions about your action (who can benefit?/ who can help?/ who can put in danger?/ who can help you communicate?) ● Do not forget about those who might not be your friends! ● Decide who of them has POWER / LEGITIMACY / INTEREST ● Decide how will you work with them: <ul style="list-style-type: none"> ○ What do you want from each stakeholder? ○ What does each stakeholder want? ○ What are my ways and arguments to convince them? </div> |

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| | <p>STEP 6: Developing messages</p> <ul style="list-style-type: none"> ● Decide on the right language, depending on who do you target with your campaign (you should develop different messages for different stakeholders!) ● Prepare slogans, statements, letters, communicates... ● Make sure they are clear, interesting, persuasive and have a direct call to action. ● It is good to include some data (evidence) in your messages. ● Choose the tools and channels you will use to spread your messages ● This step normally also includes the work on good visual identity for your campaign. |
| | <p>STEP 7: Added strength</p> <ul style="list-style-type: none"> ● Who / what organisations are working in this field already? Which networks can you use and how? How can you attract them? ● What actions / activities / events you can use to increase your visibility? How will you use them? |
| | <p>STEP 8: Action plan</p> <ul style="list-style-type: none"> ● What steps will you take to get this campaign going? ● Who will be responsible for what? ● Set the timing for each step! ● What resources (money / people / time / material) will you need? How will you get them? |
| | <p>STEP 9: Monitoring and evaluation plan</p> <ul style="list-style-type: none"> ● How will you gather information that will show your progress? ● What will be the timing of your evaluation? ● What will be your indicators of success or failure? What will make you decide to re-launch your campaign or conclude it? |

Evaluation of campaigns

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| Timing in the programme | Friday afternoon session 2 |
| Background/rationale | This session is part of the larger campaign workshop. In order to start the evaluation, the pax must have developed first drafts of their campaign plans. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> Evaluate and improve the teamwork on the basis of the checklist Develop presentations for Campaign night slam |
| Description session (Methodology, methods, timing) | <p>15:00 meeting in the plenary: pax bring their first drafts</p> <p>15:00 - 16:00 Break for the pax, trainers go through the campaigns, matching for evaluation-teams is randomly</p> <p>16:00 meeting in the plenary: groups get the checklist and evaluate the campaigns of the other group</p> <p>17:00 meeting in the plenary: groups hand over their evaluation, groups go and rework their own campaigns</p> <p>18:15 meeting in the plenary, short debriefing (?), reflection groups</p> |
| Outcomes | <ul style="list-style-type: none"> Sharing experiences among participants Pax have develop knowledge about policy making cycle and identified their roles in the cycle Pax understand what advocacy is, get to know the cycle/process, stakeholders & tools Pax develop knowledge & skills in developing advocacy campaign i.e. they know advocacy cycle and develop skills to apply it in their local context Clear understanding on what advocacy is Pax have developed their communication skills necessary for getting trust mandate and running campaign. Addressing stakeholders |
| Evaluation | Originally we planned a session with failed campaign, from which the pax needed to develop their own check-list. We had to cancel this session due to lack of time. However, we are very happy with the result, as the check-list the trainers developed, really worked well, achieving the same outcomes as first intended. |
| List of materials & space required | <ul style="list-style-type: none"> Printed checklist for each team |
| Further reading | n/a |
| Appendices | <p><u>Checklist campaigns:</u></p> <p>Campaign we are assessing: _____</p> <ul style="list-style-type: none"> Is there a good plan for case research? Is the issue clearly defined and understandable? Is there some evidence (numbers, data...) to support the issue? Are the goals / objectives clear (do you know what change is expected), and realistic? Is the campaign addressing the right decision maker to achieve change? Is the power identified? Are there some stakeholders missing from the list? Are there examples of how to address specific stakeholders (what are the demands, what is expected of them...) Do you feel attracted to the proposed messages (from the perspective of the stakeholder it addresses?) |

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| | <ul style="list-style-type: none">• Is there a clear call for action in the message?• Are the channels and tools for communication well chosen?• Are there some possible supporting partners identified?• Is the campaign using the timing as extra strength? (i.e. specific date, specific process in progress...)• Is the action plan:<ul style="list-style-type: none">• clear,• realistic,• assigning responsibilities,• following a logical structure?• Are the needed resources listed?• Is there a plan on where to get the resources from? Is this plan realistic?• Is there an evaluation plan?• Is it clear when the campaign would be a success or a failure?• <p>Additional comments:</p> |
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Campaign slam

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| Timing in the programme | Friday afternoon session 2 (20.30/22:00) |
| Background/rationale | This session gives to pax the opportunity to share and to explain their works during the week, it can be considered as the turning point of the week because they can learn more through the peer evaluations and trainer's feedback. Previously they have worked hard during the whole week, acquiring knowledge according the main themes of the training course. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Celebrate the work. • Share their own campaign and results. • Have a possibility to get feedback to review their own project. |
| Description session (Methodology, methods, timing) | <p><u>To-do before:</u> Set up the room nicely with some tables and chairs, like in a Cafe, Bar with a stage.</p> <p>The trainer welcomes the guests/ audience for this nice campaign slam evening. After there are probably some doubts what a campaign slam is, the trainer gives a small example with an own campaign which is presented within five to seven minutes in a fun and informative way.</p> <p>After this small example the campaign groups get 20 minutes' time to prepare a fun, but informative presentation about their campaign and the work done the last two days.</p> <p>Meanwhile the trainer prepares some popcorn and dress up nicely to be like a show master, moderator for the evening. After 20 minutes the presentations start and after each presentation the audience and moderator(s) can ask questions.</p> <p>The trainers take small notes for a general feedback on the next day. Because the evening is just for celebrating the hard work they have done the last days and to train their creativity and public speaking skills.</p> |
| Outcomes | <ul style="list-style-type: none"> • DBYN identifies individuals that can be further involved as representatives • Ability to settle an effective advocacy campaign according to the shared guidelines and values • Pax have develop knowledge about policy making cycle and identified their roles in the cycle • Pax develop knowledge & skills in developing advocacy campaign i.e. they know advocacy cycle and develop skills to apply it in their local context • Pax have developed their communication skills necessary for getting trust mandate and running campaign. Addressing stakeholders |
| Evaluation | Food they were independent working, pax did all the steps through the cycle, was a good exercise for them, pax were enjoying some issues were not directed related to young people group wise: in one group there were some tensions, had to discuss a common approach, which was different, one group focus on building up a youth centre one group lost themselves, issue was not tangible . |

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| List of materials & space required | <ul style="list-style-type: none">• Training room with a stage or disco• Nice setting for the room in general, some snacks as well |
| Further reading | n/a |
| Appendices | n/a |

Holy Mass

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| Timing in the programme | Saturday morning session I |
| Background/rationale | The Mass is a crucial moment in our training course, as it allows the pax to make a value-connection to the learning process they went through. It is also the time as a call for action. The pax have gone through the full learning programme which means they are they have a first idea on what they can do with the TC. All sessions after Mass are focussed on consolidating the outcomes and on evaluation. The Mass needs to create the right mind-set to engage in the rest of the day and the follow-up after the study session. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • SDB for Mass (Hungary or young SDB priest) • Homily needs call for action, advocacy, • Youth-friendly Mass |
| Description session (Methodology, methods, timing) | As the Mass is celebrated in the morning, we cannot have the preparation right before, therefore the Salesian Chaplains already ask on Thursday if some pax are interested in helping to prepare for Mass. The songs will be practised right before Mass itself. The Salesian Chaplains will brief the SDB priest on typical liturgical elements of celebrating Mass with a DBYN group. As the group consists of pax from different denominations, it is important the Salesian Chaplains also brief the pax who did not participate in Catholic liturgy, on how to make it a meaningful and participatory experience. |
| Outcomes | <ul style="list-style-type: none"> • Pax have a feeling they are part of the Don Bosco Movement and DBYN • DBYN identifies individuals that can be further involved as representatives • 8 pax join DBYN pool of youth representatives • Identify own attitude (whys) & connect them with DBYN & CoE (HRE) |
| Evaluation | Mass was good. The priests made a good connection with Human dignity, Human Rights and commitment. The call of action was in the Mass. |
| List of materials & space required | <ul style="list-style-type: none"> • Catholic Priest • Liturgy in English • Guitars • Songs |
| Further reading | n/a |
| Appendices | n/a |

Develop ‘model for advocacy campaign’, ‘advocacy campaign’ or ‘No Hate Speech campaign on local level’

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| Timing in the programme | Saturday morning session 2, afternoon session 1 |
| Background/rationale | The pax worked on campaigns as an exercise. They understand the steps in the advocacy cycle, walked them through, presented them and received feedback (from pax) on their work. The session is there to bridge the exercise with the realities outside the training and to make sure that the outcome is reached. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Develop outcomes • 3 choices: <ul style="list-style-type: none"> ○ Generic DBYN template for building advocacy campaign ○ Develop action plan for own campaign (aim to really implement it) ○ Develop action plan for implementing No Hate speech campaign on local level • Perspectives on DBI & DBYN follow-up of outcomes |
| Description session (Methodology, methods, timing) | <p>After an overview of the day the trainers give feedback to all the campaigns in general. After each specific feedback the pax name a keyword which the trainers write on a DIN A4 paper.</p> <p>Trainers give an overview over three possibilities for working groups for the rest of the session:</p> <p>1. work on a DBYN advocacy handbook: → Pax prepare individually a table of content of a publication: what should be in a DBYN publication about advocacy? (5') → Pax go together in pairs and discuss the table → combine them (10') → groups of 4 (10') → groups 8 (10') → groups of 12 (10') → plenary 24 (15')</p> <p>pax divide in groups and work on the chapters</p> <p>2. NoHateSpeech</p> <p>3. continuing working on their own campaigns Questions given to pax: → Which aspect you want to focus on? → Key-stakeholders: Who are you targeting? → Nothing about us without us! → What is your policy proposal? → What are your concrete and detailed actions?</p> <p>16:15 Plenary: speeddating-sharing: each of the three groups get a specific post-it-colour, pax get a specific-coloured post-it regarding the group they were in. Trainers play music and invite pax to dance, when the music stops pax form them in groups of 4-5, in each groups should be someone from</p> |

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| | <p>every group. Trainers give questions to talk about. This is repeated three times:</p> <ul style="list-style-type: none"> - How was it? - How satisfied are you? - What are your next steps? |
| Outcomes | <ul style="list-style-type: none"> • The pax are aware about the CoE documents and charters and know how to use them as tools (EDC/HRE charter, Charter on youth participation, ENTER, No Hate Movement) • Clear links are made between (edu) approach of DBYN & CoE (YouthDep) policy priorities • The pax know what Coe and youth department do in terms of HRE • Pax have develop knowledge about policy making cycle and identified their roles in the cycle • Pax understand what advocacy is, get to know the cycle/process, stakeholders & tools • Pax develop knowledge & skills in developing advocacy campaign i.e. they know advocacy cycle and develop skills to apply it in their local context • Clear understanding on what advocacy is • Pax have developed their communication skills necessary for getting trust mandate and running campaign. Addressing stakeholders |
| Evaluation | <p>Feedback on campaigns went well, very useful, group understood the feedback, good structuring exercise, cleaned up in their head. The group work got the ball rolling; groups are motivated. On pax joining the nohatespeech group already is working on this issue, but isn't aware of it. The others probably have no concrete outcomes, but still had a good learning experience from it.</p> |
| List of materials & space required | <ul style="list-style-type: none"> • Enough room to break-out in 3 groups. • Laptops • Pen and papers • Post-its |
| Further reading | n/a |
| Appendices | n/a |

Evaluation

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| Timing in the programme | Saturday afternoon - session 2 |
| Background/rationale | The evaluation session aims to close the individual learning processes of the participants and collect input for the team to develop their final feedback to the group. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Impact measurement in personal evaluation (pre and after) • Personal competence development for educational impact • EYCB template evaluation form – will develop during study session • Close process reflection groups |
| Description session (Methodology, methods, timing) | <p>Start (10')</p> <ul style="list-style-type: none"> - evaluation form (25') - impressions exercise (backpack, washing machine, trash can on flipcharts) (15') - self-assessment form (10') - reflection groups, on the basis of the thinking they did on the forms (30') <p>→ speed-dating: each group member gets a different coloured (1 colour per group) post-it, while music is playing pax dance/walk around, when the music stops they find themselves in teams of 4-5 pax and answer and share following questions:</p> <ul style="list-style-type: none"> - what did you do? - how satisfied are you with what you did? - what are the next steps? <p>Questions for reflection groups:</p> <ul style="list-style-type: none"> - How did your competences changed during the week based on the questionnaire you filled out before the training? - What have you learned during the study session? - How satisfied are you with your learning achievements? - What do you want to share with your reflection group? <ul style="list-style-type: none"> - closing moment (30') <p>→ all pax leave the room, trainers put all the flipchart and paper produced during the week on the ground.</p> <p>→ pax come in, everybody need to be silent, funny circus music is playing, trainers show the instructions to pax, (see appendices)</p> <p>→ pax start to make the collage</p> |
| Outcomes | <ul style="list-style-type: none"> • DBYN identifies individuals that can be further involved as representatives • 8 pax join DBYN pool of youth representatives • The pax have knowledge of the representation structure and how to be involved. • Identify own attitude (whys) & connect them with DBYN & CoE (HRE) • Multiplying effect on national & local level • Sharing experiences among participants • Balance of motivation & realistic view |
| Evaluation | Efficient of doing evaluation (digital) directly, good possibility for sharing with the posters, very nice closing method, room cleaned. |

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| | Feedback from pax: non-mobile phone friendly format of evaluation one pax asked for an evaluation of the study session from the trainers |
| List of materials & space required | <ul style="list-style-type: none"> • Online evaluation form • Personal assessment form • Laptops or tablets • Post-its • Circus music • Sound installation • All posters of the week • Flipcharts • Markers • Glue • Scissors |
| Further reading | n/a |
| Appendices | <p><i>Text for showing the pax:</i></p> <p><i>Psssst!</i> <i>That's it...</i> <i>we nearly reached the end of our study session.</i> <i>Tomorrow you are all going back home!</i> <i>We spend the last 5 days together here in the European Youth Centre in Budapest.</i> <i>We learned about policy and politics, about Human Rights, values, our local context, ...</i> <i>We played games, visited Budapest, watched a movie, played, enjoyed moments at the bar, ...</i> <i>AND of course talked a lot about advocacy!!!</i> <i>We worked hard, all of us!</i> <i>The result you see here:</i> <i>Now it is time to DESTROY it!!!</i> <i>Take scissors and cut out everything what you want to keep.</i> <i>Glue it here:</i> <i>We want to create a huge DBYN-advocacy-collage together!</i> <i>In silence!</i> <i>Did you all understand?</i> <i>Let's start!</i></p> |

Farewell evening

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| Timing in the programme | Saturday evening |
| Background/rationale | At the end of the training course it is important to officially close the process. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Certificates • Participants self-organise party |
| Description session (Methodology, methods, timing) | We start the farewell evening with a last panel discussion hosted by one of the trainers. The idea is that the panel host asks each team member to give some insights or their evaluation on the training course. After the panel discussion, the course director hands-out the certificates. The evening continuous with a party, which the participants had to self-organise. |
| Outcomes | <ul style="list-style-type: none"> • Sharing experiences among participants • Pax have a feeling they are part of the Don Bosco Movement and DBYN |
| Evaluation | The pax appreciated the evaluation and feedback from the team members. Combining it with the handover of the certificates, created a real closure of the training course. |
| List of materials & space required | <ul style="list-style-type: none"> • Certificates • Sound installation • Beamer |
| Further reading | n/a |
| Appendices | n/a |

Team

Rules

- The team meets every night after dinner.
- The team has a “midterm” evaluation during the free afternoon for the participants.
- The course director is ombudsman and safeguarding officer for the team and participants
- The trainer who starts the day will introduce the pax every day to the programme
- Each team member is the chair of one day in the programme. The Chair of the day introduces the theme and the programme of the day, linking it to the training process. The chair will also give practical announcements.
- If possible all trainers are in the plenary room during the session. If not, the trainer who is not in the session needs to communicate with the trainer leading the session.
- The team uses a WhatsApp group for communication

Role division

Trainers

- Lisa Teresa Gut
- Elzbieta Jakubek-Grootjans
- Niklas Gregull
- Stefano Di Maria

Project administration:

- Rein Meus: Resource person, overall coordination, leading team meetings, financial administration, reports of team meetings, communication work

Educational advisor:

- Andriy Donets

Host team:

- The staff of the European Youth Centre in Budapest provides all hosting services
- Francesca Carpinella: photos, reporting, liaison with EYC-B staff

Salesian chaplain:

- Shared responsibility Elzbieta Jakubek & Niklas Gregull
- goodmorning/night, optional morning mass/prayer, mass preparation, assistance
- Develop a theme for each day (with clear chronology towards the Mass)
- SDB priest for Mass will either be participant of the study session or we will contact the UNG province for providing an SDB who can do the Mass in English.

Preparations

- Each session has a trainer in charge of developing and leading the session, and a trainer in support. The trainer in charge initiates the communication with the supporting trainer.
- The trainer is responsible for developing the session using the template provided in the draft trainer manual. The drafts are uploaded in a google drive.
- The drafts are all available on the google drive by 19/03/2018.

- We start a preparation meeting at 10:00 on 08/04/2018. Flights are booked so all team members can participate from the start.
- Flights back are booked from 15:00
- Ela makes the official Spotify playlist

Feedback from participants

We want to keep track with the pax

- The trainers are encouraged to apply assistance in order to catch “problems”
- We will inform the pax o individually approach trainers if there is something wrong

Safeguarding

Introduction

Don Bosco Youth-Net wants to offer a safe and warm environment to the young people who attend the activities of the network. Safeguarding is a tool to create this welcoming, cordial and respectful way of dealing with one another. Therefore, safeguarding doesn't focus on issues to be forbidden or restricted, but takes human dignity and the importance of every single young person as a reference on how to deal with one another. As this safe environment where everyone is treated with respect is vital to the network, all trainers of Don Bosco Youth-Net are given training on safeguarding-issues during the training courses.

Defining abuse

Child abuse occurs when the behaviour of someone in a position of greater power than a child or young person abuses that power and causes harm to that child or young person. Child abuse can be categorised into four groups: emotional abuse, physical abuse, sexual abuse and neglect

Code of behaviour

This code of behaviour wants to safeguard all the participants of activities related to Don Bosco Youth-Net, regardless participants' age. Even although the majority of the participants is over 18 years old, great care should be taken in the relationship between trainers/facilitators/responsible persons on one hand and participants on the other hand.

- Youth-workers should not engage in or tolerate any behaviour -verbal, psychological or physical- that could be construed as bullying or abusive.
- The physical integrity of participants must be respected at all times.
- Physical punishment of participants is not permissible under any circumstances.
- Verbal abuse of children or telling jokes of sexual nature in the presence of children can never be acceptable. Great care should be taken if it is necessary to have a conversation regarding sexual matters with a child or a young person.
- Only age-appropriate language, material or media products (such as camera, phones, internet and video) and activities should be used when working with children and young people. Sexually explicit or pornographic material is never acceptable.
- Being alone with a participant may not always be wise or appropriate practice. If a situation arises where it is necessary to be alone with a participant, another responsible adult should be informed immediately.
- All participants must be treated with equal respect; favouritism is not acceptable.
- A disproportionate amount of time should not be spent with any participant or group of participants.
- Under no circumstances should youth-workers give drugs to participants.
- Drugs must not be used by who are preserving or working with children or young people.
- Alcohol:
 - Non-alcoholic drinks should be available at all time
 - Youth-workers are a model to young people when it comes to the proper and moderate use of alcohol. At any time, youth-workers show responsibility towards the children and young people they look after.

- Alcohol can be provided to participants in reasonable amounts if in accordance to the legal situation of the country and taking into account the age of the young people.
- Trainers should talk within their team about the topic of alcohol-consumption before the start of a trainings course/seminar.
- At any time, youth-workers should abide by the civil law of the country.
- The hosting team can be a great help in this and f.i. prepare a briefing-note on what is (not) allowed.

Responding to a participant making a complaint

| Do | Don't |
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| <ul style="list-style-type: none"> • Listen calmly and take them seriously. Only ask questions for clarification. Do not ask leading or intrusive questions. Do not suggest words; use theirs. Allow the participant to continue at his/her own pace • Adopt an emphatic listening style which is compassionate, calm and reassuring. Do not register feelings of shock or horror at what they say. • Reassure the participant that, in disclosing the abuse; they have done the right thing. • Let them know that you will do what you can to help • Tell them they are not to blame for the abuse • Offer to accompany the person to the support person • Report abuse to your responsible • If you have not been able to take notes, write down and sign what was said as soon as possible • Explain to the participant that this information will need to be shared with others and at the end of the discussion tell them what you plan to do next and with whom this information will be shared | <ul style="list-style-type: none"> • Do not dismiss their concerns. Do not panic. Do not probe for more information. Do not make assumptions or speculate. • Do not make negative comments about the accused person. • Do not question beyond checking what has been said. There must be no probing for detail beyond that which has been freely given. • Make no promises that cannot be kept, especially with regards to secrecy, but note carefully what is being sought. So, do not 'promise not to tell anyone ' or say 'you 'll keep it a secret'. • Do not disclose the details of the allegation to anybody else, even if the allegations involve them in any other way. |

Reporting abuse or concern of abuse

- Report (concern of) abuse to the responsible trainer/ group leader of the activity.
- If the activity takes place at a Salesian house, the responsible trainer reports (concern) of abuse to the SDB director of the house.
- The responsible for the activity reports the (concern of) abuse to the safeguarding officers, the president, the vice-president and the general secretary of DBYN.
- Further steps to be taken by the people involved
- In the steps taken, abide by the legislation of the country, respect the civil law

Safeguarding officers

Don Bosco Youth-Net ivzw appoints a team of safeguarding officers. This team consist of members linked to the network who have received professional training in safeguarding. The team can provide training and support to the network and its members in the topic of safeguarding.

Participants of our activities are informed before the start of an activity that they can address a complaint to the safeguarding officers through email: safeguarding@donboscoyouth.net. Trainers or members of the host team can also directly contact the safeguarding officers if they themselves have an issue to report.

We explained safeguarding and the safeguarding officers. On the training course itself Rein Meus will be the responsible person concerning safeguarding.