



Training Manual



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.

The international secretariat of Don Bosco Youth-Net ivzw is financially supported by the European Commission, through its 'Erasmus+/Youth in Action'-programme. This programme supports youth projects and organisations involved in the field of non-formal education in Europe and the rest of the world.



Co-funded by the
Erasmus+ Programme
of the European Union

The international secretariat of Don Bosco Youth-Net ivzw is also financially supported by the Council of Europe, through the European Youth Foundation. This foundation already supports European youth work since the early 1970's.



This publication reflects the views only of the author, and neither the Commission nor the Council of Europe can be held responsible for any use which may be made of the information contained therein.

Index

Colophon.....	2
Camino.....	5
Project summary	5
Aim and objectives.....	5
Profile of participants	5
Programme overview	6
Session outlines.....	7
Good mornings & Good nights	7
Cooperative working space.....	8
Introduction Evening.....	9
Theme of the day – Preventive System	11
Teambuilding – Break-out challenge.....	11
Defining value-based assistance in NFE	13
Mapping good practices	14
Defining Challenges and Opportunities for Chaplaincy.....	15
Intercultural evening.....	17
Theme of the day – Reality of Young People.....	19
Identifying Realities at Grassroots	22
From Grassroots to Human Rights	23
Value-based assistance in NFE through group work.....	24
Value-based assistance in NFE through individual mentoring	25
Guided tour of the Monastery.....	26
Theme of the day – Personal integrity, gender, sexuality and safeguarding.....	27
Profile of a Salesian Chaplain.....	27
Gender confusion	29
Expert session – Safeguarding.....	30
Value-based assistance in NFE supporting young people’s discernment.....	31
Value night.....	32
Theme of the day – Obstacles in life.....	34
Outdoor education – Hike from Benediktbeuern to Kochel	34
Obstacles Atlas.....	36
Sports and games	36
Theme of the day – Worldviews	37
Believers	37
Guests – Young people of Muslim Youth Munich.....	39
Expert session – Interreligious and intra-religious dialogue.....	39



Human Rights Bingo (Compass).....	40
Theme of the day – Call to action.....	42
Evaluation, active reviewing.....	43
Preparation closure of the week and mass celebration.....	43
Mass celebration.....	44
Farewell party	45
Team.....	46
Rules.....	46
Role division	46
Preparations	46
Feedback from participants	46
Safeguarding	47
Introduction.....	47
Defining abuse.....	47
Code of behaviour.....	47
Responding to a participant making a complaint.....	48
Reporting abuse or concern of abuse.....	48
Safeguarding officers.....	49

Camino

Project summary

'CAMINO' was a 6-day training course on value-based assistance in non-formal education. It aimed at training experienced educators and trainers in youth work to become equipped in dealing with intra- and interreligious dialogue within an intercultural youth work setting. With this training course, DBYN wants to commit developing and transferring our expertise in interreligious dialogue from grassroots level to European level.

The training course took place in Benediktbeuern, Germany from the 26th of August until the 2nd of September 2019.

Aim and objectives

The main aim of this training course is to develop and implement a qualitative learning programme on value-based assistance in non-formal education, aimed at generating strategic impact on DBYN and the wider European youth sector. In order to put achieve this aim, we put forward 3 objectives:

1. To train 25 young educators and trainers in value-based assistance through a qualitative non-formal learning programme, aimed at setting up a sustainable pool of Salesian chaplains.
2. To collect new methods, approaches, insights and policy recommendations for value-based assistance within non-formal learning, from the perspective of intra- and interreligious dialogue, and make them available as resource through online platforms.
3. To develop a qualitative non-formal learning programme, and publish it the format of a training manual which can be disseminated within our network, to other faith-based INGYOs and the wider European youth sector.

Profile of participants

The pax of this TC are expected to become active as Salesian Chaplains on future activities of DBYN's training strategy. This includes young exchange, seminars, training courses, symposia and study visits. Alternatively, they can also become active on local, regional or national within one of our MOs. The profile we are looking for is experienced volunteers of our MOs:

- Experience as trainer or educator in youth work
- Experience in developing educational curricula
- Experience in producing didactic materials
- Experience in intercultural learning and team work
- Experience in Chaplaincy on local level
- Experience in self-directed learning and self-reflection
- Capable of working in English
- Open for to a continued engagement in DBYN's pool of Salesian chaplains

Essential for securing the intra- and interreligious dialogue, is balancing the religious and cultural worldviews of the pax. There is the regional balance between Western, Eastern and Southern European spirituality. There is the balance between religious worldviews in a secularized societies compared with societies which have a clear religious worldview. There is a balance between belong to a religious majority compared to a religious minority. This balance is reflected in the selection of pax.



Programme overview

Daily time table	Monday 26/08/2019	Tuesday 27/08/2019	Wednesday 28/08/2019	Thursday 29/08/2019	Friday 30/08/2019	Saturday 31/08/2019	Sunday 01/09/2019	Monday 02/09/2019		
07:45 – 08:15	Optional morning Mass									
08:30 – 09:00	Breakfast									
09:00 – 09:15	Every day is started by a short goodmorning by the participants at 09:00									
09:15 - 09:30	Arrival of the participants	<u>Theme of the Day</u> Preventive system	<u>Theme of the Day</u> Reality of young people	<u>Theme of the Day</u> Personal integrity Gender, sexuality and safeguarding	<u>Theme of the Day</u> Obstacles in life	<u>Theme of the Day</u> Worldviews	<u>Theme of the Day</u> Call to action	Cleaning up Departure of the participants		
09:30 – 10:45		<u>Team building:</u> Break-out challenge	<u>Workshop:</u> Identifying realities at grassroots	<u>Workshop:</u> Profile Salesian Chaplain	Outdoor education: Hike from Benediktbeuern to Kochel + Outdoor Mass	<u>Workshop:</u> Believers	Cooperative working space: Development of tools, methods and policy recommendation for Value-based assistance in NFE			
10:45 – 11:00		Coffee break	Coffee break	Coffee break		Coffee break				
11:00 – 12:00		<u>Workshop:</u> Defining value-based assistance in NFE	<u>Workshop:</u> From grassroots to human rights	<u>Workshop:</u> Gender Confusion		<u>Workshop:</u> Believers				
12:00 – 14:00		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch			
14:00-16:00		<u>Workshop:</u> Mapping good practices	<u>Workshop:</u> Value-based assistance in NFE through group work	<u>Expert session:</u> Safeguarding	<u>Workshop:</u> Interreligious dialogue	Evaluation - Active reviewing				
16:00 – 16:30		Coffee break								
16:30 – 18:00		<u>Workshop:</u> Defining challenges and opportunity for chaplaincy	<u>Workshop:</u> Value-based assistance in NFE through individual mentoring	<u>Workshop:</u> Value-based assistance in NFE supporting young people's discernment	<u>Workshop:</u> Obstacles atlas	<u>Expert session:</u> Interreligious & intra-religious dialogue	Preparation closure of the week Mass celebration			
18:00 – 19:30		Dinner								
19:30 – 20:30		Introduction evening	Cooperative working space: Development of tools, methods and policy recommendation for Value-based assistance in NFE						Farewell party	
20:30-22:00	Intercultural evening		Guided tour of the Monastery	Value night	Sport & games	Human Rights Quiz				
22:00 – 22:15	Every day is concluded by a short goodnight by the participants at around 22:30.									

NFE: Non-Formal Education

Session outlines

Good mornings & Good nights

Timing in the programme	Daily in the morning before the start of the sessions and in the evening after the end of the sessions
Background/rationale	It is important for us to assign time in the programme for the participants to reflect on what gives meaning in their lives. <i>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.</i>
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Install an intercultural atmosphere and to create a moment of reflection • Celebrate cultural diversity • Connect with the worldwide Don Bosco Movement • Explore cultural differences in animation • Prepare or closure for the learning programme of the day
Description session	<p>Each morning and evening the participants prepare a reflection session to start-off the day in small groups. In this way the differences in reflection which exists between the countries are shared, which will help to create an open atmosphere towards the cultural differences amongst the group.</p> <p>There will be given an attention on how to develop good mornings and good nights from a methodological perspective. The participants are challenged to connect the good mornings and good nights to the topics of the day and the feeling of the group.</p> <p>The group might give feedback on making improvements during the cooperative working space.</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<p>We chose to do them in the chapel of the Youth Centre from the Aktionszentrum as it is a space that leads to reflection and prayer or meditation.</p> <p>The materials change depending on the day but the generalities are below:</p> <ul style="list-style-type: none"> • Projector and screen • Candles • Pen and paper • Computer • Matches to light the candles • Loudspeaker
Annexes	<i>n/a</i>

Cooperative working space

Timing in the programme	Daily Tue-Sat from 19.30-20.30 Sunday from 09:30-12:00
Background/rationale	The participants come from different organisations with different experiences in chaplaincy. During the cooperative working space, they have the possibility to share and collect their experiences. Not everyone might feel comfortable with this open working atmosphere.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Record the daily outcomes of the individual learning process • Tackling extra learning needs surfacing from the group • Stimulate an ongoing peer learning process of the individual participants, during the TC and beyond • Reflect and evaluate the day
Description session	Each evening we foresee time for the pax to self-organise and record the insights, methods and approaches they developed or conceptualised during the day itself. This includes the possibility to join in on evaluation or reflection groups. We foresee 1 hour per day for this. The cooperative working space is based on the principles of Open Space Technology, in which the pax need to decide what is most relevant for them. The trainers will be actively engaged in this process as well, offering discussion groups or individual feedback according to the needs of the participants. One fixed discussion group each day will be reviewing the good mornings & goodnights. In this way we are initiating a peer learning process in which the pax need to self-steer their individual learning process.
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> • Papers • Charts • Pens • Laptops
Annexes	<i>n/a</i>

Introduction Evening

Timing in the programme	Monday 19:30 – 22:00
Background/rationale	The introduction is aimed to settling the participants into the programme. Each team member will introduce different parts with have an influence on this. This includes the presentation of team, programme and house rules”, icebreakers and name games and collecting expectations of the participants.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Introduce the programme, team and house • Collect expectations of participants • Get to know each other • Build initial trust amongst the participants
Description session	<p>Welcome by DBYN staff member</p> <p>Present the team by telling the names</p> <p>We read different statements. For each statement, choose a person it’s about. Go stand in front of that person of the team.</p> <ul style="list-style-type: none"> • Who sang at a wedding in the USA? • Who is doing a PHD in Physics? • Who knows a tongue twister in Maltese? • Who lived one year in Zambia and one on the Philippines? • Who became an aunt or uncle at the age of 5? • Who sings in a choir? • Who sleeps tonight in a camping bus? • Who met her boyfriend in India? • Who still has 3 grandparents? • Whose parents met at church? <p>Tell a bit more about ourselves as trainers and professionals.</p> <p>Introduction of names and tell what is important for his or her faith using the object they brought. Tell to one person and then exchange the object. Make the whole round, getting the object back and then add something yourself.</p> <p>Name games</p> <ol style="list-style-type: none"> 1. Name with post-it 2. Fliegenklatsche 3. Farmer with chicken <p>Introduction of the theme Why a training about chaplaincy?</p> <p>Personal way of faith Draw the line of your life. Draw important moments for their faith and add names of important people for you.</p> <p>Expectations: What do I expect / wish?</p> <ul style="list-style-type: none"> • From/for the group • For themselves



	<ul style="list-style-type: none"> • Theme/content <p>Organisation and rules</p> <ul style="list-style-type: none"> - Programme - Good mornings and good nights <p>5 – 10 minutes. Groups 2/3 people. Materials are available. Challenge yourself. Make it for this group. Good nights something that happened during the day, or motivate the group for tomorrow. Good morning connected with bible verse.</p> <ul style="list-style-type: none"> - Hours and Rules - Presentation of the booklet for notes <p>To finalise we go upstairs to the chapel for the good night. Tomorrow morning we start at 9:00 with the good morning.</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> • Paper • Post-its • Pen
Annexes	<i>n/a</i>

Theme of the day – Preventive System

Timing in the programme	First morning Tuesday, 09.15 - 09.30
Background/rationale	The educational methodology developed by Don Bosco is called the preventive system. The core of the preventive system is assistance, or guiding young people through an educational process. The first day will focus on this system in non-formal learning, starting from how Don Bosco developed this system in a pragmatic way in catering for young people living in poverty.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Introduce day theme in order to align the focus of all pax. Develop knowledge on the historical figure of Don Bosco. • Introduce the basic terms of the preventive system: ‘reason, religion and loving-kindness’, ‘assistance’, ‘oratory principle: home, school, church, playground’.
Description session	<p>The terms ‘reason, religion and loving-kindness’, ‘assistance’, ‘home’, ‘school’, ‘church’, ‘playground’, ‘honest citizens’ good Christians’ are prepared on a sheet of paper. Pax are asked to cluster them into meaningful groups and to explain to each other terms and what is meant with them.</p> <p>Pax receive a small handout where the terms ordered by their meaning for education with the preventive system (the aim: ‘honest citizens’ good Christians’, the applied method: ‘assistance’, the attitude: ‘reason, religion and loving-kindness’, the environment: ‘oratory principle: home, school, church, playground’)</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> • Paper with terms • Handout (see annexes)
Annexes	<i>n/a</i>

Teambuilding – Break-out challenge

Timing in the programme	Tuesday 09:30 – 10:45
Background/rationale	The first session is a team building session, based on the method of a break-out room. The pax will be challenged to work together in solving a set of puzzles against a deadline, which will allow them to get the key to leave the working room. We will develop the puzzles in such a way; some main topics of the whole work plan will be introduced to the group. The trainers will remain in the breakout room during the exercise in order to observe the group, and make an assessment of the individual characters. We end the challenge with a short debriefing.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To build a team out of the pax • To introduce the daily themes from training programme • To identify specific characteristics and competences of the individual pax • To have fun
Description session	Group is divided into two groups, 7 members each.



	<p>Each group is 'locked' into one of the rooms. Each team member gets a personal assignment and gets the instruction to not tell or explain this assignment to his or her team members. Then there are challenges for the half group. The aim of the break out room is to reach each other and become one group.</p> <p>Room 1 Task to finish the Sudoku and get a walkie-talkie Task to count all the boys and girls in the whole team. Task to pinpoint all the countries represented on the European Map → 0 Name riddle SAVIO → 5 Task to put picture of obstacles in life together. → 1</p> <p>Lock codes 150 pink ones 946 blue one 322 gold one</p> <p>European map World map Paper with $b=g$ and $g=b$ Pins</p> <p>Descriptions of young people Story about Dominic Savio 1 suitcase with a pink lock</p> <p>Room 2 Task to find a walkie-talkie Task to make the following equation: $51 - b + (g \times 100) = 946$ (blue lock solution) Task to make a drawing of the world map, but make sure to make Russia orange → 5 Riddle Mazzarello → 1 Task to put picture of obstacles in life together. → 0</p> <p>Paper for world map Equation paper Obstacles in life picture Worship songs (2) Story of Bartholomew Garelli 1 suitcase with a lock with a 3 number combination</p> <p>Outside 1 suitcase with a lock with a 3 number combination Final task: make a yell and make a group picture with ... (signs DBYN and EYF)</p> <p>Personal assignments: 1. Make sure your team mates only walk barefoot, without explaining this with words.</p>
--	--



	<p>2. Make sure everyone gives a high five to each other at least once in your group, without explaining this with words.</p> <p>3. Make sure your team sings a worship song, without explaining this with words.</p> <p>4. Make sure to give each team member a compliment.</p> <p>5. Make sure that all of your team members make a selfie, without you taking the initiative.</p> <p>6. Make sure to draw a group picture of the team in the other room, including names.</p> <p>7. Make sure to find out the age of all the participants and trainers together.</p> <p>Debriefing How was it to do this break out challenge? Was it hard? What went well? Which themes were represented in the game?</p>
Tips for facilitators	Observe the group well and make notes of that
List of materials & space required	<ul style="list-style-type: none"> • Port phones • World map • Pens • Flip • Pyramid preventive system • Picture of obstacles in life (2 times) • 3 suitcases + locks • Descriptions of young people • Worship songs printed (Don Bosco – Here I am to worship – 10 000 reasons - • Story about Don Bosco • Story about Bartholomew Garelli • Story about Dominic Savio • Story about Maria Mazzarello
Annexes	<i>n/a</i>

Defining value-based assistance in NFE

Timing in the programme	Tuesday 11.00 – 12.00
Background/rationale	The participants come from different organizations with different pictures about value-based assistance. Many do not know the documents of Don Bosco Youth-Net.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To continue team building • To introduce DBYN’s policies on spirituality and education • To develop a common definition of “value-based assistance in NFE”, • To create a basic framework of reference for the pax
Description session	<p>The participants are divided into 3 small groups. Each group gets a document from Don Bosco Youth-Net. With this document, they need to filter out topics that are important to you for chaplaincy. Afterwards they give a common definition to paper (1-2 sentences on flipchart)</p> <p>The documents are:</p> <ul style="list-style-type: none"> • „Few words and lot of action...” Oratory criterion • “Few words and lot of action...” Assistance • DBYN Rules & Regulations: Spirituality
Tips for facilitators	Each group should have at least 2 people who are familiar with the language of policy papers.



List of materials & space required	<ul style="list-style-type: none"> • Enough documents • Pens • Markers • Flipcharts • Tables/chairs • Papers
Annexes	<ul style="list-style-type: none"> • „Few words and lot of action...” Oratory criterion: https://de.scribd.com/document/253199146/Few-words-and-a-lot-of-action • “Few words and lot of action...” Assistance: https://de.scribd.com/document/253199146/Few-words-and-a-lot-of-action • DBYN Rules & Regulations: Spirituality

Mapping good practices

Timing in the programme	First afternoon Tuesday, 14.00 – 16.00
Background/rationale	In the preparation of the training course, the pax were asked to collect and bring good practices in value-based assistance, spirituality, intra- or interreligious dialogue which exists in their local, regional or national organisations. In this session they are to present these good practices to the group.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To map good practices in value-based assistance coming from the individual pax. • To introduce the cooperative working space • To identify specific characteristics and competences of the individual pax
Description session	<p>Energizer</p> <p>The terms ‘Value-Based assistance’, ‘Spirituality’, ‘intrareligious dialog’ and ‘interreligious dialog’ are repeated/introduced. In the plenum the meanings of the terms are discussed by the pax (Think, pair, share).</p> <p>Individual work/Small groups according to their sending organizations: They should prepare illustrations/small poster of activities/people/experiences for good practices local, regional or national organisations.</p> <p>Example of good practices: - Don Bosco’s word in the ear</p> <p>Pax are divided in 4 groups possibly avoiding same sending organisations in one group. Every group goes to a table where it finds a poster with one of the terms ‘Value-Based assistance’, ‘Spirituality’, intrareligious dialog’ and ‘interreligious dialog’ written on it. Pax are asked to share their good practice examples related to the term on the poster with the rest of the group at the table. If there is no example related to the topic they should collect other examples and put them on the paper.</p> <p>After 10-15 min the group moves to the next poster until every group has been at every station.</p>

	<p>All come together and discuss in the Plenum the results/Examples. What called your attention? What was special? What is suited for international setting?</p> <p>At the end of the session the trainers introduce the concept of the cooperative learning space, which the pax will use to collect and share the methods they are bringing to the group.</p> <p>Aims of the Cooperate working space are: Collect Tools and Methods Policy recommendations for Value-based assistance in NFE Feedback to the trainers/programme Time for mentoring</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> • Paper • Scissors • Craft stuff • Magazines • Colours
Annexes	<i>n/a</i>

Defining Challenges and Opportunities for Chaplaincy

Timing in the programme	Tuesday 16:30 – 18:00
Background/rationale	We are using the method of affinity diagrams to identify and collect challenges which the pax expect with surface, when working on value-based assistance from a faith-based perspective in an intercultural setting (intra- & interreligious dialogue). The session ends with the pax summarizing the challenges and identify the issues which a Salesian chaplain can encounter within a non-formal learning process in an intercultural setting.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Identify and collect challenges related to value-based assistance from a faith-based perspective • Record challenges and issues on Salesian chaplaincy, to feed into the rest of the week
Description session	<p>Energizer:</p> <p>I have some challenges for you. Step all on the wooden brick. Make sure the smallest person ends up at the left side the tallest person ends up at the right side.</p> <ul style="list-style-type: none"> • Youngest and oldest • Most experience, less. <p>Introduction: We know the group now, have been busy defining value-based assistance and have mapped some good practices of Salesian chaplaincy. Refer back to the flip about the definition in progress about value-based assistance, chaplaincy.</p>



	<p>The Salesian chaplain assists young people in their search for sense and meaning, offering a faith-based approach to their holistic development. Value based assistance in NFE = chaplaincy.</p> <p>1. Challenges Personal reflection: Now we know what chaplaincy entails, lets reflect on challenges met when working on value-based assistance from a faith based perspective in an intercultural setting. What things could happen? What can be tricky? What is normal for your culture, but could be different in another? Reflect on this for some minutes. When you have found some, write them down on different post its. When you're finished you can put them on the wall/flip, according to them being a challenge or an opportunity. We wait till everyone is finished.</p> <p>Collect and categorise themes: Let's now collect all the challenges by putting them together. Let's try to make categories. What is the same?</p> <p>Talk with your neighbour: What are the most important challenges being faced (personal/organisation/chaplain)? What are the intercultural issues that can be raised? Share with the group</p> <p>Are there issues that are challenges that can be opportunities as well?</p> <p>2. Opportunities Personal reflection What are opportunities of value-based assistance in non-formal educational field? Reflect on this for some minutes. When you're finished share this with the group.</p> <p>Summarize the session and reflect shortly on the program of the day. Tonight we will have an intercultural evening. Tomorrow we will dive into the realities of young people.</p>
Tips for facilitators	n/a
List of materials & space required	<ul style="list-style-type: none"> • Post its • Flip definition • Flip challenges • Flip opportunities • Pens
Annexes	<p>Since its creation the Pool of Salesian Chaplain has proven to do important work for the network. Salesian Chaplains can be instrumental in the holistic development of young people in our activities. As a body they can accommodate young people for a diversity of faith and value backgrounds, assisting them in their search for meaning.</p> <p>However, some challenges have become clear as well. We were not able yet to build a stable Pool of Salesian Chaplains. It is difficult finding volunteers which fit the profile and can assign enough time for being part of the project teams. Experience and specific training to work in an</p>



	<p>intercultural and interfaith context are fundamental to the profile of candidates. However, such training programs are not readily available. Therefore, we commit ourselves to organise specific training for Salesian Chaplains.</p> <p>There are many good practices existing at national level and with specific Salesian Chaplains. Often these good practices go beyond physical resources. Therefore, we need to create networking moments, where our Salesian Chaplains can meet and share face-to-face.</p> <p>Furthermore, it remains challenging in finding enough tools and resources to support their work. Therefore, we will start developing a toolkit for Salesian Chaplains. The toolkit will bring together texts and materials which can support the work of the Salesian Chaplains. We want to create it in such a way, so it can also serve as inspiration and resource for our trainers and participants, as well as for national chaplains. We need to consider using new media in order to reach a larger audience.</p> <p>There needs to be a clear criterion for the role of a chaplain:</p> <ul style="list-style-type: none"> • They need to have a good knowledge of the European aspect of DBYN before they are appointed • They must be people minded • Maybe there could be an age limit so that they have a little life experience • They need to be able to attend at least one seminar a year for DBYN • They must understand that they walk alongside the group apart but a part of it. • They should be present for the whole seminar not just seen at 'spiritual moments' • They could offer space for spiritual guidance as part of the programme • They could give their background to the participants, especially if they are lay chaplains • They are to make young people know they are loved • They also play a part in building up and supporting the trainers
--	--

Intercultural evening

Timing in the programme	Tuesday evening 20.30 – 22.00
Background/rationale	Facilitate the talks between participants on intercultural topics or subjects
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Lead participants to share their culture • Getting to know how different countries celebrate different Christian feasts
Description session	We invited all the participants to bring a typical food from their countries



	<p>At the beginning of the evening, we gave the participants and the trainers 10 minutes to prepare something to show a tradition related to a Christian feast (all the participants were Christians). Each country group (or nationality group) / participant could then present the little scene they prepared to the whole group and give a further explanation about it. Afterwards, everyone introduced the typical food they brought and tasted it (the leftovers were eaten during the coffee breaks of the following days)</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> • Tables to put the food • Plates and maybe cutlery for the food
Annexes	<i>n/a</i>

Theme of the day – Reality of Young People

Timing in the programme	Wednesday 09:15 – 09:30
Background/rationale	The theme of the day is personal challenges young people meet in their life, focussing on situations they are “born into”. We will focus on topics like: poverty, child labour, violence in family, single parent families, resilience and imagination of children, ... which are all linked to the early life of Don Bosco. We will also make the link with the Council of Europe’s mission, as these topics are closely related to Human Rights in general and Human rights education in youth work in specific.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Develop knowledge on the historical figure of Don Bosco Introduce daily theme in order to align the focus of all pax. • Develop knowledge on Human rights and Human rights education
Description session	<ul style="list-style-type: none"> - Born into challenges - Human rights - Early life of Don Bosco <p>I want to tell you the story about the early life of Don Bosco. ... This was quite some years ago and some things have changed. Nonetheless Don Bosco faced challenges in his early life. Which ones could you identify?</p> <ul style="list-style-type: none"> - Poverty - Child labour - Violence in family - Single parent family <p>Nonetheless there were some things that helped Don Bosco to overcome all these challenges. Which ones would you name?</p> <ul style="list-style-type: none"> - Resilience - Imagination of children <p>Let the pax get together on a line at the field. I want you to think about the youngsters in your community. What are the challenges they are facing? If they are facing ... put a step forward/backwards.</p> <ul style="list-style-type: none"> - Who of you knows a youngster that has to deal with poverty? - Who of you knows a youngster that has to deal with violence in the family? - Who of you knows a youngster that has to deal with addiction in the family? - Who of you knows a youngster that has either lost a parent or has parents that are divorced? - Who of you knows a youngster that is struggling to get along socially? <p>Look around you, see that there are a lot of different realities for young people. Share some numbers from the research.</p> <p>Do you know the Council of Europe? Message: Be aware that not everybody has the same opportunities as everybody else.</p>
Tips for facilitators	n/a



<p>List of materials & space required</p>	<p>n/a</p>
<p>Annexes</p>	<p>Story of John Bosco</p> <p>God, it is said, sends the world saints when they are most needed- not men and women of “general holiness”, but specialized experts who fit into the pattern of the times and are capable of giving God’s tone to their century.</p> <p>And so it was that on August 16, 1815 when one era was closing in Europe with the exile of Napoleon, and the Industrial Revolution was clanging another open, “a man was sent by God whose name was John.” He came to the scrubby stone cottage of Francis and Margaret Bosco on the hills of Becchi, at the foot of the Italian Alps. “A fine healthy baby”; the neighbours all agreed, “fit for the soil, to take his father’s place on the old homestead”. But no one went further than that in predicting the child’s future.</p> <p>Francis died only two years after John’s birth, leaving Margaret to raise three boys by herself. She taught them that they each needed to carry his weight and help with the keep of their home and farm. There were house chores to do, firewood to cut and gather, fields to plow, and crops to tend. Little John and his older brother Joseph, supervised by their stepbrother Anthony, tackled the endless work with energy. Margaret taught them that work was a privilege and that joy would make the work lighter. She was a woman of character and tenderness. All who knew her called her Mama Margaret. Fathomless was the love she showed her sons, not in coddling words but in deeds; innumerable were the lessons in upright living, Christian fortitude, and fear of God, which she taught by her example. A pillar of goodness, she stood before them as sturdy as the very Alps. At her knee John first heard the voice of the Master calling him to a special assignment. It was a low insistent voice, an urge that once in a while manifested itself in a sudden outburst, like the time Margaret and John were walking along the countryside and met one of the local priests.</p> <p>“Hello, Father” cried the boy, to be acknowledged only by a curt bow of the head. Deeply hurt, he complained that the priest had hurt his feelings.</p> <p>“When I grow up” he told his astonished mother, ‘I’m going to be a priest, and I’ll talk to children all the time, and I’ll do everything for them!’</p> <p>Again the voice urged John to go among the farm boys, not just as a playmate but as a leader. More than once he came home with a battered cheek or torn shirt and in explanation would say, “But, Mama, those boys aren’t really bad. They just don’t have a good mother like I have, and they don’t know their catechism, and their parents don’t take them to church. When I’m with them, they behave better. Please, Mama, may I go with them?”</p>



Soon the child took over completely, as God's plan called for. He learned the tricks of magic from traveling showmen. He juggled. He walked the tightrope. Then he opened his own carnival show. Admission: one rosary to be recited by all spectators; added attraction: The Sunday sermon, repeated by the little ringmaster. The show grounds were the field in front of the house, where Margaret Bosco often watched her son at work and wondered what might come of it all.

Numbers

About two-thirds (65%) of today's 6- to 17-year-olds live with two married parents, slightly lower than the share (68%) of Millennials in that age range who lived in this type of household in 2002.

Roughly three-in-ten post-Millennials ages 6 to 17 (31%) live with a single parent, somewhat higher than the share of Millennials growing up with a single parent in 2002 (27%).

36% of girls say they feel tense or nervous about their day every or almost every day; 23% of boys say the same. At the same time, girls are more likely than boys to say they get excited daily or almost daily by something they study in school (33% vs. 21%). And while similar shares of boys and girls say they feel a lot of pressure to get good grades, be involved in extracurricular activities or fit in socially, girls are more likely than boys to say they face a lot of pressure to look good (35% vs. 23%).

Council of Europe

Origins and mission

Founded in 1949, the Council of Europe seeks to develop throughout Europe common and democratic principles based on the European Convention on Human Rights and other reference texts on the protection of individuals.

Aims

- To protect human rights, pluralist democracy and the rule of law;
- To promote awareness and encourage the development of Europe's cultural identity and diversity;
- To seek solutions to problems facing European society, such as: discrimination against minorities, xenophobia, intolerance, environmental protecting, human cloning, terrorism, human trafficking, organised crime and corruption, cybercrime, violence against children;
- To help consolidate democratic stability in Europe by backing political, legislative and constitutional reform.

Human Rights

The purpose of Youth for Human Rights International is to teach youth about human rights, specifically the United Nations Universal Declaration of Human Rights, and inspire them to become valuable advocates for tolerance and peace.

Children are the future. They need to know their human rights and know that they must take responsibility to protect themselves and their peers. As they become aware and active in this cause, the message

	<p>travels far and wide, and someday universal human rights will be a fact, not just an idealistic dream.</p> <p>The United Nations General Assembly proposed that the Universal Declaration of Human Rights “be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories” (United Nations, 1948).</p> <p>The charter of Youth for Human Rights International is to forward that aim with simple yet empowering, high-quality human rights education materials for youth, teachers, officials—anyone.</p> <p>“We are here because we know that literacy is the key to unlocking the cage of human misery; the key to delivering the potential of every human being; the key to opening up a future of freedom and hope. We are here to open a decade that must translate that hope into reality.” —Kofi Annan, Former Secretary-General, United Nations</p>
--	---

Identifying Realities at Grassroots

Timing in the programme	Wednesday, 09.45 – 11.00
Background/rationale	<i>n/a</i>
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Interlink historical roots of value-based assistance in non-formal education with current reality of young people • Identify personal challenges youth can meet in life Initiate self-reflection of pax
Description session	<p>The pax are presented with 3 flipcharts. On the first they need to collect the personal challenges Don Bosco and his youth were facing. Participants get two texts with information about the early days of Don Bosco’s work.</p> <p>On the second they need to record those young people are facing in their grassroots organisations.</p> <p>Next there is a reflection on similarities and differences.</p> <p>Afterwards the third flipchart is introduced, encouraging the pax to identify personal challenges they themselves are facing or have faced.</p> <p>We end with a reflection on how these personal challenges are a motivator to tackle the challenges of young people in their grassroots organisations, drawing a parallel to Don Bosco’s personal motivations.</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> • 3 flipcharts • Text with information

From Grassroots to Human Rights

Timing in the programme	Wednesday 11:00 – 12:00
Background/rationale	We start with a basic introduction on what human rights are, using the articles of the UDHR as didactic materials in the form of an exhibition. The pax will need to do several reflection exercises, which introduces them into each right, how it relates to themselves and their organisations. Next we use the outcomes of the previous workshop to identify how the realities of young people we work with are connected to the Human rights framework. Finally, we introduce the Convention of the rights of the child. The pax need to discuss if they debate on if they are extra rights, or if it is a specification of the UDHR.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Introduce the pax to human rights • Introduce the pax to UDHR • Introduce the pax to CRC • Interlink personal challenges youth on grassroots level with the human rights framework
Description session	<p>Introduction:</p> <p>Welcome at this very special exhibition. Today, you will visit a onetime opportunity exhibition, specially focussed on human rights. Like every good exhibition should have, we have an introduction video, you can watch it if you want some more background information</p> <p>Exhibition and explanation of way of working: You will get 20 minutes to visit the exhibition. Read the different papers; look the pictures. But off course, this is not just a looking exhibition, please take this form with you, and try to answer the questions.</p> <ul style="list-style-type: none"> - Which right is most important for you? - Which right(s) is most important within your organisation? - Which rights might be in danger for the youngsters you're working with? <p>Reflection: Hopefully you enjoyed the exhibition. Who wants to share something about what he or she saw? Can you tell me how you could see the realities of young people being shown in the exhibition? How are they connected?</p> <p>We didn't talk yet about the Convention of rights of the child. Here it is for you. Read through it and then share rather it is different or actually the same.</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> • Human rights papers and materials • Laptop • Movie about human rights • Papers with reflection questions • Paper/pens/booklet for reflection
Annexes	<i>n/a</i>

Value-based assistance in NFE through group work

Timing in the programme	Wednesday 14.00 – 16.00
Background/rationale	The participants are familiar with many types and methods of NFE. In this session they bring their ideas together to plan their own activities for groups.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Develop insights, approaches and methods for value-based assistance on personal challenges young people can meet in life. • Train specific competences related to value-based assistance in working with groups
Description session	<p>Energizer 10'</p> <p>Helene, our expert in youth-chaplaincy shares about her experience in “festival chaplaincy” when she did chaplaincy at a music festival. 10'.</p> <p>The participants are divided in four groups. Each group gets a task/setting of a team assignment. In the group they have to work out a session/input of how to address a specific target group as a chaplain. They have 60' time to prepare the following group assignments:</p> <p>Group 1 Create a session/workshop on for the following group out of the view of a chaplain 24 participants Age: 18-30 years Gender: mixed Religion: mixed Setting: Don Bosco Youth-Net training for animators Country: Spain, mixed nationalities Duration: 60 minutes Topic: bullying</p> <p>Group 2 Create a session/workshop on for the following group out of the view of a chaplain 14 participants Age: 25-30 years Gender: mixed Religion: Christians Setting: DBYN trainers- seminar Country: Belgium, mixed nationalities Duration: 60 minutes Topic: lack of self esteem</p> <p>Group 3 Create a session/workshop on for the following group out of the view of a chaplain 30 participants Age: 16-25 years Gender: mixed</p>



	<p>Religion: Christians Setting: local group animators-workshop Country: Poland Duration: 30 minutes Topic: indifference</p> <p>Group 4 Create a session/workshop on for the following group out of the view of a chaplain 10 participants Age: 20-25 years Gender: male Religion: mixed Setting: local group of animators at a team meeting – also refugees Country: Austria Duration: 30 minutes Topic: exploitation of resources</p> <p>The groups present their outcomes before the group and receives feedback of the other participants and trainers. 30'</p> <p>In the plenary the participants collect ideas what is important to plan workshops as a chaplain. 10'</p>
Tips for facilitators	Choose topics from the morning session which are close to them and where they don't have to do a long research on the theme, so they can focus on the methods and developing the session.
List of materials & space required	<ul style="list-style-type: none"> • 4 team assignments • Papers, pens
Annexes	Team assignments

Value-based assistance in NFE through individual mentoring

Timing in the programme	Wednesday 16.30 – 18.00
Background/rationale	Individual mentoring is the main method when it comes to assistance. Most of the participants experienced it, but never reflected on it a lot.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Develop insights, approaches and methods for value-based assistance on personal challenges young people can meet in life. • Introduce guidelines for mentoring
Description session	<p>The participants get to know guidelines for individual mentoring. They get the handout as well to take notes.</p> <p>After the theory part, two volunteers can try a role play of individual mentoring. One is the mentor who tries to put the theory which he/she heard before can put in practice. The one who plays the mentee chooses a small topic/problem what he/she really faces in his/her own life. So the play is also a real situation.</p>

	<p>After a few minutes of talking, the two of them stop and share how they felt in this mentoring situation. Afterwards they receive feedback of the other participants and trainers.</p> <p>Then two other volunteers can try to do mentoring and get feedback.</p> <p>At the end each one shares one thought of the session what he/she will start working on in individual mentoring situations.</p>
Tips for facilitators	You need to have experience in individual mentoring to be able to give good feedback to the participants
List of materials & space required	<ul style="list-style-type: none"> • Handouts on guidelines for individual mentoring • Pens
Annexes	Handouts on guidelines for individual mentoring

Guided tour of the Monastery

Timing in the programme	Wednesday 20.30 – 22.00
Background/rationale	The pax are the third day in a very historic place where value based assistance is practiced since ages. Through the tour, they should get an idea how the place itself is used nowadays to provide value based assistance to young people.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To get to know the venue and place it self from a different perspective. • Discover how a venue can be used to provide value based assistance. • To get to know the history of the Monastery and how it is connected to the training.
Description session	The building of monastery, how it is nowadays, is more than three hundred years old. Over the years, rooms and spaces were used differently. While having a guided tour through the different parts of the monastery the pax get an idea about the history and current use of the monastery and how value based assistance is provided. The detailed information about the tour, see annexes (only in German).
Tips for facilitators	<i>n/a</i>
List of materials & space required	<i>n/a</i>
Annexes	<p>http://www.kloster-benediktbeuern.de/Kloster/Geschichte-des-Klosters</p> <p>https://www.benediktbeuern.de/kloster/</p> <p>https://www.hdbg.eu/kloster/index.php/detail/geschichte?id=KS0053</p> <p>http://germania-sacra-datenbank.uni-goettingen.de/files/books/NF%2028%20Hemmerle%20Benediktbeuern.pdf</p>

Theme of the day – Personal integrity, gender, sexuality and safeguarding

Timing in the programme	Thursday 09.15 – 09.30
Background/rationale	The day before, the pax where working on the realities of young people, the topics of the day are explicit relevant if comes to youth work.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> To realise why the topics are important. To understand how the topics are connected to value based assistance.
Description session	<p>To start with the question for the whole group, if they still know what are the topics of the day. Collect the topics of the day. Second question: Why are they on the agenda? Collect the reasons they are thinking about; the facilitator writes them down.</p> <p>Exercise: Nearness and distance. The pax get together in groups of three people. One person is standing in the centre facing the other two with his/ her shoulders. The persons on the left and right are standing very close. The person in the centre starts to move like a pendulum to the left and right. The two people around push the person the centre always back to the person on the other side. Slowly the people on the left and right start moving away from the person in the centre so that the distance for falling gets longer and longer. Till one of the three says stop.</p>
Tips for facilitators	For the exercise: Nearness and distance It really important that you make clear that each group has to stop if a person in the group says stop.
List of materials & space required	<ul style="list-style-type: none"> Markers paper
Annexes	n/a

Profile of a Salesian Chaplain

Timing in the programme	Thursday 09:30 – 10:45
Background/rationale	Because of the historical perspective, the term “Salesian Chaplain” will spontaneously make many people think of a priest of male religious person. However, in DBYN’s tradition, Salesian chaplains can also be lay people and/or female. We will use elements from the “Gender in a box-method from ‘Gender Matters’, in order to challenge the participants to develop a profile for a Salesian Chaplain, which refrains from gender stereotypes. A possible outcome is also to change the term “Salesian Chaplain” itself.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> Identify challenges related to gender and sexuality youth deals with Develop profile for Salesian chaplain Revisit the term Salesian chaplain Challenge gender stereotypes
Description session	Energizer I want I want.



Short reflection on the term Salesian chaplain. What is it and what does he/she do? Write down on a flip

What are little boys made of? / “Snips and snails, and puppy dog tails / That’s what little boys are made of!” / What are little girls made of? / “Sugar and spice and all things nice / That’s what little girls are made of!” 19th c. English rhyme

Instructions

Refer to a common experience the group has had prior to this exercise, whether this was an introductory activity to this exercise or a movie they all know or pop-stars acting out extreme gender roles. Explain to participants that there is / was a strong message of gender socialisation in that experience, and that the following activity will be about examining gender socialisation in a very practical way.

2 flipcharts, one with MEN and one with WOMEN written on it. Ask participants to come back into one circle and to brainstorm on the qualities of ‘real men’ and ‘real women’ as presented through the magazines they have been looking at, and other sources where such images are present. Encourage participants to disclose examples of what they were taught to understand as a ‘real man’ or ‘real woman’ during childhood or in school. Make notes of qualities, preferably using key words or short phrases, on the two flipcharts, using the red and blue markers for women and men, respectively. In a multicultural or multi-ethnic group take note of differences that arise, including all the different gender roles that arise, for example, in some cultures thin women are considered more beautiful (usually places / groups where there is no food shortage), whereas in others (usually in places / groups where poverty and hunger are the norm) having more fat tissue is idealised as beautiful.

Once the lists are complete, ask the group to cut out a few image examples from the magazines and stick them next to the keywords listed on the flipcharts.

Debriefing and evaluation

Explain to the group that despite some possible arguments on one word or another, very different groups of people usually manage to put together lists of these characteristics in a short period of time. Explain that the reason for this is that we all learn about how women and men should be from common sources. The collective name for these lists is ‘gender roles’. These roles are presented to us as ‘boxes’ into which women and men are expected to fit. As you say this, draw a blue and a red rectangle around the words on the flipcharts.

Explain that what differentiates gender from sex is that, whereas the list of sexual characteristics is very short and has not changed in the last hundred thousand years, lists of gender roles are long, and vary both

	<p>geographically and historically, often within a short distance or period of time.</p> <p>2 flipcharts one with Clergy person and one with Lay person on it. Ask to reflect, what are the qualities the different persons have. What differentiates them from each other. Write them down and reflect on it afterwards.</p> <p>Reflection Reflect on the different boxes that are made. Ask the pax: What does this mean for Salesian chaplains?</p>
Tips for facilitators	<p>The strength of this activity is that it brings the issue of gender roles and gender socialisation close to participants. Usually these issues are dealt with only in theoretical discussions. Therefore, it is important to introduce this exercise with some sort of real-life experience participants have. If you are working with a heterogeneous group coming together for a one-off training activity, it is best to create the experience right there in the room in the form of a role-play (e.g. boy and girl playing in a kindergarten or playground, and an adult instructing them to act like a boy and a girl), or a video showing boys and girls or women and men in typical or atypical gender roles, such as interviews with people having jobs that usually people of the other sex do. If the group meets often over a longer period of time, you can think of some recent or typical common experience, for example, that in camp, boys are usually called upon to look for wood and build the fire, whereas girls do the kitchen duties.</p>
List of materials & space required	<ul style="list-style-type: none"> • Flipcharts • Magazines • Pens • Scissors
Annexes	<i>n/a</i>

Gender confusion

Timing in the programme	Thursday 11.00 – 12.00
Background/rationale	The session before was already on the topic of sex and gender in relation. Now we will have closer look to the topic and importance of gender for youth work, politics and the society in general.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To deepen the understanding of sex and gender. • Reflect on the personal understanding of gender. • Identify the relevance for youth work, politics and society. • Overcome prejudices.
Description session	<p>Each pax will receive a blue and a pink paper. The blue paper stands for women and the pink for man. The facilitator will show different papers with a job title written on. For each paper the pax have to show immediately what is coming first to their mind, who is working in this job.</p> <p>At the end of this small exercise the facilitator evaluates with the following questions: How do you feel now? Did you realise something?</p>



	<p>Did you see similarities/ differences?</p> <p>In the next step the facilitators tries to focus on the next level, while asking the following question (the facilitator writes down key words): What impact/ consequences does your findings have for the real world? At the end the facilitator summaries the discussions/ sharing and there is a one word flashlight round of sharing.</p>
Tips for facilitators	
List of materials & space required	<ul style="list-style-type: none"> • List of jobs printed on single papers • Marker • Paper • Two different coloured paper one for each pax
Annexes	<p>List of jobs:</p> <p>Doctor Dentist Lorry driver Scientist Cook</p> <p>Altar Server Train driver Mechanic Pilot</p> <p>Football Player Football Trainer</p>

Expert session – Safeguarding

Timing in the programme	Thursday 14.00 – 16.00
Background/rationale	Just taking statistics between 10 and 20% of children in Europe are victims of sexual abuse. Working with young people means that by statistic I have victims, but maybe also perpetrator in the group. Under the #metoo especially in the recent two years, the topic got a broader audience and more relevance.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To learn how to deal with issues of safeguarding in values based assistance. • To learn preventive measures for activities. • To understand the steps you have to follow if a victim open himself/herself to you as a chaplain, trainer, facilitator. • To understand that you need to be a professional to help victims in a long term perspective.
Description session	We will not offer a detailed description of the session here, because you can facilitate a session on this topic only if you had at least one training on it. It is not a session just copy and paste. But you can follow the links down for general information on the topic.
Tips for facilitators	You need to have a training to deliver a session on that topic.

List of materials & space required	n/a
Annexes	https://ec.europa.eu/home-affairs/what-we-do/policies/organized-crime-and-human-trafficking/child-sexual-abuse_en https://helplinks.eu/ https://www.nsvrc.org/preventing-child-sexual-abuse-resources http://www.d2l.org/site/c.4dIClJOkGcISE/b.6143703/k.F705/nbsp_nbspThe_5_Steps_to_Protecting_Our_Children.htm https://www.stopitnow.org/ http://missingchildreurope.eu/childsexualabuse https://www.ecpat.org/

Value-based assistance in NFE supporting young people's discernment

Timing in the programme	Thursday 16.30 – 18.00
Background/rationale	To take life decisions is one big topic for young people where they often trust in the feedback and experience of older people. For people in value-based organisations this question is also many times connected to their faith. So, it is important for chaplains to reflect own life decisions and think about how to support young people's discernment
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Define discernment and link it with value-based assistance in NFE • Create awareness on challenges young people meet when making choices in life • Motivate pax to take own decision what to do with this training course in their lives
Description session	<p>Start: The room is separated in two halves. The participants have to place themselves in one half, depending on what word they prefer. You always name a pair of opposite words:</p> <p>What do you prefer?</p> <ul style="list-style-type: none"> • Winter or summer • Tea or coffee • Friends or family • sea or swimming pool • car or train • sports or TV • Easter or Christmas • Talking or listening • Job or studying <p>Afterwards you reflect on the group what made it easy or difficult for them to decide for one option.</p> <p>Silent forum: You put three Flipchart papers on different tables, each with one question on it. The participants are invited to write down what they think in silence directly on the charts. They also have to read the</p>

	<p>other answers as the outcomes will not be presented to the group, just it is a basis for the further on discussion.</p> <ul style="list-style-type: none"> • What important life-decisions do young adults have to make? From end of school till 30 years • What are the preconditions to make good decisions? For example: Well-formed consciousness, freedom of choice, values, knowledge, not being afraid of failing • What helped you personally in making important decisions? How to discern the different spirits in myself to make a good life-decision? <p>Input Handout: Ignatius of Loyola</p> <p>Discussion: How to support a young person's life-decisions in a Salesian way? Collect ideas on a Flipchart</p> <p>Personal reflection: If there is still some time left, the participants can reflect about an own decision they have to take at present and also about their big live call.</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> • Flip charts • Flipchart markers • Handout
Annexes	Handout: Discernment of spirits

Value night

Timing in the programme	Thursday 20.30 – 22.00
Background/rationale	Until now, most of the sessions didn't include to speak about the own personal values and beliefs as they were very content-based. As chaplains it is very important to be clear about the own believe and how to verbalise that.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Let participants think about what values they stand for in life • Learn to recognise and respect personal beliefs and values as essential part of one's identity • Learn how personal beliefs impact discernments in life
Description session	<p>The setting of this session is in a silent room, chapel or any room where you possibly can sit on the floor in a circle/half circle. In the centre are papers with questions spread on the floor. Each paper contains one question. The questions are about personal beliefs or values.</p> <p>At the beginning the participants get the introduction why you want to make them speak about their own opinions and faith.</p> <p>Then they have the chance to write down one question they would like someone else to answer. The questions are formulated generally not to someone in specific.</p> <p>They put the papers on the floor and mix them with the other questions.</p>



	<p>Then one after the other picks a question and answers it. It is left to the person how long and in depth he/she will answer the question. Depending on the size of the group and length of the answers you can make one or two rounds.</p> <p>Questions could be: Does prayer mean anything for you? Does faith influence your life? How would you describe your image of God in 3 words? When did you cry last time? Did you ever think about becoming a priest, brother or nun? ...</p>
Tips for facilitators	<p>Be aware that people could also start crying at certain questions. Make sure that you give them the space to show feelings and leave the room if needed</p>
List of materials & space required	<ul style="list-style-type: none"> • Papers • Pens
Annexes	<p><i>n/a</i></p>

Theme of the day – Obstacles in life

Timing in the programme	Friday 09.15 – 09.30
Background/rationale	All young people are facing obstacles in life. Not just nowadays, but also in the time of Don Bosco. The participants bring together their own obstacles with obstacles of Domenico Savio.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Introduce daily theme in order to align the focus of all pax • Develop knowledge on the historical figures of Don Bosco and Dominic Savio
Description session	<p>Short introduction on the life of Domenico Savio</p> <p>The room is set up with a path marked by tape and 5 obstacles (chairs) on the path. While telling about the life of Domenico Savio, you also name obstacles that he was facing: poverty, loneliness, sickness, dying young, On each chair you tape one of these obstacles. Afterwards you as a trainer tell some of your own obstacles in live which you were facing already or are facing right now. Afterwards you invite the participants to do this as well and step over the row of chairs. Then you can build the bridge between obstacles of young people now and then</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> • Chairs • Papers with obstacles • Story of Dominique Savio
Annexes	<i>n/a</i>

Outdoor education – Hike from Benediktbeuern to Kochel

Timing in the programme	Friday 09.45 – 16.00
Background/rationale	<i>n/a</i>
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Identify obstacles young people can meet in their life can meet in life • Develop insights, approaches and methods for value-based assistance on obstacles young people can meet in their life • Reinforce the group dynamics
Description session	<p>The group goes on a hiking trip, where there will be group challenges on different stops during of the journey.</p> <p>Each challenge is linked to specific obstacles related to social, physical (incl. disabilities), mental, educational, financial, cultural or geographical obstacles young people can meet. The situations and events addressed are linked to important steps in a young person's growth to autonomy. The stations that represent the challenges in becoming an adult are also related to the 4 spaces in the oratory.</p>



	<p>Station I: Finding a place to live or deciding how one wants to live (HOME) Possible obstacles to encounter to tackle the challenge: financial, geographical, social, physical Challenge: Build a house/shelter with the things around you. Transfer (to topic): one has to decide how and where to build one's place to live.</p> <p>Station II: Finding friends or a place in society (PLAYGROUND) Possible obstacles to encounter to tackle the challenge: mental, social, educational, cultural Challenge: Go together in pairs. Every pair gets one image. One of the two has to describe the image to the other one without seeing. Afterwards they talk about what the second one had imagined. Relate this to communication, talking about the same, finding friends Transfer: It is not obvious to be understood and not always easy to find people that understand you.</p> <p>Station III: Finding sense/purpose in life (CHURCH) Possible obstacles to encounter to tackle the challenge: mental, social Challenge: Build a tower out of the things you brought to the hike. Than disassemble it again. OR Collect the leaves from the ground. Transfer: 'Why do I have to do this senseless stuff?' Senseless work should show that it is not obvious to have a sense in one's life.</p> <p>Station IV: finding an education/ a job/ a school or place to learn/grow up (SCHOOL) Possible obstacles to encounter to tackle the challenge: financial, geographical, cultural, physical Challenge: learn how to juggle from a YouTube video or if someone in the group knows it, from this person. Transfer: In some minutes or from a video might not be the easiest way to learn juggling</p> <p>General way to proceed at stations: When the group arrives at the station, it is presented with the challenge. After finishing the challenge, the group is asked to what situation/phase/ challenge in a young person's growth to autonomy this station relates. In between the stations, the pax are asked to collect obstacles young people can meet in their life, and reflect on ways to surpass these obstacles. For this they receive a small paper with 7 categories of obstacles: social, physical (incl. disabilities), mental, educational, financial, cultural or geographical obstacles.</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> • Images • Phone with YouTube video teaching how to juggle
Annexes	<i>n/a</i>

Obstacles Atlas

Timing in the programme	Friday 16.30 – 18.00
Background/rationale	When returning to Benediktbeuern, the group will be challenged to map specific obstacles. The session is a variation on Affinity diagrams so the pax are asked not to speak during the session. For this the mentors will find a wall where they stick big post-it with the 7 categories. Now each pax can use post-it to add specific cases to each category. After some time, a second colour of post-it is introduced on which the group can write solutions to these obstacles. If a solution is relevant for more than 1 obstacle, they can be duplicated. During the last part of the session, the group needs to create an overview of outcomes in the form of an atlas chart, which will serve as basis for the cooperative working space.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> Collect insights, approaches and methods for value-based assistance on obstacles young people can meet in their life
Description session	<p>Write the 7 categories with papers on the floor</p> <p>Ask for total silence</p> <p>Ask the group to personally reflect on the day and the obstacles they can think of for the different categories. Let them use the little paper with examples of different obstacles they gathered during the day. Place specific cases to the different categories.</p> <p>Make a transfer to try to find ways or solutions to the obstacles from a Salesian chaplain perspective with different colour post its, keep on doing this in total silence.</p> <p>Ask the pax to make an atlas chart for one of the challenges and how you could guide a youngster facing this obstacle in life.</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> Papers with 7 categories A4 papers for atlas charts Post its/small papers to write obstacles and solutions on Pens
Annexes	<i>n/a</i>

Sports and games

Timing in the programme	Friday 20.30 – 22.00
Background/rationale	<ul style="list-style-type: none"> Give the participants the possibility to share their own games and have an evening together to relax after the intense day
Aim(s) and objectives of the session	<ul style="list-style-type: none"> Make the participants have a good time Give them the possibility to relax and to have their mind off the serious topics that are talked about during the week
Description session	All the participants are gathered in the same room and we then ask them to come up with games, there are also board games in the room for the participants to play with.
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> Board games Chairs and tables (depending on the games)

Theme of the day – Worldviews

Timing in the programme	Saturday 09.15 – 09.30
Background/rationale	The participants come from different countries with different realities in their organizations when it comes to work with young people with different religions. Also Don Bosco had different experiences in the catholic society in the 19 th century.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Introduce daily theme in order to align the focus of all pax • Develop knowledge on the historical figure of Don Bosco
Description session	<p>The trainer introduces a few aspects of the live of Don Bosco where he faced the situation of non-believers, non-church goers and uneducated Christians.</p> <p>Afterwards he puts the words “Believers – Non-Believers – Different-Believers” in the centre. The participants are divided in three groups. Each group has 5 minutes at each of the three terms. They have to share their experiences with “Believers – Non- Believers – Different-Believers” and talk about opportunities, difficulties and question when they work with young people from the various religious backgrounds.</p> <p>At the end the trainer builds a bridge to the workshops of the day and the visit of young people of the Muslim youth group in Munich.</p>
Tips for facilitators	Make sure that the participants are divided into groups of different experiences with non-believers and different-believers.
List of materials & space required	<ul style="list-style-type: none"> • Papers with terms on it
Annexes	<i>n/a</i>

Believers

Timing in the programme	Saturday 10:45 – 12:00
Background/rationale	In the first session of the day we want to start-up an inter- and intrareligious dialogue between the pax. We will use the ‘Believers’ method from COMPASS as main method for this. As suggested in the manual we will use the http://www.religioustolerance.org website to ensure themes of non-Christian religions are represented in the exercise. During the session we will bring focus on the problematics of fundamentalism and radicalisation in any worldview context
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Develop knowledge on the historical figure of Don Bosco • Reflect on how young people can change society through social action, rooted into a particular worldview • Introduce the problematic of fundamentalism and radicalisation
Description session	<p>Instruction</p> <p>Explain that in this activity they will be discussing their beliefs today, but more focused on the creeds and habits then the personal experience like last night. The aim is to come to a deeper understanding of Article</p>



	<p>18 of the UDHR through sharing personal views and thinking critically about the different ways in which we give meaning to life. Make it very clear to participants that they need to be aware of what they say and how they express themselves. Thus honest, open enquiry is acceptable where- as speech motivated by prejudice and discrimination is not.</p> <p>Ask participants to talk about the first time they took part in a religious ceremony, either from their own religion or from another religion.</p> <p>Divide participants into two smaller groups of 6 people. Now place the cards face down in the middle of the group. Tell the participants that they have one hour and should keep their discussions short so that they can get through as many cards as possible. That way they will get a broad perspective on the issues; they can follow up topics that are of particular interest later.</p> <p>Explain that in each round a participant takes a card, reads it out aloud and then comments on the statement. Then the others have the opportunity to contribute with an example from their own religion or experience.</p> <p>Then go on to another round, with another player taking a card. 10 minutes before the coffee break, introduce cards with different religions and worldviews to both groups. Let them continue talking about the questions, but let them reflect if they are aware of the customs, rituals and creeds of the different religions. Make clear that it is not a bad thing to not know either the religion or the creeds, but to become aware about your ignorance is a good thing.</p> <p>When all the cards have been discussed or the time is up, move on to debrief (in the same ^[1]groups).</p> <p>Start the debriefing after the coffee break.</p> <p>Debriefing and evaluation</p> <p>Ask the following questions, accordingly to the needs of the group. Did participants feel any of the statements were difficult to deal with? Why? Were there any facts, beliefs or attitudes towards your own life stance that surprised you?</p> <p>Bearing in mind that freedom of religion and belief is a human right, how easy is it to ^[2]respect people when you fundamentally disagree with their life stance?</p> <p>To what extent do ignorance and prejudice about different life stances play a role?</p> <p>Does everyone have freedom of belief and religion in your country? Why, why not?</p> <p>To what extent should freedom of thought, conscience and religion allow for distinctive practices within the community of believers that may diverge from wider society? Examples of this could include positions on women in religious leadership positions, traditional ceremonies involving children, laws surrounding baptism, divorce or burial, prohibitions on the depiction of the founder, and so on. What was the most interesting thing you learnt from this activity?</p>
<p>Tips for facilitators</p>	<p>Be aware about the different religions and worldview represented.</p>

	As it is most common within this group to be catholic, make sure others are able to represent their views.
List of materials & space required	<ul style="list-style-type: none"> • Cards from 'Believers' with questions • Cards with different religions and worldviews • Room with places to sit in smaller groups, preferably with tables to sit at.
Annexes	n/a

Guests – Young people of Muslim Youth Munich

Timing in the programme	Saturday 14.00 – 16.00
Background/rationale	Many participants have no closer contact with young Moslems. So in this sessions they have the possibility to talk and ask questions to our young guests. The three guests are no "Experts" in the sense of studied theologians but they are experienced in practicing their faith in a non-Muslim country.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Develop insights on fundamental values in Islam and compare with pax personal worldviews, • Develop insights in how personal worldviews affect the personal development and vision of young people.
Description session	<p>Make one or two Name games and energizers in order for the guests to get to know the group and the other way round.</p> <p>The guests have time to introduce themselves, afterwards it is an open sharing where participants and guests can ask questions. The participants collected questions what they wanted to ask the guests before their arrival.</p> <p>The questions can be about the personal faith as well as knowledge about the specific religion.</p>
Tips for facilitators	Make sure that the atmosphere is welcoming and open to share
List of materials & space required	<ul style="list-style-type: none"> • Questions of the participants
Annexes	Contact Muslim youth Germany: https://muslimischejugend.de/

Expert session – Interreligious and intra-religious dialogue

Timing in the programme	Saturday 16.30 – 18.00
Background/rationale	Many times the topic of fundamentalism – especially in connection with the Islam in Europe is discussed without Muslims. Our guests will discuss the topic with us and bring in their point of view.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Discuss the prevention of fundamentalism and radicalisation • Introduce guidelines and approaches for interreligious and intra-religious dialogue in international activities
Description session	<p>The participants are divided into three groups. Each group discusses about one question and shares it afterwards in the plenary:</p> <ul style="list-style-type: none"> • Where is the border between adult faith and fundamentalism? • What can we do on local level to prevent fundamentalism? • What is fundamentalism?



	The participants share the outcomes of the groups in the plenary. At the end of the visit the participants share how they feel and what they have learned after these sessions. The guests can say what they want the other religion to share about Islam and the other way around.
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> • Flipchart with questions • Markers
Annexes	<i>n/a</i>

Human Rights Bingo (Compass)

Timing in the programme	Saturday 20.30 – 22.00
Background/rationale	Human Rights Education is an important topic and we believe that the knowledge of our own Human Rights and as such, the Human Rights of others, leads to help building more peaceful societies.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To learn about universal human rights and their relevance for everyone everywhere • To develop listening and critical thinking skills • To encourage respect for other people and their opinions
Description session	<p>Instructions</p> <ol style="list-style-type: none"> 1. Hand out the quiz sheets and pencils 2. Explain that people should find a partner and ask them one of the questions on the sheet. The key words of the answer should be noted down in the relevant box. 3. The pairs then split and find others to pair up with. 4. The aim of the game is not only to get an answer in each box but also to get a different person to answer each question. 5. Whoever gets an answer in every box first shouts out "Bingo!" They win. 6. Move on to the discussion. Take the question in the first box and ask people in turn to share the answers they received. List the key words on the flipchart. Allow short comments at this stage 7. When the chart is complete, go back and discuss the answers in each box more fully. <p>Debriefing and evaluation</p> <ul style="list-style-type: none"> • Were all the questions related to human rights? Which rights? • Which questions were the hardest to answer? Why? • Which questions were the most controversial? Why are rights controversial? • How did people know about human rights and human rights violations? Do they trust the sources of the information?
Tips for facilitators	<p>Feel free to change any of the questions to tailor the activity to the interests and level of your group.</p> <p>When recording people's answers to each question, write down key words only. The point of the chart is to help with the discussion later. After each round, deal briefly with any questions of clarification or</p>



	<p>differences in interpretation. Highlight any points that require more in-depth discussion and agree to return to these at the end.</p> <p>It is likely that people will give examples that you yourself may not know about, either because they are obscure or because they are personal. This should not matter. No one can be expected to know everything! You can ask people how they know a certain piece of information and discuss its authenticity and reliability. Indeed, it is a good opportunity to encourage people to think critically about information as a matter of principle.</p> <p>Some of the answers will be controversial. For example, someone might say that abortion is a denial of the right to life. Some people in the group may hold this view very strongly; others may disagree equally strongly. The first learning point is that it is important to try to understand any issue from all perspectives: try to establish why people hold the view they do. Whatever the difference of opinion or interpretation of rights, people should always treat those whose opinion differs from their own with respect. They may disagree with their point of view, but they should respect the person.</p> <p>The second learning point is that we should know about human rights because they are important to all of us, they are always evolving and everyone's opinion is important to give meaning to rights. It is not clear-cut and decided once and for all how they should be interpreted and applied; they need to be reassessed and developed continually. It is therefore everyone's responsibility to be part of the process of promoting and protecting human rights.</p>
<p>List of materials & space required</p>	<ul style="list-style-type: none"> • Quiz sheet • Pens • Flipchart
<p>Annexes</p>	<p>Universal Declaration of Human Rights</p>

Theme of the day – Call to action

Timing in the programme	Sunday 09.15 – 09.30
Background/rationale	The last day will focus on how a worldview can encourage a person to take social action. We will focus on main elements which moved Don Bosco to start his work in education. This will include the encounter of Bartholomew Garelli, which was his personal call to action.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Introduce daily theme in order to align the focus of all pax • Develop knowledge on the historical figure of Don Bosco and Bartholomew Garelli
Description session	<p>Find an enhancing spot to introduce the story of Garelli. Tell the story about how he came into the life of Don Bosco.</p> <ul style="list-style-type: none"> - Understanding because of no father. - Seeing a lot of youngsters on the streets in Turin, bringing souls to god. - Seeing how the clergy worked <p>Show an example of the question Can you whistle? Let the pax think about what it is that makes them come alive and what it is that they bring. What calls you to action? Write it down for yourself if you want or reflect on it for yourself. Let them stand on a line and tell them to shortly reflect on this thing that makes them get into action each day. Then tell them the seminar room is the goal they want to reach: tell them get into action, and run there.</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<i>n/a</i>
Annexes	<p>On June 5, 1841, John was ordained to the priesthood in Turin. He celebrated his first Mass the next day in the church of St. Francis of Assisi. “During my first Mass” he said, “I asked for the gift of efficacy of speech, and I think I got it!” With ordination came the release of a powerful spiritual energy, which, joined to his rare human gifts, was calculated to exert a lasting influence on modern youth.</p> <p>The beautiful Lady of his dreams was not slow in showing Don Bosco (Don is the title given to priests in Italy) just what she expected him to do. On the feast of Mary Immaculate, December 8, 1841, the first sign came. While vesting for Mass, the priest heard the sacristan shrieking at a poor young boy who had sneaked into the church to get warm. “Here, call the boy back,” cried Don Bosco, “he’s my friend!” The boy came over to Don Bosco.</p> <p>Don Bosco asked, “What is your Name?” “Bartholomew Garelli” the boy answered. “How old are you Bartholomew?” “Sixteen,” answered the boy. “Can you serve Mass?” “No” “What do you do?” “I’m a bricklayer,” he responded, head lowered. “Your mother and father...” Don Bosco continued. “I’m alone” the boy responded sadly. “Can you whistle?” Don Bosco broke in.</p>

Evaluation, active reviewing

Timing in the programme	Sunday 14.00 – 16.00
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"> • Gather the evaluation of the week by the participants • Give them the possibility to review what they know
Description session	<p>Evaluation</p> <p>We put the programme of the week on the ground and we give them 5 papers: the pax can decide which symbol they want to write. The symbols are</p> <ul style="list-style-type: none"> • a heart (loved it!) • a lightbulb (mind blown / I understood a lot) • a question mark • an exclamation point <p>The participants then put each piece of paper next to sessions of their choice.</p> <p>After it is done, we take a moment in the big group and reflect on what is shown. The participants can then share why and where they put the symbols.</p> <p>This also helps the team of trainers to know how to improve the sessions in the future.</p> <p>Active Reviewing</p> <p>We ask the participants to divide into 6 groups in order to prepare a quick scene on each theme of the day. They have half an hour to prepare. They present it then to the group and the rest of the group has to guess which theme of the day is being presented.</p>
Tips for facilitators	<i>n/a</i>
List of materials & space required	<ul style="list-style-type: none"> • Paper • Pens • Programme of the week
Annexes	<i>n/a</i>

Preparation closure of the week and mass celebration

Timing in the programme	Sunday 16.30 – 18.00
Background/rationale	Cleaning up is a part of the programme and of the closure of the week.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Prepare the end of the training course • Learn the different times of the mass
Description session	In the first half an hour:

	<p>We tell the group the different locations that have to be put in their original state.</p> <p>Everyone helps in putting the chairs together, removing all the flipcharts from the walls and the pinning boards, sorting the waste between recycling and trash, putting all the materials together so that they can be reused in another training session.</p> <p>During the hour left:</p> <p>We put the different times of the mass on the ground and ask the participants to put them back in the good order.</p> <p>We then ask them to indicate for which times a song can be sung.</p> <p>We then correct the mistakes that might have been made and each pax can decide to join one of the following groups: lectures (to read during the mass), music (deciding on the songs that will be sung and played during mass and exercising), Prayer of the Faithful.</p>
Tips for facilitators	For the cleaning part: put on some music and make it a game or a challenge!
List of materials & space required	<ul style="list-style-type: none"> • Papers with the different times of the mass • Songbook • Instruments if the pax can play
Annexes	<i>n/a</i>

Mass celebration

Timing in the programme	Sunday evening 19.30 – 22:15
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. The Mass needs to create the right mind-set to engage in the follow-up after the study session.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • SDB for Mass (young SDB priest, also a pax of the week) • Homily needs call for action, advocacy • Youth-friendly Mass
Description session	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.
Tips for facilitators	Let the participants engage in the preparation and in the mass
List of materials & space required	<ul style="list-style-type: none"> • Catholic Priest • Liturgy in English • Guitars

	<ul style="list-style-type: none"> • Songs
Annexes	<i>n/a</i>

Farewell party

Timing in the programme	Sunday evening 19.30 – 22:15
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"> • Handing out the certificates • Congratulate the participants • Participants self-organise party
Description session	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.
Tips for facilitators	You can make the “Handing out the certificates”-part either fun or serious depending on the group so that the participants remember it.
List of materials & space required	<ul style="list-style-type: none"> • Certificates • Sound installation • Beamer
Annexes	<i>n/a</i>

Team

Rules

- The team meets every night after dinner.
- 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

- Katharina Gregull
- Sarah Beeftink
- Thomas Roesch

Project administration:

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

Experts:

- Helene Gesswagner
- Niklas Gregull

Host team:

- The staff of the Aktionszentrum provides all hosting services
- Niklas Gregull: liaison with AZ staff

Salesian chaplain:

- Katharina Gregull
- SDB priest for Mass is a participant of the study session and 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.

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 to 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
<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, Niklas Gregull will be the responsible person concerning safeguarding.