



Training Manual

Colophon

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

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



**Co-funded by
the European Union**

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



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

Table of Contents

Colophon.....	2
Table of Contents	3
Project summary	5
Description.....	5
Objectives.....	5
Profile participants.....	5
Defining Advocacy.....	6
Programme.....	7
Transversal learning lines	7
Competences	7
Salesian good mornings & good nights.....	9
Expected output.....	9
Programme overview	10
Session Outlines	11
Arrival day	11
Welcome and introduction	11
Day 1	12
Teambuilding	12
Getting to know each other.....	12
Framework: Advocacy	13
Mapping local realities on advocacy.....	15
Day 2	16
Human rights-based approach on advocacy	16
Tools and resources for HRE and advocacy	17
Day 3	19
Expert session: Don Bosco Green Alliance.....	19
Expert session: Eduxo	19
Day 4 & 5.....	20
Teamwork: developing campaigns	20
Day 5	22
Evaluation	22
Closing Mass.....	23
Every day	24
Reflection and evaluation – General methodology for the participants	24
Reflection and evaluation specific to this training course	24
Team.....	26



Rules.....	26
Role division	26
Preparations	26
Real-time feedback from participants.....	26
Safeguarding	27
Introduction.....	27
Defining abuse.....	27
Code of behaviour	27
Responding to a participant making a complaint	28
Reporting abuse or concern of abuse.....	28
Safeguarding officers	29

Project summary

Description

'Voices of Youth' was a training course for young people to youth representatives. It aimed to train volunteers of DBYN's member organisations to become active in advocacy work, relevant for the network. The training course was organised as a study session in the European Youth Centre of Budapest. It took place 19-25 June 2022.

Objectives

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

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

Profile participants

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

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

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

Defining Advocacy

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

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

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

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

Programme

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

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

Transversal learning lines

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

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

Competences

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

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

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

Salesian good mornings & good nights

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

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

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

- The participants are divided into teams.
- The rota for good mornings/goodnights (and optional table prayers) is presented on arrival
- DBYN provides a Salesian Chaplain in order to challenge, support and provide feedback to participants in this process

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

Expected output

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

- Training manual (<https://www.dbynbuildingcitizens.net/tools>)

Programme overview

Daily time table	Sunday 19/06/2022	Monday 20/06/2022	Tuesday 21/06/2022	Wednesday 22/06/2022	Thursday 23/06/2022	Friday 24/06/2022	Saturday 25/06/2022	
07:00 – 09:00	Arrival of participants Team meeting + set up meeting rooms	Breakfast						
09:15 – 09:30		Good morning					Departure of participants Team evaluation meeting	
09:30 – 11:00		Introduction DBYN and advocacy/ representation	Framework: Human Rights based approach of advocacy	Expert session	Teamwork Develop campaign	Final personal assessment		
11:00 – 11:30		Coffee Break						
11:30 – 13:00		Teambuilding	Practical Tools and resources for HRE and advocacy	Expert session or visit of good practice + introduction teamwork campaigns	Teamwork Develop campaign	Evaluation of the week		Team evaluation meeting
13:00 – 14:30		Lunch						
14:30 –16:30		Intro advocacy – Definition and process	Online advocacy	Free afternoon Budapest by night	Teamwork develop campaign	Preparation of Mass + cleaning meeting rooms	Departure of the team	
16:30 – 17:00		Coffee break			Coffee Break			
17:00 – 18:30		Mapping local realities on youth advocacy	Online advocacy: tools and resources		Campaign Slam and Debriefing	Closing & Mass		
18:30 – 19:00		Reflection groups			Reflection groups			
19:00 – 20:30		Dinner			Dinner			
20:30 – 22:00	Welcome & Introduction+ First personal assessment	Intercultural evening	Games night	Quiz night	Farewell Party			
22:00 – 22:15	Good evening							
22:15 – 00:00	Bar moment to socialise							

Session Outlines

Arrival day

Welcome and introduction

Timing in the programme	<p>Welcome, 19.6.22, 20.30 – 22.00</p> <p>(N.B.: Maybe one hour is enough because people might be tired from traveling – to assess during the session)</p>
Background/rationale	<p>Before: Arrival of pax, Dinner together</p> <p>After: Good Night, enjoy time together</p>
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Celebration that we are all together meeting in person • Informal get to know each other • Icebreaking • Create a Point Zero for personal assessment (polaroid picture) • Basic logistics
Description of session (Methodology, methods, timing)	<p>Welcome Poster at reception (Dinner time + starting time + room)</p> <p>20:30 Start with music in the room</p> <p>participants are only allowed to enter the room with the polaroid</p> <p>Start and welcome – informal</p> <ul style="list-style-type: none"> • Story of our items: <p>The participants walk around, when they meet a person they give this person an item from them and share a story around the item. They exchange item and story and go to the next person. They hand over the received item to the next person and share the story with them. The items wander around through the group and the stories might change. After some time, the group meets in the plenary and everyone shares one after one what item they have in their hand right now and give it back to the person.</p> <ul style="list-style-type: none"> • Appointment-game <ul style="list-style-type: none"> ○ What makes you laugh? ○ Do you have or have you ever had pet animals? ○ How do you imagine extra-terrestrial life? ○ Share a dream you have for your future? ○ What was your first contact with DBYN/Salesians? ○ Tell about one of your passions? ○ Tell about a person that makes you feel good? <p>→ postponed: many participants were delayed and we started quite late, therefore we skipped this activity.</p>
Outcomes	The participants got to know each other in a informal way.
Evaluation	It was a short and valuable session in an informal vibe.
List of materials & space required	<ul style="list-style-type: none"> • Polaroid camera • A4 cardboard (x35) • Pens • Questions on flipchart
Further reading	n/a
Appendices	Welcome poster in the entrance hall

Day 1

Teambuilding

Timing in the programme	Teambuilding
Background/rationale	<ul style="list-style-type: none"> Why this session? To create an environment that promotes self-development through the touch and dialogue with the participants. What happened before? Welcome + Introduction coffee break What will happen next? Lunch Introduction advocacy Why is this session here? We would like to create a cooperative environment between the participants
Aim(s) and objectives of the session	<ul style="list-style-type: none"> Create a good climate for the team
Description session (Methodology, methods, timing)	<p>Experiential learning theory of Kolb</p> <ul style="list-style-type: none"> Give me a name (makes the participants closer) Make me laugh (speed date of 1 min of laughing) In groups of 5/6, ask Pax to build a structure that has to be 60cm high using only personal items. After 4/5 minutes, ask each team to send one member to the next team (clockwise) and continue constructing with the new team. The “Blanket” game for names: Two people holding a blanket up, two participants from each side, when the blanket falls, the first one shouting the name of the other person correctly wins. The losing person goes to the group of the winning person. If the game is played until the end, all participants will end up on one side.
Outcomes	
Evaluation	Safe environment for participants to learn in.
List of materials & space required	Fun together creates a good atmosphere
Further reading	
Appendices	

Getting to know each other

Timing in the programme	Where are you local...
Background/rationale	<ul style="list-style-type: none"> Why this session? To avoid stereotypical representations What happened before? Reflection group about local realities and dinner What will happen next? Goodnight and bed Why this session here? To complete teambuilding
Aim(s) and objectives of the session	<ul style="list-style-type: none"> The participants present localities connecting to something meaningful to them. Avoiding stereotypical representations Complete the “getting to know each other” phase
Description session (Methodology, methods, timing)	<p>Experiential learning theory of Kolb</p> <p>(“Don’t ask me where I’m from, ask me where I’m local” - https://www.youtube.com/watch?v=LYCKzpXEW6E&ab_channel=TED Taiye Selasi Ted Talk)</p>
Outcomes	Safe environment for participants to learn in
Evaluation	Interesting to get to know each other better
List of materials & space required	
Further reading	
Appendices	

Framework: Advocacy

Timing in the programme	Introduction advocacy – definition and process
Background/rationale	before: Intro to the study course, Teambuilding After: Mapping local realities
Aim(s) and objectives of the session	<ul style="list-style-type: none"> Participants know what advocacy is Participants know what advocacy in the framework of the CoE is Current advocacy-circle /ladder of youth participation
Description session (Methodology, methods, timing)	<p>14:30 Energizer Participants standing in front of each other and clap in specific rhythm.</p> <p>14:35 Mini-Self-Assessment</p> <ul style="list-style-type: none"> Rate with your hand how much you know about advocacy: <ul style="list-style-type: none"> Hand down – what is the training about and why am I even here? Hand in the middle – I heard of it and I have an idea... Hand up – I am an expert! <p>14:40 Wall of Translations</p> <ul style="list-style-type: none"> All participants write the translation of “advocacy” on a paper and cluster them on a wall concerning the word origin and meaning Short sharing and summarising <p>14:50 Snowball definition Every participant writes down a definition: what is advocacy?</p> <ul style="list-style-type: none"> In pairs of two: combine your definition In groups of 4: combine your definition All: combine your definition <p>For every step, the participants receive a bigger piece of paper.</p> <p>Short-Debriefing:</p> <ul style="list-style-type: none"> How was it? Do you find your individual aspects of advocacy in the group-definition? What went lost? What was added? How do you like your definition? What were interesting discussions you had in the process? <p>15:20 Presentation of other definitions</p> <ul style="list-style-type: none"> “Advocacy is the encompassing [comprehensive, extensive] term for all actions and activities carried out by civil society, business or other stakeholders, influencing those who have the power to make decisions about developing, changing and implementing policies. These decisions can be related to political, economic and social institutions. This can include for example advocating for a new budget line for an action programme, passing or preventing a new law, a change in governance of a certain institution, or a specific policy action programme.” European Youth Forum Advocacy Handbook, p: 58 https://www.youthforum.org/files/220201-Advocacy-Toolkit.pdf “Advocacy is a social change process affecting attitudes, relationships and power relations, which strengthens civil society and opens up democratic spaces.” Save the children fund “Advocacy: to publicly support or suggest an idea, a development or way of doing something.” Compass Manual – Glossary, p. 620

15:30 Mini Workshops

- Participants form two groups, each group visit a mini workshop which takes 25 minutes, then they change.
- Advocacy circle: participants put the steps in the right order and search examples for each step (25 min)



- Participation ladder: participants put the steps in the right order and place an item (mobile, pen, ...) at the step concerning this question: how have you been involved when you were 15 years old? Find an example and think which step fits to the level of participation of this example. (25 min)



16:20 Short Debriefing

Repeat the hand-self-assessment (same as in the beginning) and hear a few voices what they learned.

Outcomes	Getting to know the topic of the training
Evaluation	Positive, everything went as planned.
List of materials & space required	Quotes printed out Printed and cut steps - advocacy cycle and participation ladder.
Further reading	Compass Manual – Glossary, p. 620 www.youthforum.org/files/220201-Advocacy-Toolkit.pdf
Appendices	

Mapping local realities on advocacy

Timing in the programme	
Background/rationale	Why this session? To continue exploring advocacy What happened before? Introduction to advocacy
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Pax get aware of their local context • See their local context with advocacy glasses • Networking and sharing • Make it visual and tangible (→ 3D)
Description session (Methodology, methods, timing)	<ol style="list-style-type: none"> 1. Ask pax to create a map of Europe by standing around the room representing the distances between countries. While they are spread out on the “map” they create with the position they stand on, they mention one thing they like about their country, one they would like to change, 2. 2. Form country groups of 2 or 3 (more than 3 from the same country split into two groups; the single representatives join together in groups of 2 or 3) <p>Task</p> <ol style="list-style-type: none"> 1. In the small groups, find 3 situations that are related to young people, and close to your neighbourhoods where advocacy action is being taken. <ol style="list-style-type: none"> a. what changes are happening as a result of advocacy action? b. what strategies have worked/didn't work c. Prepare a chart with your findings 2. Find 3 situations where advocacy is needed but is not being done <ol style="list-style-type: none"> a. Why is it an important issue? b. Why don't people take action? c. Add to the chart 3. Form new groups of 3 with people from other groups and find common issues and share interesting actions. 4. One person from each group presents the charts to the whole group 5. Short plenary discussion to conclude
Outcomes	Broader understanding of advocacy and linking it with concrete examples
Evaluation	Active participation by participants
List of materials & space required	
Further reading	
Appendices	

Day 2

Human rights-based approach on advocacy

Timing in the programme	Human Rights (HR) Based Approach of Advocacy
Background/rationale	<p>There was already an intro to advocacy and a link to local realities. The following sessions are about practical tools for advocacy. This session creates the link with HR that is necessary for beneficial advocacy work.</p>
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Create awareness of the relationship between HR and advocacy • Help pax understand the importance of a HR based approach • Sensitize pax to how easy it is for all of us to forget about HR/advocacy issues. • Identify the HR issues that are at stake in daily life locally and on a global level • Know about compass • Concept “dignity” – connection between HRE and DB approach
Description session (Methodology, methods, timing)	<p>Methodology</p> <ol style="list-style-type: none"> 1. Active intro energizer 2. “Roleplay” 3. Small group discussion 4. Plenary discussion 5. Drawing/paint <p>Part One</p> <p>Preparation</p> <p>The trainers stick a coloured paper underneath each chair. Make sure there are (as much as possible) equal numbers of each of 6 different colours.</p> <p>Introduction</p> <ul style="list-style-type: none"> • Ask the pax to find the paper under their chair and put a clear mark on their face with the paper colour. • Split group into 2 teams each team made up of 3 colour groups. Ask pax to throw all newspaper/soft balls to one side of the room. <p>DO NOT debrief.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Old Newspaper and magazines OR many soft balls • 6 different colours of body paints/crayons • Coloured paper with the same colours as paints/crayons • String to “draw” the middle line for intro exercise <p>The Trading Game</p> <p>Ask pax to divide into the 6 colour groups and sit around a table each.</p> <p>Derolling: remove colours from face and ask pax to change places</p> <p>Debriefing questions in small mixed groups:</p> <ul style="list-style-type: none"> • How did you feel during the activity? • What did you find the most challenging? • Were there any emotional responses in the room (yours or otherwise) that surprised you? • What strategy brought you the most success and why? • What would you do differently if you had your time again? • What does your experience tell you about advocacy? <p>Report to plenary</p> <p>Break</p>

	<p>Part Two</p> <ul style="list-style-type: none"> How was the activity related to HR? Discuss and using the HR Charter, make a list of HR that were at risk/violated/protected? What issues are related to advocacy? How? Which actors could be the target of an advocacy campaign? Identify situations in your countries where a HR based approach to advocacy has taken place/is taking place/needs to take place. <ul style="list-style-type: none"> Reference to ideas mentioned in the “Mapping” session can be made. Write them on a flipchart. Present and discuss in the plenary and present Compass as a main source of information and ideas for non-formal education about, for and through HR. <p>Conclusion On a sheet of paper (3/4 flipchart paper long), ask the participants to draw one or more symbols that highlight one learning point from the morning sessions. They could also continue on what others have drawn.</p>
Outcomes	
Evaluation	
List of materials & space required	<ul style="list-style-type: none"> Old Newspaper and magazines OR 20-30 soft balls 6 different colours of body paints/crayons Coloured paper with the same colours as paints/crayons String to “draw” the middle line for the intro exercise
Further reading	
Appendices	

Tools and resources for HRE and advocacy

Timing in the programme	Tools and resources for HRE and advocacy + Online advocacy: tools and resources
Background/rationale	<ul style="list-style-type: none"> Why this session? To expand knowledge about advocacy What happened before? What will happen next? Why this session here?
Aim(s) and objectives of the session	<ul style="list-style-type: none"> Understand what a “tool” is, what is an advocacy action, what is a campaign – online + offline Know about and use compass, bookmarks, have your say, etc. Get examples of online advocacy Homepages, initiatives, movement-hashtags Connection analogue and digital context
Description session (Methodology, methods, timing)	<p>Ideas <i>Start from the point of view of a physical tool for an advocacy campaign. Arrive at the point that everyone could be a unique and original tool.</i></p> <ul style="list-style-type: none"> Question: What is a tool? (brainstorming) <ul style="list-style-type: none"> Write in your notebook/phone all the states that you think about it List all the statements and discuss them Example of some online advocacy tools (pax should prepare a short presentation about an online tool) <ul style="list-style-type: none"> Online campaign Online office Online project management Graphic creation Communication to the stakeholders



	<ul style="list-style-type: none"> • To be a tool (pax in groups of two, they should answer the question “how can I help you?”) • Debriefing <p>Examples of online advocacy tools</p> <ul style="list-style-type: none"> • app.gather.town/app (online office) • mailchimp.com/en/ (creative mail) • hive.com/ (project management) • www.canva.com (graphic creations)
Outcomes	
Evaluation	
List of materials & space required	Notepad, pencils, markers, and flipchart.
Further reading	
Appendices	

Day 3

Expert session: Don Bosco Green Alliance

Timing in the programme	22/06/2022, 9:30-11:00
Background/rationale	<ul style="list-style-type: none"> Why this session? To get to know DBGA and the advocacy work they do What happened before? Good morning What will happen next? Expert session Eduxo
Aim(s) and objectives of the session	<ul style="list-style-type: none"> Get to know DBGA Learn about a good practice of advocacy
Description session (Methodology, methods, timing)	<p>Guest speakers will join us online from Mumbai (Leann Dsouza and Denzil Prato for Don Bosco Green Alliance)</p> <ul style="list-style-type: none"> Introduction to the advocacy work of DBGA Questions from participants
Outcomes	Pax have learned a good practice
Evaluation	Very good session by motivated speakers
List of materials & space required	<ul style="list-style-type: none"> Screen Internet connection Speaker
Further reading	
Appendices	

Expert session: Eduxo

Timing in the programme	22/06/2022, 11:30-13:00
Background/rationale	<ul style="list-style-type: none"> Why this session? To get to know Eduxo and the advocacy work they do What happened before? Expert session DBGA What will happen next? Free afternoon
Aim(s) and objectives of the session	<ul style="list-style-type: none"> Get to know Eduxo Learn about a good practice of advocacy
Description session (Methodology, methods, timing)	<p>Guest speakers join us in-person from Eduxo</p> <ul style="list-style-type: none"> Introduction to the advocacy work of Eduxo Questions from participants
Outcomes	Pax have learned a good practice
Evaluation	Very good session by motivated speakers
List of materials & space required	
Further reading	
Appendices	

Day 4 & 5

Teamwork: developing campaigns

Timing in the programme	23/06/2022, whole day
Background/rationale	Before: Information on advocacy on different levels After: Closing: personal, group-wise, spiritual moment
Aim(s) and objectives of the session	<ul style="list-style-type: none"> Put in practice what they learned, practice new skills Work on an idea on local/international/as part of CoE-campaigns "Democracy here – Democracy now" Work together Pax decide on interest or challenge what they want to do Connect the group forming to the results of the Mapping-session <p>Campaign Slam and Debriefing</p> <ul style="list-style-type: none"> Celebrate the work done Give feedback Encourage to go on Present future possibilities – invite someone from POYR
Description session (Methodology, methods, timing)	<p>14:30 Input</p> <ul style="list-style-type: none"> Educational advisor gives a short input about the no hate speech movement. <p>14:50 Energizer + Finding a cause</p> <ul style="list-style-type: none"> Participants place themselves concerning their birthday in a circle that represents the month on the year. Trainers place the specific days of the calendar of Human Rights (from Compass) on the ground fitting to the imagined circle of the year Participants go around, read the descriptions and stand next to the paper on which they want to develop a campaign → they form groups. <p>15:10 First group work: Defining the problem</p> <ul style="list-style-type: none"> Trainers present a flipchart with questions Title of the campaign Mission and Vision Concrete objectives Target group: who will benefit from the campaign Stakeholders: powerful people, potential opponents, partners, decision makers Potential actions During this step, participants are invited to brainstorm and to think wide <p>15:15 Group work 16:15 Presentation</p> <ul style="list-style-type: none"> Each group presents their idea Trainers give a short feedback <p>Instructions for the following process:</p> <ul style="list-style-type: none"> Trainers explain that participants will now work on their campaign until 11:30 the next day. At 11:30 the next day the campaign slam will take place and each group has 15 minutes to prepare. In the development of the campaign participants should go the first steps of the advocacy cycle

	<ul style="list-style-type: none"> Identify the problem (happened already partially in the first group work) <ul style="list-style-type: none"> Gather information Make a decision Plan the actions Until the next morning participants should <ul style="list-style-type: none"> Prepare 4 pieces of evidence which proves the cause. Write a to-do-list for the next day. Participants can use the support from other groups, from trainers and experts. <p>Following day 11:30 Campaign slam</p> <ul style="list-style-type: none"> Trainers explain that every group will give specific feedback to another group on the next day. Who is giving feedback to whom is presented on a flipchart. Each organisation presents their developed campaign. At the end of all presentations, each trainer gives a very short general positive feedback. As a closing, the trainers create moment for celebration that honours all the work which has been done. <p>9:30 Feedback</p> <ul style="list-style-type: none"> Each group has 10 minutes' time to share prepare the feedback giving First round <ul style="list-style-type: none"> Group 1 gives feedback to group 2 Group 3 gives feedback to group 4 Trainer gives feedback to group 5 Second Round <ul style="list-style-type: none"> Group 2 gives feedback to group 3 Group 4 gives feedback to group 5 Trainer gives feedback to group 1 Third round <ul style="list-style-type: none"> Group 5 gives feedback to group 1 Trainer A, B, C gives feedback to group 2, 3, 4 Each round takes 15 minutes
Outcomes	<p>5 Campaigns had been developed:</p> <ul style="list-style-type: none"> Violence against Women Environment Mental Health Support for Refugees Peace and Science <p>All campaigns designed posters and digital presentations.</p>
Evaluation	Session was very successful, participants developed campaigns with great potential, some of them will be further developed.
List of materials & space required	
Further reading	
Appendices	

Day 5

Evaluation

Timing in the programme	24/06/2022, 9:30-13:00
Background/rationale	The evaluation session aims to close the individual learning processes of the participants and collect input for the team to develop their final feedback to the group.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Impact measurement in personal evaluation (pre and after) • Personal competence development for educational impact • EYCB template evaluation form – will develop during study session • Close process reflection groups
Description session (Methodology, methods, timing)	<p>Start (10')</p> <p>Evaluation form (25')</p> <p>Impressions exercise (backpack, washing machine, trash can on flipcharts) (15')</p> <p>self-assessment form (10')</p> <p>Reflection groups, on the basis of the thinking they did on the forms (30')</p> <p>speed-dating: each group member gets a different coloured (1 colour per group) post-it, while music is playing pax dance/walk around, when the music stops they find themselves in teams of 4-5 pax and answer and share following questions:</p> <ul style="list-style-type: none"> • What did you do? • How satisfied are you with what you did? • What are the next steps? <p>Questions for reflection groups:</p> <ul style="list-style-type: none"> • How did your competences changed during the week based on the questionnaire you filled out before the training? • What have you learned during the study session? • How satisfied are you with your learning achievements? • What do you want to share with your reflection group? <p>Closing moment (30')</p> <ul style="list-style-type: none"> • All pax leave the room, trainers put all the flipchart and paper produced during the week on the ground. • The pax come in, everybody need to be silent, funny circus music is playing, trainers show the instructions to pax, (see appendices) • The pax start to make the collage
Outcomes	<ul style="list-style-type: none"> • DBYN identifies individuals that can be further involved as representatives • The pax have knowledge of the representation structure and how to be involved. • Identify own attitude (whys) & connect them with DBYN & CoE (HRE) • Multiplying effect on national & local level • Sharing experiences among participants • Balance of motivation & realistic view
Evaluation	<ul style="list-style-type: none"> • Efficient way of doing evaluation (digitally) directly, good possibility for sharing with the posters, very nice closing method, room cleaned. • Feedback from pax: non-mobile phone friendly format of evaluation
List of materials & space required	<ul style="list-style-type: none"> • Online evaluation form • Personal assessment form • Laptops or tablets or phones • Post-its • Circus music • Sound installation

	<ul style="list-style-type: none"> • All posters of the week • Flipcharts • Markers • Glue • Scissors
Further reading	n/a
Appendices	<p><i>Text to show to the pax:</i></p> <p><i>Psssst!</i> <i>That's it...</i> <i>we nearly reached the end of our study session.</i> <i>Tomorrow you are all going back home!</i> <i>We spend the last 5 days together here in the European Youth Centre in Budapest.</i> <i>We learned about policy and politics, about Human Rights, values, our local context,</i> <i>...</i> <i>We played games, visited Budapest, watched a movie, played, enjoyed moments at the bar, ...</i> <i>AND of course talked a lot about advocacy!!!</i> <i>We worked hard, all of us!</i> <i>The result you see here:</i> <i>Now it is time to DESTROY it!!!</i> <i>Take scissors and cut out everything what you want to keep.</i> <i>Glue it here:</i> <i>We want to create a huge DBYN-advocacy-collage together!</i> <i>In silence!</i> <i>Did you all understand?</i> <i>Let's start!</i></p>

Closing Mass

Timing in the programme	Friday 24/06/2022, 17:00-19:00
Background/rationale	The Mass is a crucial moment in our training course, as it allows the pax to make a value-connection to the learning process they went through. It is also the time as a call for action. The pax have gone through the full learning programme which means they are they have a first idea on what they can do with the study session. All sessions after Mass are focussed on consolidating the outcomes and on evaluation. The Mass needs to create the right mind-set to engage in the rest of the day and the follow-up after the study session.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Homily needs call for action, advocacy. • Youth-friendly Mass
Description session (Methodology, methods, timing)	Before Mass some of the participants helped Father Oliver with the preparation of songs etc. The other participants were cleaning up the training rooms.
Outcomes	<ul style="list-style-type: none"> • Pax have a feeling they are part of the Don Bosco Movement and DBYN • DBYN identifies individuals that can be further involved as representatives • Identify own attitude (whys) & connect them with DBYN & CoE (HRE)
Evaluation	Mass was good. The priest made a good connection with Human dignity, Human Rights and commitment. The call of action was in the Mass.
List of materials & space required	<ul style="list-style-type: none"> • Catholic Priest • Liturgy in English • Guitars • Songs
Further reading	n/a
Appendices	n/a

Every day

Reflection and evaluation – General methodology for the participants

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

Reflection and evaluation specific to this training course

Timing in the programme	Reflection groups 20, 21 and 22 June 2022 from 18:30 until 19:00.
Background/rationale	Daily reflection and exchange about the topics of that day. The small groups for this reflection are the same groups every day, guided by the same trainer.
Aim(s) and objectives of the session	Reflection and exchange about our personal aims for the study session, about our learning goals, about how we experienced the sessions that day, what we have learned, personal assessment on skills, etc.
Description session (Methodology, methods, timing)	<p>The trainers start each reflection with a general 'how are you' questioning. Then they use the prepared method for that day.</p> <p>20 June 2022: Reflection and exchange 21 June 2022: short moment of exchange and then a personal assessment 22 June 2022: hand method</p>
Programme	<p>20 June 2022: The groups reflect on the expectations they have for themselves within the study session.</p> <ul style="list-style-type: none"> What are their own personal goals? What are their fears? What are their needs? What are their expectations? <p>They share with the others in their reflection group.</p> <p>21 June 2022: Short exchange about the day and the general thoughts and feelings of the participants. Then a personal assessment. Participants get an overview of skills needed to be a good advocate and an explanation of each skill. They get some time to give themselves a score on each of the skills, to see what their strengths and weaknesses are.</p>

	<p>22 June 2022: The hand method. For each finger of the hand the participants need to share something, if they feel like sharing.</p> <ul style="list-style-type: none"> • <i>Thumb:</i> something they liked that day • <i>Index finger:</i> something they want to point out • <i>Middle finger:</i> something they didn't like that day • <i>Ring finger:</i> something they want to commit themselves to • <i>Little finger:</i> something funny about that day
Outcomes (Trainers perspective)	<p>20 June 2022: trainers discussed together the needs, fears, expectations and learning goals they heard from the participants. With that in mind, we discussed the sessions for the next day.</p> <p>Participants could learn to express themselves in English and how to share their thoughts and emotions. The levels of trust between the participants got better.</p> <p>21 June 2022: trainers get the feedback from participants that they felt that their feedback was really used in the programme. Participants get an overview of the skills needed to be a good advocate and the scores they give themselves to these skills.</p> <p>22 June 2022: the method of the hand was helpful for the participants to share more specific things with each other.</p>
Evaluation	<p>In general, the use of reflection groups is used in every DBYN activity. It is part of our methodology and we are convinced that it is very useful. Both for the participants as for the trainers, to create a safe environment and a climate of trust. For the trainers it is also useful to keep an eye on the participants that need some extra support.</p>
List of materials & space required	<ul style="list-style-type: none"> • One print for each participant, pens • Pens
Further reading	n/a
Appendices	n/a

Team

Rules

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

Role division

Trainers

- Lisa Teresa Gut (DE)
- Louis Debono (MT)
- Francesco Buscema (IT)

Project administration:

- Liesbet Perdieu: Resource person, overall coordination, leading team meetings, reports of team meetings, communication work

Educational advisor:

- Enrico Elefante

Host team:

- The staff of the European Youth Centre in Budapest provides all hosting services.

Salesian chaplain:

- Father Ryan Oliver
- Goodmorning/night, optional morning mass/prayer, mass preparation, assistance
- Develop a theme for each day (with clear chronology towards the Mass)
- Celebration of the closing Mass on the last day

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 folder.

Real-time feedback from participants

The trainers want to keep in touch with the pax. They are encouraged to offer assistance in order to catch possible problems. We will inform the pax to individually approach trainers if there is something wrong.

Safeguarding

Introduction

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

Defining abuse

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

Code of behaviour

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

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

- Trainers should talk within their team about the topic of alcohol-consumption before the start of a trainings course/seminar.
- At any time, youth-workers should abide by the civil law of the country.
- The hosting team can be a great help in this and 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.

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

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