



Training Manual



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Colophon

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

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Project summary

Description

Summer School of Animators was a training course for youth workers organised by our Spanish member organisation Confederación Don Bosco and supported by Don Bosco Youth-Net ivzw and Erasmus+.

Its main goal was to improve competences, skills and capacities of volunteers who work with young people. It also sought to improve the organisation of the local entities.

The project was developed for international animators and youth workers who wanted to be trained in an exchange on specific youth work topics in a Salesian context.

The activity consisted of an intensive training course of 4 days: the participants had to collaborate in their local organisations and had to have a great interest in participating in the activity for implementing locally what is learned. Each organisation made a selection of participants, each entity contributed by sending 2 participants.

The participants were between 16 and 30 years old. They had experience in working with young people. They could be volunteers or paid staff. The project also focused on involving young people with fewer opportunities.

The trainers (who are international DBYN trainers) used different methodologies such as peer reflection, games, debates, analysis, creative workshops, group dynamics, etc. to achieve the objectives and the planned results. The main objective was to improve the skills of young workers, but also to improve the quality of youth work in sending organisations.

With this project, we wanted to boost interculturality and European awareness. The idea was to motivate them to continue learning and developing his/her skills.

Objectives

The objectives of the training course were:

- To develop different personal and professional skills and abilities in a European context.
- To transmit values of European and intercultural awareness for a multiplying effect in local organisations.
- To provide an international experience with an intercultural perspective.
- To offer knowledge, strategies and methodologies in non-formal education that participants can implement at the local level in their organisations
- To empower participants to grow as leaders and improve their organisations.

The training course was focussed on a few specific topics such as:

- Youth participation as a social transformation engine.
- Non-formal education to cover social needs and to promote employability.
- Use of ICT and social networks for your work with youth people.
- Acknowledgement of competences in volunteering.

Some of the competences, we wanted to develop were:

- Social and civic competence
- Communication in a foreign language
- Sense of initiative and entrepreneurship
- Social awareness
- Learning to learn

The aim was to train the skills of the animators, to give them a broader view on these topics and to find new ways to implement them in their vocation as a youth leader.

Eventually, the idea was to create a digital platform (website) for the entire organisation of Don Bosco Youth-Net in which it is possible share the materials or the results of the project.

Pax will learn a lot from the exchange between young European animators in a non-formal context.

Profile participants

In this training course, 12 entities from 10 countries were invited to participate, including Don Bosco Youth-Net and Confederación Don Bosco. Every organisation has done its best to send 2 participants. DBYN contributed with 3 trainers and Confederación Don Bosco contributed with 10 people (including the hosting team and 1 trainers).

Salesian good mornings & good nights

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

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

Since there was a local animator course taking place in the same facilities, we decided that the GM and GN would be divided between the Spanish animators and the participants of the DBYN/ Confederación training course.

Programme overview

Daily time table	Tuesday 20/08/2019	Wednesday 21/08/2019	Thursday 22/08/2019	Friday 23/08/2019	Saturday 24/08/2019	Sunday 25/08/2019
Theme of the day	Arrival of Participants	Youth participation as a social transformation engine	NFE to cover social needs and promote employability	Utilisation of ICT and social networks for our work with youth	Acknowledgment of competences in volunteering	
08:30 – 09:10		Breakfast				
09:15 – 09:30		Good Morning				
09:30 – 11:00		Fears and expectations Sharing the work of the participants in each organisation (CE + Kathleen)	Discover new methods of Non-Formal Education (Kathleen + Pavel)	Boost young people with Information and Communication Technologies (Ana)	Diversity and leadership: the role of the volunteer or youth worker: future planning (Pavel + CE)	Departure of participants
11:00 – 11:30		Coffee Break				
11:30 – 13:00		Promotion and support of youth associations // Channels of internal and external participation (CE + Kathleen)	Stimulate creativity, techniques, methods and youth leadership roles (Kathleen + Pavel)	Activities for young people using mobile Apps (Pavel)	Observation and evaluation of competences in educational programs, Reconoce (Ana + Confe)	Departure of participants
14:00 – 15:00	Lunch					
15:00- 16:30	Free time					Departure of the team
16:30 –18:30	Arrivals of Participants/Visit to Zaragoza	Social inclusion in all youth realities (CE + Kathleen)	Trip to Aínsa (hosting team)	Social media and web tools (Pavel)	Accreditation systems: YouthPass, etc. (CE) + implementation of the TC content in your organisation (Pavel)	
18:30 – 19:00		Coffee break				
19:00 – 20:00		Financing youth projects, E+ (Ana + Pavel)	Trip to Aínsa C (hosting team)	Combating the digital divide and making good use of internet (Ana + Pavel)	Sequel of implementation + evaluation (Pavel)	
20:00 – 21:00		Reflection and evaluation				
21:00 – 22:00	Dinner					
22:00 – 23:00	Getting to know each other – Visit of the hostel	Spanish evening Fiesta typical	Movie night	Cultural evening	Graduation celebration	
23:00 – 23:15	Good Evening					
23:15-00:00	Free time					

Overview of the days – as stated in the Erasmus + application

ACTIVITY PROGRAMME FOR A YOUTH WORKER MOBILITY					
Activity n°	I- TRAINING COURSE SUMMER SCHOOL OF ANIMATORS				
Participating organisations	Confederación de Centros Nacionales Don Bosco de España, Jeugdendienst Don Bosco vzw, Salesian Pastoral Youth Service Malta, Turismo Giovanile e Sociale, Federazione Nazionale Servizi Civili e Sociali-Centro Nazionale Operesalesiane-SC/CNOS Associazione, Don Bosco Centar Podgorica, Domka, The delegation (office) of the order of St. Francis de Sales in Ukraine, Gesellschaft der Salesianer Don Boscos - Österreichische Provinz, Aktionszentrum; KA.NE, Don Bosco Youth-Net				
JE			Duration		
City/Town	Country	Start date	End date	Activity duration (excluding travel days)	Travel days
Santa María de Bruis (HUESCA)	SPAIN	20/08/2019	25/08/2019	4	2
Activity Programme					
Timetable	Activities	Non-formal and informal learning methods used			

ALL DAYS		
AM/PM	Good morning / Good night	<p>Description: Every morning or night. In turns, the participants of each organisation will prepare a reflection on a topic that concerns them, interests them, or want to share in groups: they can introduce a story, a personal experience, etc. This will contribute to create an open, relaxed and distended environment among the participants.</p> <p>Objectives: To create a climate of participatory reflection.</p>
AM/PM	YouthPass	<p>Description: Youth Pass is a strategic tool in the learning process of the participants. During group work sessions, participants will be supported to take time to reflect on their learning process. They will be provided with personal notebooks, in which the results could be recorded. Therefore, they will have moments to make these reflections, as well as the last day of the training.</p> <p>Objectives: To evaluate, and to validate knowledge, competences and skills acquired.</p>
PM	Daily evaluation and reflection	<p>Description: At the end of the training day, there will be a moment for self-reflection and self-analysis in which participants will indicate the knowledge acquired, information on how to do it in their local reality, as well as experiences, etc. Likewise, there will be a group reflection and it will be a moment of exchange of enriching opinions.</p> <p>Objectives: To create a positive climate of group reflection and enhance self-evaluation as a learning method.</p>
PM	Coffee break/ free time	<p>Description: The participants should have moments to establish contact with their peers informally. For this reason, a couple of coffee-breaks are proposed at mid-morning and mid-afternoon, as well as after lunch. In those periods of time, they participants could enjoy the facilities of the hostel. It would be recommendable for the participants to establish links and create a network of European contacts, with whom they can continue working in the future.</p> <p>Objectives: To provide rest time for the participants, and to encourage informal contact among the participants.</p>

DAY I	ARRIVAL OF PARTICIPANTS	
AM/PM	Summer School of animators and YouthPass	<p>Description: The youth pass will be presented as the final certificate of the TC. The schedule will be introduced and the trainers, and hosting team as well, the facilities will be shown. Everything will proceed in a participatory way, ensuring that the participants feel comfortable and encourage the interaction among them.</p> <p>Objectives: To introduce the program, to establish standard rules, and to address administrative issues.</p>
PM	Visit to Zaragoza	<p>Description: Participants will arrive in Zaragoza by plane or train. We will take advantage of being there to visit the most interesting places in the city centre. The visit will be previously scheduled by the hosting team and the trainers. In the evening we will take a hired bus to Santa María de Bruis.</p> <p>Objectives: The visit to Zaragoza will allow the participants to experience a bit of the historic city as a unique destination of great cultural richness and beauty.</p>
PM	Visit to the accommodation	<p>Description: We will visit the hostel in order to show our participants the facilities of the accommodation. We want them to feel comfortable during their stay in Santa Maria de Bruis. We will assign their rooms and go for a walk in the surroundings in order to enjoy a natural environment. Our aim will also be to facilitate the interaction between the participants.</p> <p>Objectives: To show the hostel facilities and to know the surroundings of the accommodation.</p>

DAY 2	YOUTH PARTICIPATION AS A SOCIAL TRANSFORMATION ENGINE	
AM	Fears and expectations/ Sharing the work of the participants in the different organisations	<p>Description:</p> <p>Through an integrative and participatory group dynamic, young people will be able to express the objectives and motivations they have for participating in training. In the same way, possible fears will be appearing before this participation (language, group, etc...) The results of this dynamic will be taken into account by the trainers and the hosting team, in the development of the training sessions.</p> <p>Through the realisation of a game or a dynamic of presentation, each organisation will have 10 minutes to present his/her organisation and the work they do there. This presentation should be previously prepared for the representatives of each organisation. It is important for the participants to know all the organisations in order to learn and to enrich the lesson.</p> <p>Objectives: To discover what is done in the different participating organisations. To create a pleasant and trusting climate and to encourage active listening and participation. To know what are the expectation, that the participants have for the training, and to show the concerns and fears before the TC</p>
AM	Promotion and support of youth associations. Channels of internal and external participation	<p>Description: We will make a debate, we will work on strategies to promote youth support and associations as a mechanism to create active citizenship. The trainers will present examples of non-formal education programs that encourage and promote youth participation. Likewise, internal and external participation channels will be exposed with the idea that the participants will use those channels in the future.</p> <p>Objectives: To find out the different channels of participation that young people can use, to encourage participations in their own organisations and in other youth forums at local, regional, state and European level.</p>
PM	Social inclusion in all youth realities	<p>Description: We will work in groups and we will deal with different proposals, that are approached in relation to social inclusion with special emphasis on new models for dealing with problems of social exclusion from an intercultural perspective. Participants will be asked to be proactive and present proposals and strategies that can be applied to their own reality.</p> <p>Objectives: To present good practices, challenges and innovation in the European sphere, as well as progress in the development of youth services.</p>
PM	Financing youth projects, E+	<p>Description: The trainer will explain to youngster how to obtain funding to develop social projects, how to participate and organise youth exchanges, and to get in touch with other centres. In short, how to make young people aware of the possibilities and the resources available to put ongoing international activities.</p> <p>Objectives: To promote mobility and the exchange of volunteers and youth workers.</p>

PM	Spanish evening, Fiesta typical	<p>Description: It will be prepared with the collaboration of all participants, hosting team, trainers, etc. Participants will be encouraged to participate in groups in a natural way throughout what is considered our country: a dance, a song, a game, etc.</p> <p>Objectives: To conclude the first day in a relaxed and playful way, to foster interpersonal relationships and interculturality.</p>
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DAY 3	NON-FORMAL EDUCATION TO COVER SOCIAL NEEDS AND PROMOTE EMPLOYABILITY. NEW YOUTH WORK METHODOLOGIES AND TECHNIQUES	
AM	Discover new methods in non-formal education	<p>Description: The trainer will present, new methodologies, innovative techniques, new youth programs that are currently successful at European level. The participants will make contributions by giving opinions on these programs, and contributing their vision about programs they know, both those that have been successful and those that have not.</p> <p>Objectives: To provide participants with knowledge about new methodologies and new innovative programs.</p>
AM	Stimulate creativity, in techniques, methods and youth leadership roles	<p>Description: The trainer will put into practice different creative techniques such as brainstorming, Philips 6/6, directed discussion, answer the questions: "What will you do? What for? How? What? What means? When? Where? Schedules?". Planning letters etc. The participants will ensure how creativity multiplies when working as a team. We will also work on the leader's role and how to guide different types of initiatives. Finally, the participants will propose creative techniques that they normally use in their organisations.</p> <p>Objectives: To provide the participant creative resources that could implement in their entities.</p>
PM	Trip to Aínsa	<p>Description: This day we will enjoy a playful afternoon in the medieval village of Aínsa. The whole team (trainers, participants and hosting team) will go to visit the castle, the main square and the museum of traditional arts and crafts. It will be a unique moment to live with the local people. It will be a good time to explore the fauna and flora of the area and to try the most typical gastronomy. The visit contemplates the possibility to play a game in the emblematic spaces of the medieval village.</p> <p>Objectives: To visit the medieval town of Aínsa and to get into its current culture, knowing its roots and traditions and living with the local people.</p>
PM	Intercultural workshop	<p>Description: We will create a workshop exchange, in which participants will be able to experiment with a series of workshops that their classmates will share. These workshops will be previously prepared by the participants and guided by the trainers. This offer could range from music workshops, to recycling manuals, good practices, etc.</p> <p>Objectives: To boost the creativity of the participants.</p>
PM	Cine forum	<p>Description: The participants will be invited to watch a film or a documentary about any specific topic like (interculturality, social inequality, etc. The film will be determined by the trainer (for example "Street diaries", "Girls rising", etc.) After the film, the participants will be encouraged to express their opinions and to make a debate. They will try to establish solutions to the problem addressed from different perspectives and approaches.</p>

		Objectives: To accept the different opinions and beliefs of the same reality, which leads us to offer different alternatives or solutions.
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DAY 4	USE OF ICT AND SOCIAL NETWORKS FOR OUR WORK WITH YOUNG PEOPLE	
AM	Dynamization of activities for young people with ICT	<p>Description: There is an increasing emphasis on using information and communication technologies in the context of global youth priorities, such as access to education, employment and poverty eradication. In addition, ICTs can create effective channels of cooperation, dialogue and information exchange among young people. Therefore, it is important to reflect on it. The trainer will make a participatory review, supported by audio-visual media on the importance of technology in our society and on the characteristics of the generation Z.</p> <p>Objectives: To promote the digital competence and the use of digital resources to promote creativity. To promote the collaborative practices of adolescents in the field of transmedia narratives (content production by young people, fan culture, participation in social networks, etc.)</p>
AM	Activities for young people using a mobile APP	<p>Description: Through different participative dynamics, the trainer will present the most important and useful educational app that are available to work with youngsters. We will see examples of good practices in the use of mobile devices with young people.</p> <p>Objectives: To promote the digital competence, to know the most important educational applications that can be useful in the development of the volunteer's work.</p>
PM	Social networks and web tools	<p>Description: The trainer will ask the participants to create a profile in social networks for their organisation (different than the one they might have). Then, the trainer will teach them some resources to make their organisation attractive for youngsters. He/she will teach resources to create websites in which to publish the activities carried out by the youth centres, their objectives as an organisation, etc. We will emphasise the good use of data protection.</p> <p>Objectives: To promote the digital competence and the good use of digital tools and to create a personal or an associative brand.</p>
PM	Fight against the digital divide and good use of the internet.	<p>Description: The digital divide refers to the inequality between people who may have access or knowledge in relation to new technologies and those who do not. Inequalities occur both in access to equipment and in the use and understanding that are accessible. Technology today can be considered as a tool for the development and advancement of society, therefore, we will design a strategy in groups to overcome this digital divide, and we the use of a safe promotion of the internet. We will see real cases of misuse of the Internet and the negative consequences that this can cause.</p> <p>Objectives: To promote a safe use of the internet, to work interculturality through ICT's and to empower young people digitally.</p>
PM	International night	<p>Description: Each participant should bring something typical and characteristic of their country: a typical costume, a flag, a musical instrument, etc. without forgetting the gastronomic products that have so much acceptance. That will be presented as an exhibition with different stands where participants will learn about the cultural diversity we live. It will</p>

		<p>be the moment to listen and dance different popular and traditional music, share anecdotes and forget about the clichés. It will be a relaxed and natural time where young people will experience other cultures.</p> <p>Objectives: To learn in a dynamic way aspects of the culture of the participating countries.</p>
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DAY 5	RECOGNITION OF COMPETENCES IN VOLUNTEERING	
AM	Diversity and leadership: the role of the volunteer or youth worker	<p>Description: To be an inclusive leader requires putting into practice a set of skills and behaviours that allow to create, to lead, to involve, to motivate and to develop multicultural and diverse groups. Through different participatory dynamics, the trainer will encourage to build among the participants a network of interpersonal relationships, in order to create an inclusive environment in which people can develop their strengths. An atmosphere of flexible communication will be created, the trainer will also work on the importance of conflicts and how to see them as a source of creativity and innovation.</p> <p>Objectives: To provide the keys to enhance the ability to lead diverse groups, promoting inclusive environments.</p>
AM	Observation and evaluation of competences in educational programs	<p>Description: On the assumption that the idea that the whole educational intervention is a learning that gives us different skills, knowledge and competences. We will focus on continuing to learn and take advantage of that baggage to develop our educational work with young people. For this, we will carry out different participatory group dynamics in which we will observe the competences that the participants have and we will make them aware of them.</p> <p>Objectives: Promote permanent and meaningful learning, and raise awareness of the importance of learning through competences.</p>
PM	Accreditation systems: YouthPass, Reconoce, vol +	<p>Description: The trainer will present the different accreditation system available for volunteers. Subsequently, the participants will put what they learned into practice, they will complete the YouthPass. We will also present the Spanish program RECONOCE to encourage the Spanish to use it and to show a different model to the rest.</p> <p>Objectives: To present the different accreditation systems available mainly at European level (YouthPass) and at national level (Recognise and Vol +) knowing their common points and differences as well as encouraging them to request the corresponding accreditations</p>
PM	Implementation of the course content in the organisation itself	<p>Description: The trainer will divide the participants into small working groups, then they will design the implementation processes of what they learn during the TC in their organisations, keeping in mind the different realities and the pace of work of each organisation. Young people will be encouraged to set different goals in these implementation processes.</p> <p>Objectives: To guide a reflection in which the participants will develop possible methodologies to implement what was developed during the TC in their sending organisations.</p>
PM	Graduation event	<p>Description: It would be an event to celebrate the time that the participants have spent together through an act where the Youth Pass certificates will be delivered, and also participation diplomas, etc. We will play a video report of the different moments lived during the week. Young people will be able to recognise the roles that their classmates have acquired during the week giving different "mentions".</p> <p>Objectives: To finish the TC in a fun way, thanking all the participants their attendance.</p>

DAY 6	DÍA DE DESPEDIDA	
AM	Farewell days	<p>Description: The trainers will kindly request the participant to evaluate the TC. The evaluation will be active and participative, they will evaluate in groups and individually in a relaxing atmosphere and respecting all the opinions.</p> <p>Objectives: To evaluate the TC, with its content, as well as the organisation in general and their personal and group participation in the proposed activities. To assess the objectives and expectations of the first day and to observe in what aspects it could be improved.</p>
AM/PM	Return Trip	<p>Description: We will take the participants to Zaragoza, so that everyone can take the transport to their city of origin.</p> <p>Objectives: To provide a safe return trip to the airport, or train stations.</p>

Session Outlines

Arrival day

Getting to know each other

Timing in the programme	Tuesday evening
Background/rationale	The participants had a long journey reaching Santa María de Bruis. So the participants of the local animator course were in charge of the 'hospitality' and the welcoming event
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Feeling welcomed by dances, games
Description session (Methodology, methods, timing)	<ul style="list-style-type: none"> → Dances → Name games → Tour of the house → Small dinner → Feeling at home
Outcomes	Participants felt at home and everything was well
Evaluation	Very nice energetic way to be welcomed!
List of materials & space required	<ul style="list-style-type: none"> • Audio & music • International flags
Further reading	n/a
Appendices	Programme of the week in the training room

Day 1

Fears and expectations

Timing in the programme	Wednesday morning
Background/rationale	Now, that the pax had their first night in Santa Maria de Bruis, it is time for action
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Getting to know the expectations of the participants • What do they want to learn, what do they expect? • What are their fears or barriers? • What can I contribute to the group
Description session (Methodology, methods, timing)	<ul style="list-style-type: none"> • Every participant receives 3 post-its and they have to write down: <ul style="list-style-type: none"> - A fear or barrier - An expectation: what do I expect to learn or to experience this week - What can I contribute to the group? (example: positive spirit, language skills...)

Outcomes	<ul style="list-style-type: none"> • The biggest fear was the language barrier • They expect to learn a lot of new games and international people • They can contribute cultural things of their country, smiles, positive spirit...
Evaluation	<p>Positive: A good way to get to think about fears, contributions and expectations. The use of a flipchart and post its facilitates the overview of 'what the group things'.</p> <p>Negative: The training room however was too small... and the shape wasn't that ideal to hang up some flipcharts... <i>N.B.: This is something that will come back in the other sessions.</i></p>
List of materials & space required	<ul style="list-style-type: none"> • Flipcharts • Markers • Pens • Different coloured post-its
Further reading	Bikablo for visual arts of the flipcharts.
Appendices	3 flipcharts with : fears, expectations and contributions

Sharing the work of the participants in each organisation + promotion and support of youth associations // channels of internal and external participation

Timing in the programme	Wednesday morning
Background/rationale	We start with a session where all the participants can present themselves, the roles they play in their organisations, and their organisations and its network.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Getting to know each other and the other organisations • Create a group feeling • Create overview of the networks in every country
Description session (Methodology, methods, timing)	The aim of the session was to create an exchange of the experience and the organisations of all participants. In order to do so, the participants should create a museum presenting their organisations. The participants were divided into groups according to organisations and countries and each group had to make one part of the exhibition representing their organisation. They had a variety of materials to their disposition to become creative and make different kinds of exponents. The pieces should reflect how the organisation works, what their role is in the organisation and the network of the organisation. After about 40 minutes of preparation time the entire group made a tour through the museum with every art piece being presented and explained by the creators. They get 2 minutes to present their artwork.
Outcomes	The museum consisted of ten pieces representing organisations that differed in several aspects such as way and moments of working, number of

	<p>volunteers/professionals... Another mayor difference was the number of international volunteers that participated.</p> <p>During the museum tour the similarities and differences of the organisations were already discussed and many detailed questions about organisational aspects were made.</p> <p>We will use these outcomes also in the rest of the week.</p>
Evaluation	<p>- The pax really participated in an active way. They all had creative visualisations of their organisations.</p> <p>There was a high interest in the other organisations. The pax asked a lot of questions by each museum piece.</p>
List of materials & space required	<ul style="list-style-type: none"> • Creative material (building blocks, coloured paper, pens, colours, magazines, tape, scissors...) •
Further reading	n/a
Appendices	n/a

Social inclusion in all youth realities

Timing in the programme	Wednesday afternoon—first session
Background/rationale	
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • What is inclusion and what is it not • The pax learn what inclusion is more than disability and that there are different kinds of inclusion and exclusion • The pax learn the difference between inclusion and integration • They learn the TREE Model
Description session (Methodology, methods, timing)	<p>Short exercise to experience exclusion: we randomly assign people who can play with us. And others are not allowed simply because they have blue jeans or wearing glasses or whatsoever.</p> <p>Debriefing of it – discussion and explanation about exclusion and segregation</p> <div style="text-align: center;"> <p>The diagram consists of four circular illustrations arranged in a 2x2 grid. <ul style="list-style-type: none"> EXCLUSION: A circle containing several green dots, with several red dots positioned outside the circle. SEPARATION: Two separate circles. The larger one contains green dots, and the smaller one to its right contains red dots. INTEGRATION: A circle with a smaller inner circle. The outer ring contains green dots, and the inner circle contains red dots. INCLUSION: A single circle containing a mixture of both green and red dots. </p> <p>Brainstorm about “inclusion”</p> </div>

Discussion about inclusion and the difference with integration

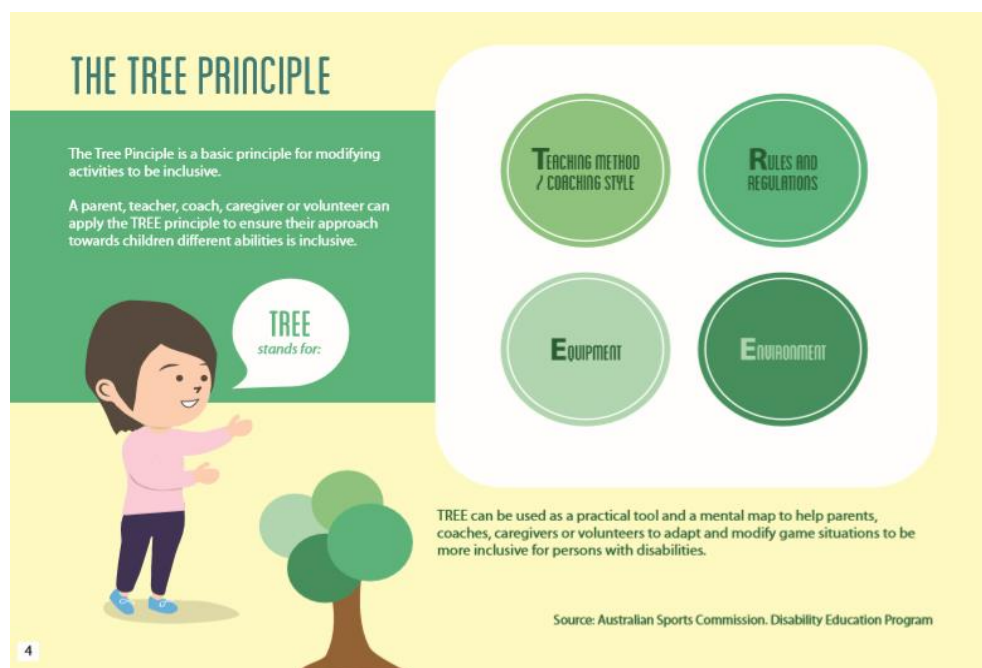
Game about the diamond of inclusion

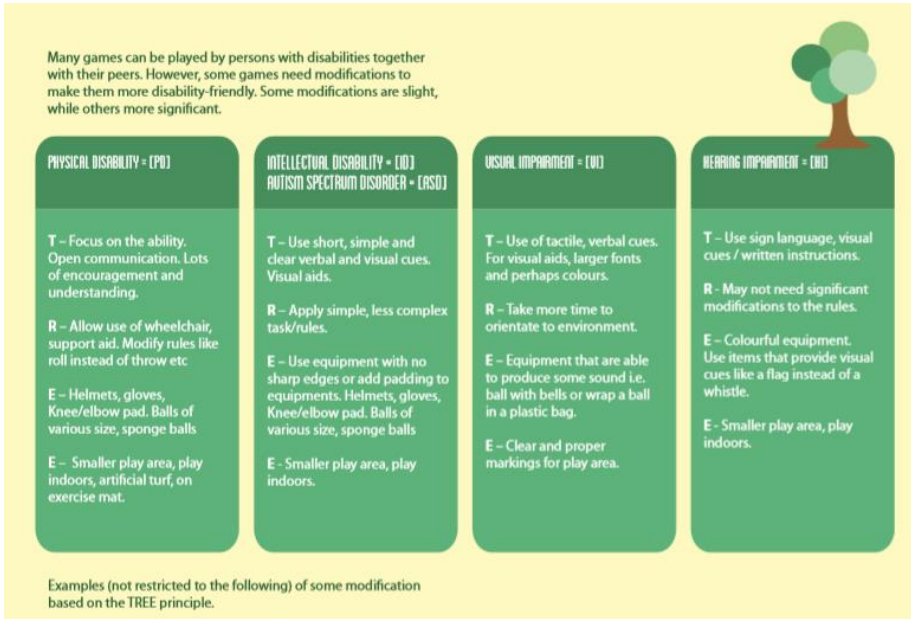


With several papers they should reach the other side of the room by not touching the ground. However, every group has a blind person, a person that doesn't understand English, a person who can't talk, a person that.... Different characteristics that can work or that can form a barrier.

Later on, we reflect on the difficulties and the strategies of communication or approaches that worked

Tree model: model to adapt a game to make it more inclusive



	<p>Many games can be played by persons with disabilities together with their peers. However, some games need modifications to make them more disability-friendly. Some modifications are slight, while others more significant.</p>  <p>Examples (not restricted to the following) of some modification based on the TREE principle.</p>
Outcomes	<ul style="list-style-type: none"> The pax got to know different kind of inclusion Tips and tricks to adjust a game
Evaluation	<p>Good to play together, good teambuilding</p> <p>Nice that it was outside and a good balance between content (theory) and action.</p>
List of materials & space required	<ul style="list-style-type: none"> Papers Blindfolds Flipchart diamonds Flipchart TREE model Flipchart inclusion, exclusion... Flipcharts for brainstorm about inclusion
Further reading	<p>Let's Play Together Booklet that could be found on the resource table</p>
Appendices	<p>n/a</p>

Financing youth projects, Erasmus+

Timing in the programme	<p>Wednesday afternoon second session</p>
Background/rationale	<p>We start this session having all a common background about what is Erasmus+ to do so we do a brainstorming about it.</p>
Aim(s) and objectives of the session	<ul style="list-style-type: none"> To learn what Erasmus+ is. To learn to do a project.
Description session (Methodology, methods, timing)	<ul style="list-style-type: none"> To have a common background about what is Erasmus+. We make a puzzle game in which the pax are divided into groups of 5 so they have to put together each part of the puzzle in the proper order.

	KEY ACTION 1	<u>Mobility</u>	Provides opportunities for individuals to improve their skills, enhance their employability and gain cultural awareness.
	KEY ACTION 2	<u>Cooperation for Innovation and Exchange of Good Practices</u>	Enables organisations to work together in order to improve their provision for learners and share innovative practices.
	KEY ACTION 3	<u>Support for Policy Reform</u>	Covers any type of activity aimed at supporting and facilitating the modernisation of education and training systems.
	ERASMUS +		
	<p>After that, we explain each key action and we give example of what types of projects could be funded by Erasmus+.</p> <p>To finish we analyse each step that we have to follow to apply for an Erasmus+ through a power point.</p>		
Outcomes	<ul style="list-style-type: none"> Tips to write a good project 		
Evaluation	<p>They got really engaged during the session as it is a very interesting topic.</p> <p>They did a great team work.</p>		
List of materials & space required	<ul style="list-style-type: none"> Papers Markers Beemer Projector 		
Further reading	N/A		
Appendices	N/A		

Spanish evening: Fiesta typical

Timing in the programme	Wednesday Evening
Background/rationale	The parallel project from Federación Maín (Confederación Don Bosco's member organization) that was also in Santa María de Bruis prepared some games for the participants of Summer School of animators. The evening activities were part of their training as animators. Maín's animator aims to entertain the participants and to show them some curiosities of the Spanish culture through a gymkhana.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> To know more about the Spanish culture. To foster interpersonal relationships and interculturality.
Description session (Methodology, methods, timing)	Participants were divided into different groups, in every group was at least one Spanish member. They needed work in groups to overcome all the activities in the gymkhana.

	The games were related to Spanish songs, Spanish words, Spanish food and Spanish festivities and legends.
Outcomes	<ul style="list-style-type: none"> • The Federation Main's animators learnt how to prepare activities in English. • The Participants had a good time and learnt some words in Spanish and some Spanish curiosities.
Evaluation	<p>A really good environment among participants was created. They worked collaboratively and got closer fellows. Some participants overcame shyness.</p> <p>It was a nice outdoor activity. It was an enriching moment for both groups. (participant of ESSOA and Main's animators).</p>
List of materials & space required	<ul style="list-style-type: none"> • Papers • Markers • Spanish flags • Party decorations • Food • Speakers • Lights
Further reading	N/A
Appendices	N/A

Day 2

Discover new methods of Non-Formal Education + stimulate creativity, techniques, methods and youth leadership roles

Timing in the programme	Thursday morning
Background/rationale	The pax learn about non-formal education. They learn about learning styles, how their own style effects them as a youth leader, but also how important it is to take in mind the different learning styles of the people they work with. They get a first background of the learning cycle of Kolb, one of the basic theories in NFE
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • The pax get a first understanding of the different learning styles • The pax get a first understanding of the different concepts “formal, non-formal and informal learning” • The pax get a first understanding of the learning cycle of Kolb
Description session (Methodology, methods, timing)	<p>1. Getting to know the different learning styles of Kolb on an active way – 40’</p> <p>We have 4 different rooms (or 4 different places). The pax get the task to learn how to juggle. In each room there is a different way to learn how to juggle, according to the 4 learning styles of Kolb.</p> <ul style="list-style-type: none"> - Text-manual (see: https://www.wikihow.com/Juggle) - demonstration and guidance from an “expert” - Trial and error - Video (https://www.youtube.com/watch?v=x2_j6kMgIco) <p>The pax have 25’ to try to learn how to juggle with at least 3 balls.</p> <p>Afterwards they come together in 4 small groups. They discuss about the 4 places: in which way did you learned at each place?</p> <p>Afterwards they come together in the big room. Debriefing:</p> <ul style="list-style-type: none"> - What did you notice? - Was there a room that was for you the most fun to learn/the best way to learn? - Why? - Which 4 learning styles do you think there are? (+ short explanation – see Appendix I) - What is your own learning style? <p>2. Formal – non-formal and informal learning</p> <p>The pax are divided into 3 groups. They each get a flipchart, 1 group formal, 1 group informal, 1 group non-formal learning. They get time to brainstorm about these concepts. After 10 min, they go to the next flipchart.</p>

	<p>If the groups have been to each flipchart, they think about definitions of the concepts.</p> <p>After this we do a discussion in the big group: what do these concepts mean? What are the differences? When is something formal, non-formal and informal learning. We use a lot of examples of this week for non-formal and informal learning.</p> <p>Which methods did you see this week? From which type of learning are they an example?</p> <p>3. Learning cycle – Kolb – 30' We do a short team-activity with the whole group. “Pass the ball” The group has to find a way to pass a ball in less than 10 seconds. The ball has to be touched by everybody. But only 2 persons can touch the ball at the same time. First try out without speaking. Then, after a while give them some time to discuss a strategy. Set 1 person away from the chairs to have a clear view, and try again.</p> <p>Short debriefing – what happened? Did it work? Different stages of the “learning process” (+explanation from cycle of Kolb). (See Appendix II)</p>
Outcomes	<ul style="list-style-type: none"> This was a first introduction to these theories. The participants were still discussing the differences between the 3 types of learning. It is difficult to get the nuances in this short time, that was also not the goal. They were really interested in all the theories. The discussions were really good.
Evaluation	Give them a bit more time for the brainstorm of the 3 types of learning. Be aware that this is only a first introduction. Not all the pax will totally get the different theories.
List of materials & space required	<ul style="list-style-type: none"> Flipcharts and markers Juggling balls Video “how to juggle”: https://www.youtube.com/watch?v=x2_j6kMglco Text explanation “how to juggle”: https://www.wikihow.com/Juggle Learning styles of Kolb (see Appendix I) Learning cycle of Kolb (see Appendix II) Flipcharts with formal – non-formal – informal learning
Further reading	
Appendices	Learning cycle of Kolb

Appendix I – Different learning styles

General Descriptions

Activists (Accommodators)

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

Summary

- Realise plans and experiments
- Experiment with new things
- Taking risks
- Outshine in new situations
- Social in contact with people
- Sometimes impatience and forcing
- Neglecting plan sans facts

Reflectors (Divergers)

Reflectors like to stand back and ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Summary:

- Imagination
- Develop different perspectives in concrete situations
- Get ideas e.g. by brainstorming
- Are interested in people
- Emotional
- Culturally interested

Theorists (Assimilators)

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step, logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. If it's logical it's good'.

Questions they frequently ask are: 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Summary:

- Logical reasoning
- Find it important that theory is logical and precise
- Combine different observations in a combined explanation
- Are focussed on abstract concepts and ideas
- Less focussed on practical use of theories
- Less focussed on people

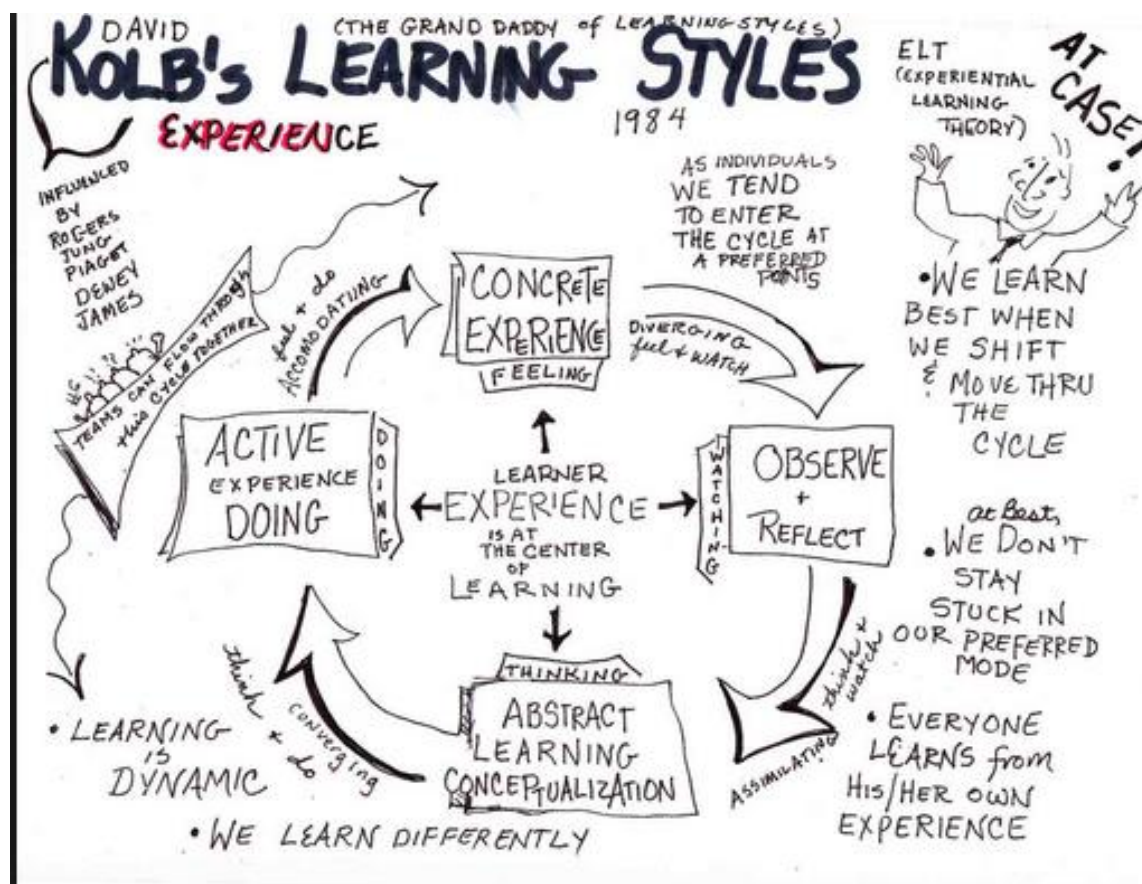
Pragmatists (Convergers)

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-end discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: There is always a better way' and 'If it works it's good'.

Summary:

- Translate ideas practically
- Are focussed on unambiguous and straightforward answers
- Are focussed on 1 solution for 1 problem
- By reasoning focussing their knowledge on a specific problem
- Mostly less emotional
- Rather arrange things without people

Appendix II – Kolb's learning styles



Trip to Aínsa

Timing in the programme	Thursday afternoon and evening
Background/rationale	Santa María de Bruis is relatively close to Aínsa that is considered one of the most beautiful villages in Spain. It was a unique opportunity to visit the area and to know more about the culture of the Pyrenees.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To visit the medieval town of Aínsa and to get into its current culture, knowing its roots and traditions and living with the local people. • To boost team work and the creativity of the participants.
Description session (Methodology, methods, timing)	<p>During the first part of the visit, the participant had some free time to explore and to enjoy a playful afternoon in the medieval village of Aínsa. They visited the castle, the main square and they could also see art and craft workshops. It was a good moment to explore the area and to know local people. It was also a good time to try the most typical gastronomy.</p> <p>The second part of the visit was a city game. The participants were divided into different groups, so they needed to work together to overcome the game. The whole game was made in the emblematic spaces of the medieval village. The games were related to songs, dances, legends, and local traditions.</p>
Outcomes	<p>The Pax was really happy with the trip, they really savoured the activity. They expressed that if they had got more time they would have loved to visit more villages or do a trekking a route.</p> <p>It was a good moment to spend a relaxing time with their fellows surrounded by nature.</p>
Evaluation	<p>A guided visit would have been better instead of free time.</p> <p>It was a good opportunity to explore the village and get to know more about the local culture.</p>
List of materials & space required	<ul style="list-style-type: none"> • Speakers • Markers • Customs • Face painting
Further reading	N/A
Appendices	N/A

Day 3

Boost young people with information and communication technologies

Timing in the programme	Friday morning
Background/rationale	Almost everybody uses ICT nowadays so we are going to establish a common meaning of what ICT are.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To know what ICT are. • To learn how to do a proper use of ICT. • To learn to empower people using ICT.
Description session (Methodology, methods, timing)	<p>The session was developed outside we put a big paper on the floor and we did a brainstorming answering the question “What are ICT?” and everybody wrote down in a few words what are ICT.</p> <p>After that we read the meaning of ICT “ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums.”</p> <p>We did a debate about the advantages and disadvantages of using ICT. To do so pax were divided into two groups. They wrote down its advantages and disadvantages.</p> <p>To finish we challenged the pax to do different activities using ICT and different social media and apps, which was good to introduce the next session.</p>
Outcomes	<ul style="list-style-type: none"> • Internet is a must have for some sessions
Evaluation	When they did the challenge they got very engaged as they liked it but internet connection wasn't very good.
List of materials & space required	<ul style="list-style-type: none"> • Flipcharts • Markers and pens • Internet connection • Mobile phones
Further reading	N/A
Appendices	N/A

Activities for young people using mobile Apps

Timing in the programme	Friday morning
Background/rationale	Digitalisation of youth work
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Participants getting to know mobile apps useful for youth work • Sharing good practices • Reflecting of the use
Description session (Methodology, methods, timing)	<p>Activities for young people using mobile Apps:</p> <p>The session started with first presenting Don Bosco Games App and giving example how it works, (we have tested one energizer), and presentation of couple of app and how they can use them in activities in playgrounds.</p> <p>List of apps:</p> <ul style="list-style-type: none"> • youcut (video editing app) • padlet (online flipchart) • class dojo (perfect for small children, giving rewards, and also give opportunity that parents can follow how their kids are doing in activities) • mentimeter (online anonymous evaluation tool) • kahoot (quiz tool for groups and individuals) • logopit plus (app for making logos, Facebook posters, Instagram posters). <p>We also tested the mentimeter, give example how it worked and also did a quiz in Kahoot with questions about participants. In this way they had fun, get to know each other better and understand how the app works.</p> <p>When we finished with presentation, participants had opportunity to see ideas for two games that can make at their playground using only mobile phone and headphones including all the participants and not giving chance to exclude anyone.</p> <p>Then the group was divided in smaller groups and had time to think what other applications they have use or can use in playground and to present it to everyone. It was really good because they came with so many apps and participants have taken notes of these apps.</p>
Outcomes	<ul style="list-style-type: none"> • They got to know the Don Bosco Games App • Sharing different digital apps • Internet is a MUST for these sessions...
Evaluation	<p>Interesting sharing</p> <p>Good session</p> <p>Crapy internet connection...</p>
List of materials & space required	<ul style="list-style-type: none"> • Camera • Apps • WiFi • Smartphone
Further reading	n/a
Appendices	n/a

Social media and web tools

Timing in the programme	Friday afternoon
Background/rationale	Many organisations are so focused with work and not that much with promoting their activities, which is important, so we came with tools that are free and can be used by everyone.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> Introducing more tips and trick about social media and online tools that can be useful at their youth organisations for promoting their work.
Description session (Methodology, methods, timing)	<p>Social media and web tool:</p> <p>Two participants presented one project that was held in Montenegro, the movie “Detectives Boško & Toško”, that was created only with phone, a laptop and local animators that didn’t have any experience with this topic. The aim was to raise awareness that also we should hear voice and opinion of kids.</p> <p>https://www.youtube.com/watch?v=55vYO1lpjEM</p> <p>Then, together we have post some Facebook post with tips and trick what should they do to engage as many people to this possibility.</p> <ul style="list-style-type: none"> First step, select pictures but keeping in mind with angle, light, frame, that no one was cropped from frame, and that no one’s rights were violated and everyone have accepted that they agree with using them in photos to promote activities. Number of the pictures has to be between 3 and 12. Optimal number is 8. The text has to be short and to describe where the activity was, for whom, what it was about, where they can find more information about it and what are the follow ups. Hash tags, add at least 3 that were used so participant can find them easily. Differences with posting in deferent social media. The advantages of making small videos for YouTube for promoting activities and perfect place to keep all your data for long time present. Always add location, tag people and share if someone has shared something about this activity. Use online tools to make your post more attractive. <p>Also it was presented some web tools for making more professional posts for social media.</p> <ul style="list-style-type: none"> Fotor, online tool for editing photos: https://www.fotor.com Canva, graphic design tool : https://www.canva.com YouTube, much content with advices, online library. <p>And then it was explained to them shortly how to make short video clip to promote one of the activities that might host or are hosting.</p>

	<p>One image is equal to 1000 words, and one second has from 24-30 pictures, so you can do the mat and figure it out how many information you can share in 3min video about activity. Some advices:</p> <ul style="list-style-type: none"> • Always record short clips until 15sec, of activities • Record from different angles • In post-production, edit video in way that someone that wasn't present have idea what you were doing there. • Try to use mobile phone because it is user friendly and the camera and microphone are really good and you always have them in your pocket and can keep some moments immortal with tap on the screen that can be useful for future.
Outcomes	Learning good practices and practical tools
Evaluation	<p>Nice to see a good practice of another member organisation</p> <p>We got the feedback that it was great session, but that Facebook and how to post perfect post could be shorter. The solution for this is that in the future or to make it shorter or to present it in more non-formal way.</p>
List of materials & space required	<ul style="list-style-type: none"> • Beamer • Phone • Speakers • Internet
Further reading	n/a
Appendices	n/a

Combating the digital divide and making good use of internet

Timing in the programme	Friday afternoon
Background/rationale	After the training course in Bollington that was organised by DBYN, we saw positive impact on one of partner organisation based on knowledge and motivation they gained and how they came with totally new activities in their organisation, and how could motivation for other organisations.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> Discovering tools that you need for creating video content and different ways of making video about some activities, in this case summer school of animators. The lack of technology doesn't have to be bad, you can use it in creative and healthful way for youngsters to bring them in realities and have fun in old school way, but also to use what they have to create creative content.
Description session (Methodology, methods, timing)	<p>We talked first about the digitalisation of youth work. Youth Work is digitalising however on a lot of playgrounds the basis is still playing without mobile phones.</p> <p>So, in order to combat the digital divide, we asked the participants to blend everything they learned so far (inclusion, apps, sharing good practices) and then the participants had a task to use all information they have used that day to create video content and to present it to the group using only what they have with them (mobile phone, material that was in the room, knowledge of participants) and they had only 2 hours to do all of it with coffee break.</p> <ul style="list-style-type: none"> https://www.dbynbuildingcitizens.net/european-summerschool.html <p>All the groups have made the videos in the end and have presented in to the all group. We got the feedback that they liked session because it was first time and in the end they had a result that everyone was proud with and with different approach to the task.</p>
Outcomes	Integrate all that is learned in a video to promote this training course
Evaluation	The task was perfect because the one that didn't had knowledge before could learn from each other, had opportunity to meet with all the obstacles and how to overcome them, and also they were limited with time, so had to work on with pressure and to learn how to deal with it.
List of materials & space required	<ul style="list-style-type: none"> Phones Flipcharts of all the sessions Internet ...
Further reading	n/a
Appendices	n/a

Cultural evening

Timing in the programme	Friday evening
Background/rationale	Since in this project there are people from 10 different countries, it is always interesting that the participants prepare and present with their fellow compatriots a creative exposition about their countries.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To learn in a dynamic way interesting information about other countries. • To work collaboratively with their mates. • To improve oral presentations skills.
Description session (Methodology, methods, timing)	<p>The session was divided in two different moments.</p> <p>The first moment was a presentation of every country. Each participant brought something typical and characteristic of their country (customs, flag, instrument etc.) and they presented in a freeway what they considered remarkable about their countries during approximately 10-15 minutes.</p> <p>The second part was a food tasting of typical gastronomic products. That was presented as an exhibition with different stands where participants tried some products. It was a moment to listen and dance different popular and traditional music, share anecdotes and forget about the clichés. It was a relaxed and natural time where young people experienced other cultures.</p>
Outcomes	<p>The participants learnt about other countries, they also learn how to be creative and how to present a topic in front of an audience.</p> <p>The participants had a really memorable time with their mates.</p>
Evaluation	<p>Some presentations were very long. For some participants it was very difficult to pay attention due to the long presentations.</p> <p>Food tasting was a success.</p>
List of materials & space required	<ul style="list-style-type: none"> • Projector • Speakers • Flags • Displays • Lights
Further reading	N/A
Appendices	N/A

Day 4

Observation and evaluation of competences in educational programs. RECONOCE

Timing in the programme	Saturday morning												
Background/rationale	The pax learn an example of a project that is currently working in Spain, but it could be a replicable model in other countries.												
Aim(s) and objectives of the session	<ul style="list-style-type: none">• The pax get a general understanding of the project Reconoce• Publicise the Reconoce project as a tool for recognising skills obtained through volunteering in Spain• The Spanish pax are aware that they can have a certification to recognise the consequences• The rest of the pax are inspired to create or participate in a similar project in their local context• The participants value the competences they have acquired through volunteerism												
Description session (Methodology, methods, timing)	<p>Firstly, the Reconoce project was presented to the participants through an oral exposition. (20 minutes)</p> <p>The list of competences that RECONOCE certifies are:</p> <ol style="list-style-type: none">1. Negotiation2. Tact and prudence3. Teamwork4. Interpersonal communication5. Technical and personal reliability6. Organisation and planning7. Lead initiatives8. Flexibility (adaptation)9. Optimism and enthusiasm10. Learning capacity11. Initiative and autonomy12. Analyse and solve problems <p>Secondly, we asked the participants to do an individual exercise in which they need to analyse their competences. They filled in a worksheet in which it was required to try to identify the competences they considered they already had, the ones that they would like to have, their strengths and weaknesses, and how they believe they could acquire those competences. (15 minutes)</p> <p>With this exercise they participants reflected on the competences, abilities and skills they have and how much important those competences are for their lives, future jobs and their role in society.</p> <table><tr><th></th><th>Competence that I already have</th><th>Competences that I would like to have</th><th>Strengths</th><th>Weaknesses</th><th>How to acquire this competence?</th></tr><tr><td>1. Negotiation</td><td></td><td></td><td></td><td></td><td></td></tr></table>		Competence that I already have	Competences that I would like to have	Strengths	Weaknesses	How to acquire this competence?	1. Negotiation					
	Competence that I already have	Competences that I would like to have	Strengths	Weaknesses	How to acquire this competence?								
1. Negotiation													

	2. Tact and prudence					
	3. Teamwork					
	4. Interpersonal communication					
	5. Technical and personal reliability					
	6. Organisation and planning					
	7. Lead initiatives					
	8. Flexibility (adaptation)					
	9. Optimism and enthusiasm					
	10. Learning capacity					
	11. Initiative and autonomy					
	12. Analyse and solve problems					
	<p>Working in groups (25 minutes)</p> <p>The participants were divided into five different groups of five people (approximately). They were presented three different situations and in groups they needed to reach an agreement and decide how to solve the situation trying to bear in mind the competences they had seen. They need to plan what they would do. After 15 minutes working in groups, they exposed the conclusions to the rest of the groups, and the participants discussed their opinions.</p> <p>SITUATION Nº 1:</p> <p>In two minutes you have a key job interview, just two streets below where you are now. It is raining really heavy and you cannot get soaked to the interview because you would give a very bad image and that would clearly not benefit you. You take refuge for a moment in a porch. It doesn't stop raining, it starts to rain harder and you start to think you can lose the job of your life. What would you do?</p> <p>SITUATION Nº 2:</p> <p>You are a monitor and after an emergency, you decide to take the child to the hospital in your car. The parents have filed a complaint against you, accusing you of taking him without your permission How would you act?</p> <p>SITUATION Nº 3:</p> <p>Find out that an animator has been downloading porn from a space in the youth centre and has also been sending inappropriate WhatsApp to guys from the project. How would you act?</p>					
Outcomes	<ul style="list-style-type: none"> The participants got to know Reconoce 					

	<ul style="list-style-type: none"> • Reflect on their own learning process and the importance of the acknowledgement of competences. • Good cooperation working in teams
Evaluation	<p>The participants were very interested in the project and they were very participative. The reflection was a very good exercise since they could value how important is to reflect on your own learning process. Some of the Spanish participants were interested in the project and the rest of the participants expressed that they wanted to check if they have similar projects in their countries.</p>
List of materials & space required	<ul style="list-style-type: none"> • Projector • Laptop • Pen • Worksheets
Further reading	<p>https://www.reconoce.org/</p> <p>https://app.reconoce.org/</p>
Appendices	<p>“The Reconoce project aim to articulate a national network of organisations that promote the recognition and validation of competencies and skills, obtained through voluntary action and therefore, improve the employability of young people.</p> <p>The objectives of Reconoce are:</p> <ul style="list-style-type: none"> • To value the experience of volunteers working in the field of the Learning Leisure Time • To raise awareness among the business community and society in general about the competences acquired through volunteering • To improve the employability of young people <p>Main working lines:</p> <ol style="list-style-type: none"> 1. Study about Spanish youth volunteers’ situation and employment 2. Non-formal online validation system of Volunteering action 3. Network of Reconoce organisations 4. Raising awareness Campaign aimed to business sector 5. Round tables between government agencies and youth organisations <p>The process of Reconoce implies the next steps:</p> <ol style="list-style-type: none"> 1. The volunteers apply for the certification of one or 12 competences from the catalogue. They do a self-evaluation in which they value and rebuilt their behaviour and are able to reflect about the learning identifying weakness and strength. 2. The entity where the person volunteers also needs to be certified as a Reconoce organisation. 3. Besides, the Reconoce organisations need evaluators. Those evaluators are volunteer who are trained through the project. The evaluators assess the volunteers checking if they have acquired the competences required. 4. In order to have an external opinion, there is an auditor team that monitors the process including taking the final decision”

	Reconoce			
	 Negociación Negociar significa saber cómo obtener de los demás la colaboración necesaria para lograr sus propios objetivos, de forma que también se cumplan los objetivos de los demás. Supone también establecer estrategias para conseguir resultados.	 Tacto y prudencia Una persona con tacto y prudencia es capaz de comportarse en todo momento como se espera de ella, de la organización a la que representa, en función de la situación y de las personas con las que se relacione.	 Trabajo en equipo Trabajar en equipo supone saber animar el propio ritmo de trabajo al de otras personas, identificando los objetivos comunes, y estableciendo relaciones productivas con otras personas para alcanzar los objetivos comunes propuestos.	 Comunicación interpersonal Una persona con esta competencia sabe relacionarse con los demás, gestionando sus propias emociones y siendo consciente de las emociones de los demás, y cómo éstas influyen en las situaciones. Expresa sus pensamientos o ideas.
	 Fiabilidad técnica y personal Las personas fiables mantienen comportamientos productivos, muestran bajo control sus propias emociones, y cumplen sus compromisos.	 Organización y planificación Una persona organizada y planificada estructura su trabajo ajustándose a procesos, buscando gestionar su tiempo con eficacia, y ordenando las tareas en el tiempo según un determinado orden.	 Liderar iniciativas Ser líder no significa únicamente dirigir a otros, sino también hacerse responsable de las funciones, tomar la iniciativa para resolver problemas y asumir la coordinación del trabajo propio y del de otros.	 Flexibilidad (adaptación) Las personas flexibles aceptan el cambio, las nuevas personas e ideas y las sugerencias para introducir modificaciones en los procesos, procedimientos o métodos de trabajo establecidos. Se muestran receptivos a las críticas con espíritu constructivo.
	 Optimismo y entusiasmo Las personas optimistas intentan siempre fijarse en los aspectos positivos de las cosas, personas y situaciones. Asimismo, son personas entusiastas que irradian buen humor y colaboran para que en su entorno de trabajo exista un buen ambiente de trabajo.	 Capacidad de aprendizaje La capacidad de aprendizaje la poseen las personas curiosas, que aceptan las críticas con espíritu constructivo, y que creen que todo es susceptible de mejorarse. Para una persona que sabe aprender, un error es una ocasión para aprender y tomar éxito en el futuro.	 Iniciativa y autonomía Una persona autónoma es independiente para realizar sus tareas, y no necesita de supervisión constante o que le recuerden sus obligaciones. Además propone ideas de mejora y explora alternativas de manera creativa.	 Analizar y resolver problemas Una persona con esta competencia es capaz de combinar la eficacia a la hora de tomar decisiones con la capacidad para tomar cierta distancia de los problemas cuando distinguiendo lo prioritario de lo secundario.

Accreditation systems: YouthPass, etc.

Timing in the programme	Saturday afternoon
Background/rationale	All persons received an e-mail from Bea
Aim(s) and objectives of the session	<ul style="list-style-type: none"> We go through the 8 key competences of Youth Pass The importance of youth pass What is youth pass Fill in the youth pass
Description session (Methodology, methods, timing)	<ul style="list-style-type: none"> What is E+? (rehearsal) What is youth pass? <p>YouthPass is a tool to document and recognise learning outcomes from youth work and solidarity activities. It is available for projects funded by Erasmus+: Youth in Action and European Solidarity Corps Programmes. It is a part of the European Commission's strategy to foster the recognition of non-formal learning, putting policy into practice and practice into policy:</p> <ul style="list-style-type: none"> While creating their YouthPass certificate together with a support person, project participants are given the possibility to describe what they have done in their project and which competences they have acquired. Thus, YouthPass supports the reflection upon the personal non-formal learning process and outcomes. As a Europe-wide recognition instrument for non-formal learning in the youth field, YouthPass strengthens the social recognition of youth work. YouthPass supports active European citizenship of young people and of youth workers by describing the added value of their project. YouthPass also aims at supporting the employability of young people and of youth workers by raising their awareness of and helping to describe their competences, and by documenting their acquisition of key competences on a certificate.

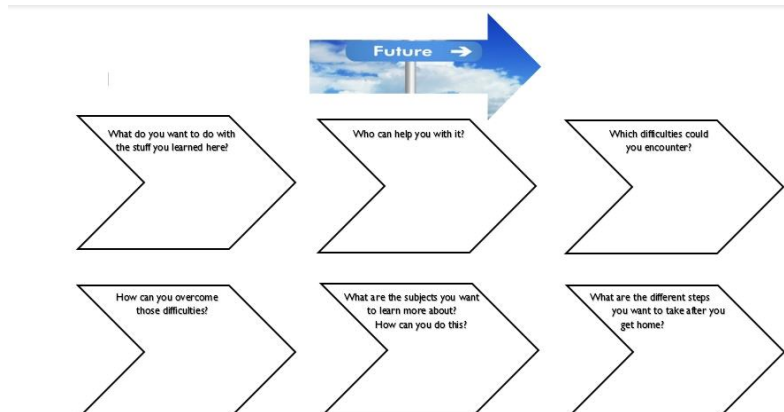
	<p>Who can use YouthPass?</p> <p>YouthPass certificates are available for all types of projects and activities within the Erasmus+: Youth in Action and European Solidarity Corps programmes.</p> <p>The certificates can also be issued for projects that were granted under the previous Youth in Action programme (2007-2013).</p> <p>All participants of the projects approved within these frameworks are entitled to receive a YouthPass certificate, and thus recognition for their non-formal learning outcomes.</p> <p>The responsibility to issue the YouthPass certificates to the participants/volunteers, in case they wish to receive them, lies with the organisation that signs the contract for the Erasmus+ grant.</p> <ul style="list-style-type: none"> • Why is it important? Because it acknowledges your skills and you can add it to your CV. <p>Why should participants choose to use YouthPass?</p> <ul style="list-style-type: none"> • They can describe what they have done and learned in a project • They learn to find appropriate words to describe their competences • They become better aware of the competences they have • They become better aware about the different contexts and ways how people learn • They can show and explain their competences better to others, for example in a job interview, at school or for further projects • They can make further plans about what they would still like to learn and how • They will have an official confirmation about their participation in a project • They can show it off to their friends and family! <ul style="list-style-type: none"> • We gave them the website and they could search different things (in their own language also, if there was a language barrier). • We showed them the following movies: https://www.youthpass.eu/en/about-youthpass/video/
Outcomes	<ul style="list-style-type: none"> • The participants got to know YouthPass • What is it? • Why is it important? • Reflect on their own learning process
Evaluation	<p>Good! Nice way to present: use of videos, theory...</p> <p>But the different competences weren't visible when you fill it in with a mobile... That was a pity... (on computer you see it)</p>
List of materials & space required	<ul style="list-style-type: none"> • Computer

	<ul style="list-style-type: none"> • Internet • Projector
Further reading	https://www.YouthPass.eu/en/
Appendices	n/a

Implementation of the TC content in your organisation + final evaluation: Future planning

Timing in the programme	Saturday afternoon
Background/rationale	Wrap up of the week
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Implementation on what you learned • What will you take with you to your own organisation to facilitate the dissemination. • Making future plans
Description session (Methodology, methods, timing)	<p>With participants we started session with going through the all week and all sessions we had and then they had to go in country groups and to come with two concrete future steps that they will make when they got to their sending organisations using all the information's they got during this TC.</p> <ol style="list-style-type: none"> 1. After summer school of animators and the knowledge and different stories from other youth organisations, to come with a plan what they can improve in their organisations. 2. How to present it to the decision maker, boss, coordinator, who will do it and I witch way. And who can be their partner for doing it. <p>The results were impressive, as they got really detailed and also with ideas that they are going to try to make more approachable their youth centres for kids with special needs, and also to get engaged more with social media of organisations they are volunteering/working so they can share examples of good practices and also to stay in touch with other participant from this course so they can help each other or maybe even make some future projects.</p>
Outcomes	Future planning
Evaluation	<p>We got the feedback that this session was really useful for them as they could go one more time through it and help them to make plans for the future steps.</p> <ul style="list-style-type: none"> • Implementation on what you learned • What will you take with you to your own organisation to facilitate the dissemination • Making future plans
List of materials & space required	<ul style="list-style-type: none"> • Flipcharts • Pens • Printed questions
Further reading	/

Appendices

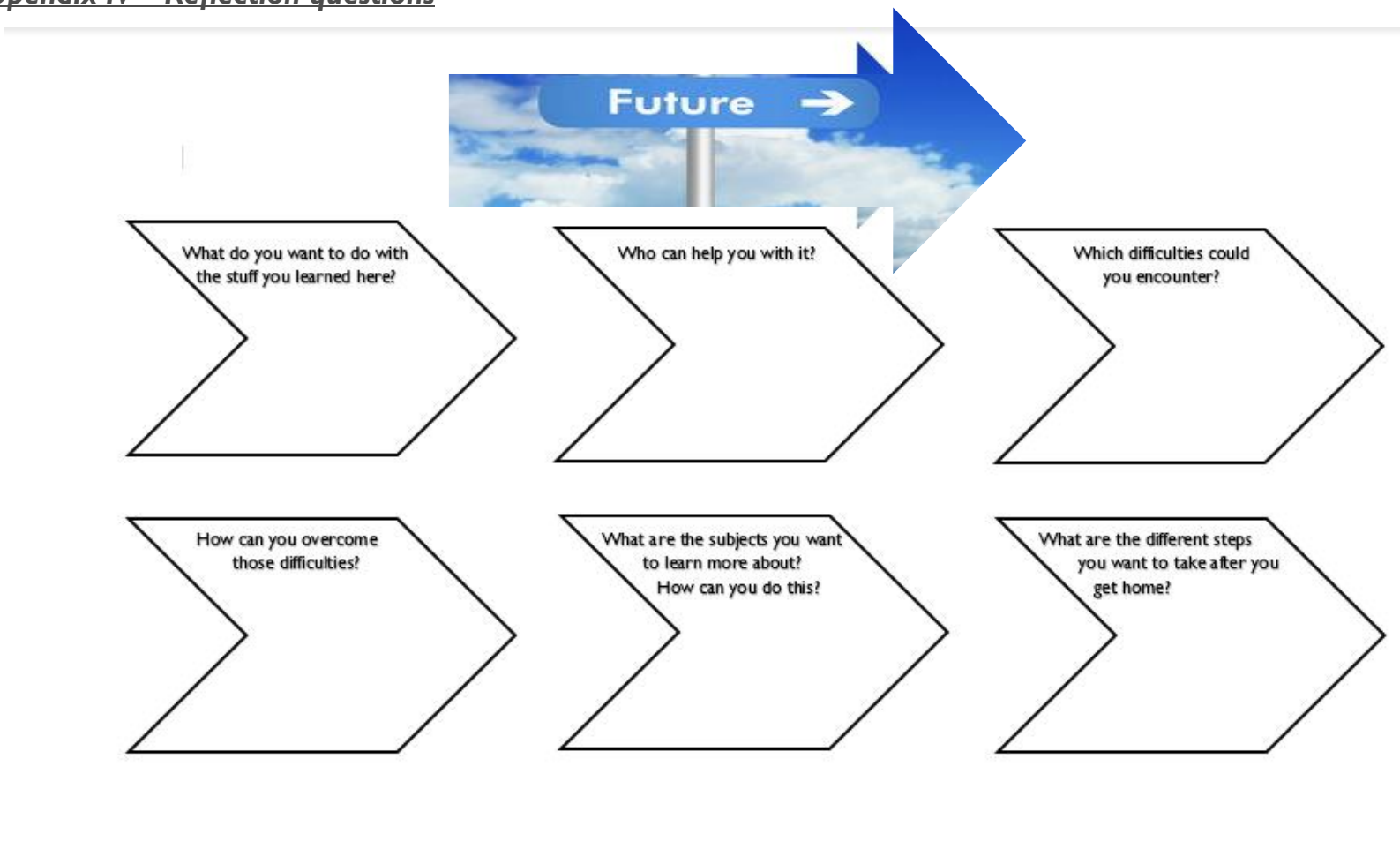


Future Plans

Timing in the programme	Saturday afternoon session (in parallel with final Mentoring)
Background/rationale	After a whole week of input and practice, it is important for the pax to stand still with their future plans. They get also all the information about the different possibilities for trainers.
Aim(s) and objectives of the session	Overview possibilities for trainers in PoT (DBYN, SALTO, YFJ, CoE, NA, ...) Practical introduction to rules and regulations of DBYN's PoT Develop a personal plan of action for the participant in training
Description session (Methodology, methods, timing)	<p>We make a "silent – reflection room". Here we put all the info about the different options as a trainer:</p> <ul style="list-style-type: none"> • DBYN • Salto • European youth forum • Council of Europe • National Agency • Local Organisation <p>I trainer is in the room as an information point, where they can come to with questions.</p> <p>Next to this, we give the pax some reflection questions to make them think about their future plans</p> <ul style="list-style-type: none"> • What do you want to do with the stuff you learned here? • Who can help you with it? • Which difficulties could you encounter? • And how can you overcome those difficulties? • Are there subjects you would like to have more training for? • What are the different steps you want to take after you get home? • Write a new form of application
Outcomes	n/a
Evaluation	n/a
List of materials & space required	<ul style="list-style-type: none"> • A silent room • Reflection questions for each pax

	<ul style="list-style-type: none">• Application forms for each pax• Posters with the info of the different pools of trainers
Further reading	The websites of the different pools of trainers
Appendices	Appendix III – Reflection questions Appendix IV – Info about pools of trainers

Appendix IV – Reflection questions



Appendix IV – Info about different pools of trainers

1. DBYN

- Organisation: Don Bosco Movement
- Types of activities: Training courses, seminars, voluntary service training seminars, peer review.
- return: you're a trainer on voluntary basis, active membership Working costs are covered 100%, provide letters of recommendations.
- Membership: senior trainers and board members are responsible
- Timeline: immediately
- Link: www.donboscoyouth.net

2. European Youth Forum

- Organisation: EYF, EYF member organisations, European commission, Council of Europe
- Types of activities: run training courses and workshops, facilitate seminars. Develop training tools and materials, support building up a pool of trainers
- Return: €30/day + costs are payed – by EYF. Between €100 and €300/dag – by European Commission.
- Membership: 2-year membership, 15 positions available, board decides with recommendation of the secretary and former coordinators of the POT
- Timeline: march 2017
- Link: <http://www.youthforum.org/>

3. SALTO-Youth TOY

- Organisation: partnership between CoE and EU in the field of youth – work for everybody
- Types of activities: training courses, seminars, conferences, study visits, job shadowing...
- Return: work – return depends (from completely voluntary based to professional prices)
- Membership: 3 recommendations from 3 different international trainings
- Timeline: as soon as you have the 3 recommendations
- Link: www.salto-youth.net

4. Council of Europe

- Organisation: programme of the Directorate of Democratic Citizenship and Participation.
- Types of activities: training consults, study sessions, training courses, seminars
- Return: about €250
- Membership: based on selection on criteria defined by the Department
- Timeline: permanent call, max. 100 pax, 2 recommendations of members of the pool
- Link: <http://trainers-youthapplications.coe.int/>

5. National agency

- Organisation: activities of NA's, Salto, open to national organisations
- Types of activities: training courses, seminars, conferences, study visits
- Return: on professional basis, case-specific per country
- Membership: call – apply for it – (semi)professional membership
- Timeline: depending on your experiences

- Link: http://ec.europa.eu/programmes/erasmus-plus/tools/national-agencies/index_en.html

6. Local Organisation

You also can be a trainer at local level, in your local organisation. For that, you have to take contact with your local organisation to find out what the possibilities are for you as a trainer.

Graduation and celebrations

Timing in the programme	Saturday evening
Background/rationale	In order to farewell the TC, it is always a rewarding experience to prepare a party for the participant recreating a graduation party.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> To finish the TC in a fun way thanking all the participants their attendance.
Description session (Methodology, methods, timing)	<p>Previously to the graduation party the hosting team and the trainers prepared a video with pictures and clips of all the best moments of the Training course.</p> <p>During the first moment all the participants gathered together to see the video report with funny and emotive moments lived during the week.</p> <p>After that, the hosting team awarded diplomas to the participants with different “mentions”.</p> <p>Last but not least, the participants were dancing different kind of music with the Animators of Federación Maín.</p>
Outcomes	The pax created good memories with people from different countries, they experienced the interculturality in a safe environment. The participants claimed that they lived a beautiful experience and it was a good way to close the course.
Evaluation	Very good activity, they were very excited because they did not expect a party. They loved dancing and enjoyed the video report.
List of materials & space required	<ul style="list-style-type: none"> Speakers Displays Projector Decoration Graduation caps Diplomas
Further reading	N/A
Appendices	N/A

Every day

Reflection and evaluation

Timing in the programme	Every day in the evening
Background/rationale	<ul style="list-style-type: none"> • Pax reflect on the process they had during the day • Pax evaluate the different sessions of the day
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • We want the pax to take a moment to reflect about the day. What did they learn? What do they want to take home? • We want the pax to evaluate each day, in this way we can adapt the TC if necessary
Description session (Methodology, methods, timing)	<ul style="list-style-type: none"> • Each day we ask the pax to take a moment to reflect. What do you want to remember when you go back to your organisation? • Each day we ask the pax to write down the highlights of the day and some suggestions. They do it individually and can put the papers in a box. In this way they can feel safe to say anything.
Outcomes	The pax really take time to do this. They evaluate all the sessions and give good feedback. See appendix for the outcomes.
Evaluation	It is a good idea to make time for this, every day. In this way we keep the TC on point.
List of materials & space required	<ul style="list-style-type: none"> • Papers and pens • A box
Further reading	n/a
Appendices	Outcomes

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

- Claire-Eline Theyskens
- Pavel Koroš
- Kathleen Haesen
- Ana Verdugo Blanco

Project administration

- Beatriz Cortés: Resource person, overall coordination, leading team meetings, reports of team meetings.
- María Rabinal: Link with the Administrative Body and organizational support.
- Salvi Macías: Communication work.
- Fátima Avendaño: Financial administration.

Volunteer staff

- The Federación Maín (provided all hosting services like cooking, driving, shopping, etc.
Maria José Raso, Maria José Lacasa, Pilar Castel.

Salesian chaplain

- Javier Zudaire, SDB was the Salesian Chaplain during the week and also did the Mass.

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

Both Don Bosco Youth-Net and Confederación Don Bosco 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.

Besides, a Confederación Don Bosco has set the Integrated System of Protection of Children and vulnerable people. The aim is to foster good treatment and prevent bad treatment.

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 for instance 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.

Besides, the Confederación Don Bosco has established standard operating procedures in case of incidents.

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. Furthermore, in case the participants have/had doubts, problems or any difficult situation they had the following email address they could write to: comitedeproteccion@confedonbosco.org.

We explained safeguarding and the safeguarding officers. On the training course itself, Maria Jose Raso (project coordinator from Federación Maín) was the responsible person concerning safeguarding.